THE EFFECT OF OKLAHOMA COMMUNITY EDUCATION

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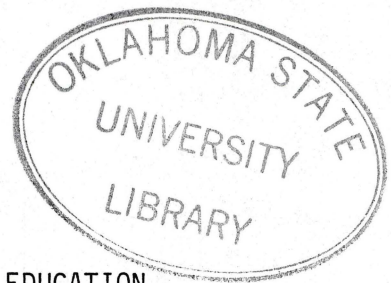
ORGANIZATION AND ACTIVITIES

By

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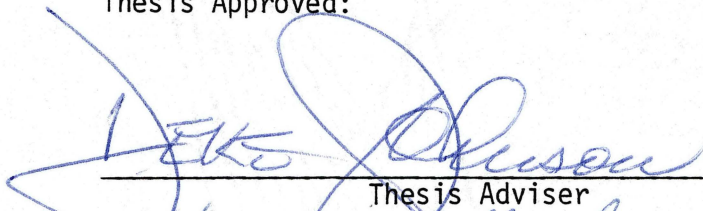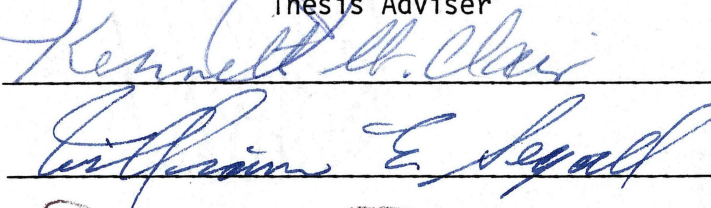Oklahoma State University
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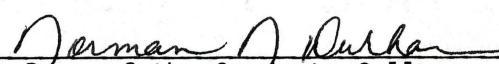
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THE EFFECT OF OKLAHOMA COMMUNITY EDUCATION

ADVISORY COUNCILS BASED UPON

ORGANIZATION AND ACTIVITIES

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ACKNOWLEDGMENTS

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CHAPTER I

INTRODUCTION

A major factor in the successful implementation of any community project is citizen participation. Citizen participation in community activities helps to ensure that established goals and objectives are reflective of local community wishes. Likewise, citizen participation in the school can serve to bring school officials, parents, students, and other members of the community together in an environment of learning, playing, and problem-solving.

In the history of America, when citizens found themselves in times of trouble and concern, they generally turned to the public schools for help. They believed that the school's human resources were adaptable to the task of giving direction and helping to solve problems. The school, therefore, became the main thoroughfare in the community. Dewey (1900) stressed the social responsibility of the school to inform the community, as well as to educate the child. He believed that what the best and wisest parent desired for his own child, the community should desire for all of its citizens.

The use of volunteers in the schools was seen as a form of citizen participation. Hickey (1978, p. 66) noted: "The use of volunteers in American schools has a history dating back to the very first Colonial schools. Many early schools, in fact, were administered by volunteers."

Another form of citizen participation was seen through town meetings. This process, which has long been associated with the founding of our nation and is still practiced in many parts of the United States, served as a mechanism for citizens to hold large gatherings for the purpose of discovering common problems and devising means for solving the problems.

The previous decades of our nation's history have offered substantial opportunities for citizen participation throughout the life of each citizen and each community. One of the great unspoken forces in American life has been a longing for human concern and community. There have been many programs initiated in the past to try and fulfill this longing. In the middle 1960's, the United States government offered a plan to end poverty in this country through the institution of federal programs. In order to involve people in the programs at the operational level, community action groups began to emerge and work cooperatively with various organizations, both on the local and state levels. Just how well these groups functioned is yet to be resolved. LeTarte (1978) suggested that these groups shared some basic beliefs which included the following:

1. Communities should be involved in decisions that will affect them.

2. Institutions must be more responsive to their constituents.

3. Potential leadership exists in all communities and should be developed.

There is, at the present time, reluctance on the part of many citizens to involve themselves in community affairs. They are disenchanted with governance on the local, state, and national levels,

particularly with the perceived lack of honesty, accountability, and morality of public officials. One of their major concerns is the apparent failure of the public educational system. Today, there are few voices raised in the defense of public education.

Giddis et al. (1981) contended that in the 1970's, citizens became concerned with the relevance and quality of education, particularly public-funded education. They further contended that today, quality of life is a crucial consideration for the American way of life. It is a composite term having different characteristics in differing areas. For some families struggling with inflation, quality of life may mean trying to maintain the lifestyles associated with the American dream. To other families it may mean survival by finding some way to cope with declining buying power.

Fantini (1978) noted that America is entering an age in which increased emphasis will be placed on carving out new directions in education. He advocated:

> We are presently in the midst of a period of public
> accountability leading to a redefinition in American
> education. The activities of learning and relearning
> and of searching for great fulfillment of human and
> societal potential will increasingly become the dominant
> priorities of our civilization. All learning and educa-
> tion cannot be restricted to the school. Community
> participants need to be involved (p. 2.).

The danger is that "participation" and "involvement" may become catch phrases rather than real solutions, a slogan for radicals, and an empty vessel for the establishment (Lees, 1972).

Hiemstra (1972) maintained:

> We can't afford to use community involvement as an issue
> by which the various educational and social problems are
> dumped off for solution by local leadership. The need
> is to educate all people for social action (p. 22).

Ten critical questions on citizen participation were advanced by
Warden (1977) for thought and consideration:

1. What is the purpose(s) of the citizen participation
   effort and who determines such purposes?

2. Who is to be involved and what strategies or tactics
   are to be employed?

3. What are the limitations, if any, placed on such
   participation efforts?

4. What are the personal benefits to be derived by the
   participants themselves and the community in
   general?

5. What are the implied criteria of 'successful
   participation' and who determines such criteria?

6. What resources are available to support such
   efforts?

7. How will the relative functions of both lay and
   professional be addressed?

8. If participation is to be linked to any agency or
   organization, where is it to be located in the
   organizational structure?

9. To what extent will the participants have access to
   decision-makers?

10. What local conditions or factors need to be
    considered relative to the participation efforts?
    (p. 23).

Nance (1975) advocated that it is infinitely better to have a
feeling for the positions of individuals and groups in the community
regarding policy matters before a course of action is decided upon
than to make decisions and then be abruptly and unhappily confronted
by community dissatisfactions. It was his belief that public admin-
istrators will be increasingly called upon to display a firm, well-
grounded understanding of their communities, and in no other
institution is this fact more applicable than the public school.

Even though the public has all but withdrawn from the schools which they supported in the past, they are now making new and greater demands on the educators of this country to provide new ways of looking at improving the quality of human life. Just recently, a bipartisan presidential commission called for significant reforms to upgrade the quality of American education at all levels. In an "Open Letter to the American People," the 18 member National Commission on Excellence in Education said that America's economic, cultural, and spiritual role in the world is being threatened by lax standards and misguided priorities in the schools. The scathing report on U.S. schools, from first grade through college, called for tougher standards, longer school days, and higher pay for teachers to combat a "rising tide of mediocrity" ("Report Hits Rising Mediocrity in Education," p. 1).

Many people see community education as a truly viable solution to some of the problems in society. Many people see the community education concept as encompassing the whole community and helping to bring the community's many divergent programs into a harmonious, unifying effort, while at the same time better serving people of all ages.

According to Storey and Rohrer (1979), the Community Education Concept is based on the premise that:

1. Local school buildings, facilities, and equipment are public resources which can be used to extend additional educational services to all community people regardless of age, race, creed, sex, or national origin.

2. Local democratic participatory action on the part of citizens, dealing with determining needs, establishing problems, and local

problem-solving, not only makes the community a better place in which to live but also builds leadership for larger community issues.

3. The schools can work cooperatively with community members, agencies, and institutions in the process of maximizing the use of community resources for improving community conditions.

4. None of the above is likely to happen without the services of a school staff person who gives priority to the assessment of local needs, who initiates and responds to local citizen interests, and who stimulates citizen involvement and action.

Goodlad (as cited in Davies, 1981, p. 353) wrote: "Communities and a sense of community will continue to wither as long as our institutions are preoccupied with their own survival rather than with the human conditions and needs they are supposed to serve."

Storey and Rohrer (1979) pointed out that the community education theory is much broader than the progressive education theory; however, the two philosophies have in common the principles of:

1. Evolving their purpose out of the interests and needs of the people.

2. Utilizing a wide variety of community resources in their programs.

3. Practicing and promoting democracy in all activities of school and community.

Hiemstra (1972) contended that the community education concept also implies that education will have an impact upon the locality it serves. The successful community education program will reflect the unique nature of the community it serves and will meet the needs of all residents. This means, therefore, that citizens need to become

involved in the decisions affecting the school and its programs.
Hiemstra further contended that a philosophy that accompanies the
community education process is that learning is a continuous, lifelong
experience and need, and this implies a process that begins in the
home at birth, is continued in the community school, and is perpetu-
ated in the educative community throughout one's life.

Procunier (1970) sees community education as a process that
involves people in the marshalling of human and physical resources to
create an environment conducive to improvement in the quality of life
of all citizens. Becker (1979) sees it as a means for communication
which affords its citizens a vehicle to have their wants and needs
met, and to improve their quality of life. Udell (1978) implied that
through the community education concept, life-long learning experien-
ces can be encouraged by involving a defined community in the identi-
fication of its needs, wants, and concerns, and in the effective
utilization and development of all existing human, physical, and
financial resources within and outside the community to satisfy these
needs, wants, and concerns.

In a recent National Community Education Workshop held in Flint,
Michigan, two outstanding educators voiced major challenges to commu-
nities and community education. Goodlad (1982), Dean of the Graduate
School of Education at the University of California at Los Angeles,
who directed the nine-year Study of Schooling in the U.S., stated:

> All resources of the community must be brought into the
> education process and refurbished for educational pur-
> poses, because our schools can't do it alone. If not,
> they will not survive in anything like the form we have
> known. Two steps are needed: (1) we must define a
> reasonable role for schooling; and (2) we must elicit
> and initiate concern for education in all institutions

of our society because the problems of youth--the problems of education--are community problems, not just school problems (p. 1).

Langton (1982, p. 1), executive director of the Lincoln Filene Center for Citizenship and Public Affairs at Tufts University in Massachusetts, stated: "Community education must address underlying issues that will shape the future of communities and should do it through proactive, not reactive, leadership."

A major component of the community education process is the community education advisory council. Community education advisory councils serve to facilitate the process of community education.

LeTarte (1978, pp. 64-65) concluded: "In community education, the term 'community involvement' has been placed on a pedestal and community directors are being pressured to develop community councils in order to assure this desired involvement."

Winecoff (1978) suggested:

The public schools need much more than cursory involvement and a few extended activities; they need a thorough overhaul to catch up with individual and community needs and advanced technology, or, in Toffler's words, to cope with 'future shock.' This is a real challenge to community councils (p. 63).

In April of 1982, community education leaders, coordinators, directors, staff personnel, and supporters of community education, both on the public school and university levels in Oklahoma, held a two-day planning retreat for the purpose of charting the direction of community education in Oklahoma for the next few years. For operational purposes, the following information was disseminated to all participants:

1. Goal and activity statements which have been used to guide the Community Education Center at Oklahoma State University since 1975.

2. Summary of a 1975 National Evaluation of Community Education as it pertains to Centers which was prepared by Research Triangle Associates (<u>National Assessment of Community Education Summary Report</u>, 1977).

3. Summary of Federal Experience in Community Education as it pertains to Centers.

4. Summary of 1980 Evaluation of Centers for Community Education as it pertains to Centers.

5. Recommendations related to community education directors' preparation programs.

The agenda for the retreat was so designed that it provided ample time for small group brainstorming and prioritizing. The final activity on the agenda was identifying objectives. Strong advisory councils and citizen participation in the total community education process were listed among the top priorities.

Cox (1978) advocated:

> Advisory councils can be very effective in providing an awareness of community problems and helping to solve these problems. An advisory council can serve as a communication bridge between the many groups in a community. Therefore, community advisory councils in the field of community education have become almost a byword ranking in use with accountability, evaluation, and standards (p. 56).

Statement of Purpose

A major component of the community education process is the

community education advisory council. The advisory council serves to facilitate the process of citizen participation. A survey conducted in December, 1982, revealed that community education advisory councils were in vogue in the community education programs in Oklahoma; however, there was no information available to indicate the kind of impact these councils are having on citizen participation in school and community activities. (The survey is shown in Appendix A.)

The purpose of this study was to collect information on community education advisory councils in the community education programs in Oklahoma as to council organization and council activities to determine the kind of impact the advisory councils have on citizen participation in school and community activities.

There were three specific areas of inquiry:

1. Council Organization - This included the size of the advisory council as to members; the number of meetings held during the past year; the attendance of the advisory council members at the meetings; the experience, strengths, and weaknesses of the advisory council presidents; types of groups represented on the councils; and the source and amount of the budgets for the advisory councils.

2. Council Activities - This included projects and/or activities for the past year and levels of council decisions concerning the projects.

3. Council Impact - This included changes, citizen in-put, and decision making with regard to school and community activities.

Background and Significance of the Study

One of the prevailing models of community education was

established with the initiating of the Flint, Michigan, Community

Schools by Mott and Manley in 1935 ("In Memoriam," 1972). From 1967

to 1978, the concept of community schools emerged from an identifi-

cation with a few districts to over 7,000 systems throughout the U.S.

Presently, there are 8,000 community schools throughout the U.S. A

number of states, including Oklahoma, have passed supportive legis-

lation for granting financial assistance for community education

programs.

The National Community School Education Association was estab-

lished in 1966 to serve as the parent professional organization for

local and state community groups. Community education was introduced

formally in Oklahoma through the cooperative effort of the Tulsa Park

and Recreation Department and the Tulsa Public Schools in 1972-73.

Then, the communities of Stigler, Broken Bow, and Yukon adopted the

concept. Steadily, the number of communities has increased so that

now over 60 communities lay claim to having community education pro-

grams in Oklahoma.

The Oklahoma State Department of Education first advocated commu-

nity education through the annual Critical Issues Conference, and then

began making available funding through Title III and Title IV of the

Elementary and Secondary Education Act. Grants from the U.S. Office

of Community Education in 1977, 1978, and 1979 made it possible to add

a state coordinator for community education. In 1978, the Oklahoma

Legislature mandated that the State Department of Education expand and

extend community education throughout Oklahoma and supplied funds for

this purpose during 1979-80. During the period 1979-83, Oklahoma

allocated well over one million dollars for the support of community education (Appendix C).

The development of community education through training, dissemination, research, and service in Oklahoma has been done through Oklahoma State University and Oklahoma University, for the most part. The Community Education Center at Oklahoma State University was established in 1974 and the Center for Community Education at Oklahoma University opened in 1977.

Citizens' advisory councils have been formulated many times in order to meet local and federal requirements that a component of community participation be incorporated into educational and community programs. Therefore, it was not uncommon that the community education directors in the state of Oklahoma establish community education advisory councils for their programs in order to encourage more citizen participation.

Research Questions

This study was designed in part to determine if there were any significant differences because of the type of the community or the type of the advisory council with respect to the following: (1) the number of members on the advisory councils, (2) the number of meetings the advisory councils held during the past year, and (3) the number of advisory council members attending advisory council meetings during the past year.

The following questions were examined:

1. Was there found to be any significant difference because of

the type of community or type of advisory council with respect to the number of members on the advisory council?

2. Was there found to be any significant difference because of type of community or type of advisory council with respect to the number of meetings held during the past year?

3. Was there found to be any significant difference because of type of community or type of advisory council with respect to the number of advisory council members attending council meetings during the past year?

Data were gathered on the types of groups that made up the membership of the advisory councils, the type of leadership exhibited by the advisory council president, and council impact on school and community activities with regard to citizen participation. Data on budgets and council activities were also included in the study.

Basic Assumptions

This study was based on the following assumptions:

1. That research into the activities of a process that has as its purpose the enhancement of all phases of community life in American society is of significance in the field of education.

2. That the research should be of value to the Oklahoma State Department of Education, and the Oklahoma Community Education Association.

3. That improvements in citizen participation will parallel improvements in the attitudes and philosophies of the citizens.

4. That the advisory councils will be quite diverse with regards to functions, characteristics, and responsibilities; therefore, the extent of citizen participation in each community will be different.

5. That all people have the capacity for developing some types of skills for community participation.

6. That community participation is a social imperative and is necessary for producing unity and strength among people in the community.

7. That community education advisory councils serve to facilitate the process of community education in the schools and in the communities, and therefore promote greater citizen participation.

8. That community education in the state of Oklahoma has definitely made a positive impact in the lives of the citizens in the towns and communities where community education programs are being conducted.

Limitations

This study was limited to 71 Oklahoma Community Education Programs: 60 of the programs were identified in a December, 1982, survey, and 11 additional programs were identified in a September, 1983 survey. (These surveys are shown in Appendixes A and B.)

Discretion should be used by the reader in the generalizations gleaned from the study. The present findings may or may not be applicable to conditions prevailing in other community education programs, advisory councils, and committees.

Definitions of Selected Terms

The following definitions of selected terms will serve to promote a better understanding of the study:

Community: Community is space, community is people, community is shared institutions and values, community is interaction, community is distribution of power, and community is a social system (Warren, 1963).

Citizen: A resident of a city or town, especially one who pays taxes.

Citizen Participation: The purposeful activities in which citizens take part in relation to political units of which they are legal residents (Langton, 1978).

Community Education: The process that achieves a balance and a use of all institutional forces in the education of the people--all of the people--of the community (Seay, 1974).

Process: The attempt to organize and activate each community so that it more nearly reaches its potential for democratic involvement and development (Minzey, 1972).

Program: The more overt activities of a community, and one of the major steps in community education that comes about when the perceived needs of citizens are met (Minzey, 1972).

Concept: A thought, a notion, an idea. In community education, it is the relationship between program and process.

Advisory Council: One type of group that organizes for a voluntary effort toward solving common key concerns and/or interests (Cox, 1978).

Overview of the Study

Chapter I includes the statement of the purpose and other impor-
tant information necessary in the development of the purpose. The
information in Chapter I serves to provide the theoretical base from
which the researcher will examine the questions raised in the present
study. Chapter II provides an explanatory review of important and
related literature. Chapter III describes the design and methodology
of the study. Chapter IV presents the findings, and Chapter V deals
with the summary, conclusions, and recommendations from the study.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Community education has been seen as a truly viable solution to some of the problems society is now experiencing. One philosophical concept is that community education provides an opportunity for people to work together to achieve community and self improvement.

Community involvement is a part of the minimum daily requirements of community education. Fallon and Fallon (1983) implied:

> During the brief history of community education, many citizen groups have already been organized, trained and prepared psychologically, intellectually and emotionally to deal with critical societal and community issues. The challenge now is not only to help them do so, but to do what must be done to ensure their success. The success and effectiveness of community education in the future will be determined in direct proportion to its impact on community problems (pp. 12-13).

Reed (1982, p. 5) noted: "One of the more consistent themes in community education is agreement on the value of participation. It is this theme that requires continual negotiation between school and community."

Melby (1972) called attention to the fact that in 1936, Frank Manley declared that the community school director should be a part of the community in order to get people involved in the activities of the public school. Frank Manley, who opened the first five community

schools in Flint, Michigan in 1935, and who was known as the "Father of the Community Education Concept," was able to involve people. By doing so, he was able to get things done. It was emphasized by Manley that no program or activity, no matter how studded with innovations, would succeed unless it mixed the community's total resources in the process.

The nation's present situation calls for a response to changing human resource needs. Federal funds are being cut very drastically for all human services, and foundation support is being lessened. At the same time, however, there are the continuing and legitimate needs of people being expressed. It is very necessary, therefore, that the school's function be expanded to meet the needs of the community. Through this expansion it would be reasonable to expect that educational opportunities could be extended through the use of community resources. The school and the community have common problems, and building on community strengths through the active participation of community members should result in the assessment of the problems and providing some possible solutions to them.

The National Community Education Association (NCEA), recognizing the challenge to respond to changing human resource needs, adopted "Community Education: Shaping the Future" as its 1983 convention theme.

Liebertz (1983), the president of NCEA, proposed that the theme of "co-creating the future" be a major goal of every NCEA member for the 1983 year. This goal included 12 tasks, generated by the National Agenda Committee of the NCEA:

1. Moving public education into a genuine working part-
   nership of home, school and community.

2. Integrating citizens of all ages into the total
   learning process.

3. Using the entire community as a learning
   environment.

4. Expanding the educational delivery system to include
   community agencies and the public and private
   sectors.

5. Designing new roles for administrators, teachers,
   students and citizens for ensuring personalized
   learning for all ages.

6. Increasing systematic citizen participation in
   identifying needs, finding resources and assuming
   responsibility for solving problems.

7. Involving the full range of citizens in shared
   decision-making processes.

8. Encouraging organizations, agencies and institutions
   to become more responsive to the expressed needs and
   interests of citizens.

9. Fostering increased collaboration among community
   organizations to meet the expressed needs of local
   communities.

10. Promoting effectiveness of community-based
    organizations.

11. Promoting volunteer citizen involvement in public
    education and community improvement.

12. Increasing the efficiency of educational and commu-
    nity systems through better use of existing and
    developing technology (p. 2).

Lightfoot (1978) reiterated:

People of all ages are looking for ways within their
financial and geographic reach to satisfy their own
resources to improve their communities; to enrich their
social, leisure and cultural activities; and to improve
their individual and family lives. Community education
offers one means of fulfilling these desires by involv-
ing citizens in decision making, by which people can
identify their own needs and define their goals and
activities (p. 7).

There have been a number of articles written and studies conducted to collect information on how community education advisory councils are organized, the kinds of activities in which they are involved, and their impact on citizen participation. Some of the various studies and articles were helpful in this study.

There was one study in particular that was of great help to the researcher. The study referred to was the survey conducted by Fleischman and Hopstock (1983) of Development Associates, Inc., Arlington, Virginia, for the Charles Stewart Mott Foundation of Flint, Michigan. The purpose of the survey was to gather information concerning how councils are organized, the kinds of activities in which they are involved, and the effect councils are having on schools and communities. Data from the survey were referred to very frequently in this study.

Although this study was similar to the one conducted by Fleischman and Hopstock (1983), it was determined that no study had been conducted using 71 Oklahoma Community Education Advisory Councils, of which 48 met the minimum guidelines/criteria for a community school, as established by the Charles S. Mott Foundation. Citizen involvement was one of the key aspects in two of five criteria established by the Charles S. Mott Foundation. (The criteria are shown in Appendix D.)

Based on the premise that a major component of the community education process is the community education advisory council, and that the community education advisory council serves to facilitate the process of citizen participation, the review of literature confined itself to three main topics: (1) Council Organization, (2) Council Activities, and (3) Council Impact.

Council Organization included the recommended size of an advisory

council membership, types of groups that should be represented on an

advisory council, frequency of meetings, attendance of members at the

meetings, leadership qualities of advisory council presidents, and

budgets for council activities. Council Activities included the vari-

ous projects and/or activities initiated by the advisory councils, and

the levels of council decisions. Council Impact included changes,

citizen in-put, and decision-making as to the effect on schools and on

the community.

Council Organization

Size

Those persons studying group process frequently suggest that 9 to

12 is the best task group size. Much of the literature on community

councils suggests a good size community education council ranges from

15 to 30 persons. When determining the best size council for a par-

ticular community, it is important to consider the number of groups

needing representation and that the number of representatives does not

become so large that meetings and decision-making processes will be

unwieldy.

It was suggested that the optimum number of persons on a council

will vary according to the council's functions; however, between 12-18

is recommended. It was suggested by Clark (n.d.) that committee size

vary according to function, with 3-5 being optimum.

Greenwood et al. (1982) called attention to the fact that the

formation of school advisory committees (SACs) was mandated in the

1973 Florida Legislature for all of Florida's school districts. There were 31 SACs organized and all but one of the schools indicated that they had active advisory councils and the membership on the councils ranged from 12 to 20.

Nance (1975) maintained that usually the number of council members ranges from 15 to 20 members, and others become involved by serving on special task forces.

In a survey of community school councils (Fleishman and Hopstock, 1983), which included community education councils and comparison councils, the results concerning size revealed the following: The median number of members of community education school councils was 10.5. For community education district councils, the median number of members was slightly larger, 14.8. Comparison school councils and district councils were much larger, with medians of 113.3 and 45.0 members, respectively.

Frequency of Meetings

It has been suggested by those persons in leadership positions that regularly scheduled meetings should be the practice of any committee, task force, etc. It is important to the continuity of the membership of these various committees. In the Fleischman and Hopstock (1983) survey, it was revealed that the number of full council meetings varied from over seven per year for community education school councils to five for comparison school councils. The mean number of meetings held by community education district and comparison district councils was the same, just under seven. The percentage of members attending community education council meetings was higher than

the percentage of members attending comparison council meetings. The survey showed that the mean number of executive committee meetings over the past year was between six and seven, with the executive committees of comparison district councils meeting most frequently (7.3 meetings per year). The survey further showed that for community education school and district councils and comparison school councils, over one-third of the chairpersons reported that the agendas were set by the full council. The meetings of another one-third of the community school councils and one-quarter of the community education district councils were reported to have no formal agendas. On the other hand, almost all comparison councils had formal agendas for their meetings. For almost half of comparison district councils, the agendas were set jointly by the council president and school administrator.

Meetings and Attendance

It was emphasized that the meeting setting can play a major role in the relative success of a council. There are certain factors that should be considered, such as room size, lighting, temperature control, acoustics, furniture, room appearance, and availability of equipment. Clark (n.d.) offered some general strategies that have proved helpful in the past in getting members to attend meetings and enabling the meetings to be successful. The strategies included creating an informal, "business-like" atmosphere, council member proximity to and visibility to one another, the use of name tags and/or name cards, and providing seating arrangements for guests and media. He further suggested that the agenda, which represents the pre-planning for a meeting, be controlled by the council members. The

agenda should not only present the basic categories, it should also provide all the specific information which is essential to guide and document a meeting. The agenda should be sent to the council members at least five days before the meeting. The meetings should start on time, accurate minutes should be kept, correct parliamentary procedures should be utilized, and council members should be utilized on committees (Clark, n.d.).

Nance (n.d.) argued that meetings are important, but the meeting is not the organization and the organization is not the meeting. He pointed out that people who like to get things done are sometimes driven away by meetings that accomplish nothing. When the activists leave, all that is left are those who tolerate, or create meetings that accomplish nothing. Every meeting must have a definite purpose and Nance (n.d.) offered three different types of meeting activities:

1. Planning and Decision-Making. The purpose is to identify the goal, focus on a specific issue, problem, or event to encourage creative thinking; and to develop a workable plan or timeline for action.

2. Conducting Business. The conduct of business focuses on setting policy and operating procedures and ratifying decisions made by committee task forces, etc. The conduct of business should be kept brief. A great deal of time should not be spent discussing details that bore the membership. The secret of a successful meeting is pre-planning.

3. Programs and Socializing. Every meeting should have some personal time reserved to help members get better acquainted. This time may be structured or unstructured.

Johnson (1979) cautioned that it is both important and necessary that advisory council members attend meetings on a regularly-scheduled basis. Attendance serves to provide continuity for the council. Therefore, the tasks of the advisory council members must be clearly defined so as not to waste the members' time and discourage them from attending meetings. Johnson also advanced the idea that the program of the council is that of the membership and a plan of activities should be developed on a yearly basis, taking into consideration any conflicts during the year (such as holidays, school functions, etc.). By doing this, council members should be able to plan their calendars without conflict.

Nance (n.d.) suggested that one of the keys to an effective advisory board is clearly defined tasks managed in such a way that they may be successfully accomplished within a time frame that allows for the necessary organization, delegation, and coordination.

In the Fleischman and Hopstock (1983) survey dealing with attendance, it was pointed out that higher percentages of community education council members attended meetings than comparison council members. The executive committees had higher percentages of their members in attendance than did full council meetings.

The OCEA established a "Criterion for the Blue Ribbon Yardstick for Community Education Advisory Councils," of which one requirement specified attendance (Appendix E). This requirement stated that average attendance should be at least 60% of the members at the regularly scheduled meetings. The other literature dealing with attendance which was reviewed was very limited and only stressed the fact that

members should attend the meetings in order to keep the organization "active."

Representativeness of Membership on
the Advisory Council

Clark and Shoop (1978) advised that in order to insure that local needs and aspirations be met, membership on community advisory councils be as cross-sectional of the community as possible. The representativeness of members should be the major concern of persons organizing community advisory councils. Every effort should be made to encourage maximum cooperation and coordination between institutions, organizations, and agencies who provide services and programs for the community. Every effort should be made to solicit cross population representation which, in effect, would elicit representation from all social, racial, ethnic, and religious groups.

Nance (1975) advanced the idea that when organizing a council, particular attention should be given to making it representative and open to all. A definite operational framework should be established. Council members should be trained and their roles and responsibilities should be clear.

Looking at the council members by type, the Fleischman and Hopstock (1983) survey showed that approximately half of the members of community education school and district councils were parents of children in the school, with another one-quarter being other residents of the school service area. The remainder were school administrators, teachers, and non-residents of the school service area. The comparison school and district councils were made up of parents and teachers

almost exclusively, reflecting the fact that these councils were mainly PTAs or PTOs.

The Task Force for School Community Council Development of the Flint, Michigan, Community Schools recommended certain guidelines for school-community advisory councils, which were approved by the Flint Board of Education on February 14, 1973. The guidelines stated that membership on each council should definitely include the following: parents, residents, teachers, principal, assistant principal, community school director, and students.

The guidelines further stated that membership on each council may also include the following: organized school groups (PTA, homeroom mothers, fathers' clubs, etc.); organized community groups (block clubs, neighborhood civic organizations, etc.); paraprofessionals (home school counselors, teachers' aides, library aides, etc.); non-professional staff (custodians, secretaries, cafeteria workers); churches; businesses; senior citizens; and teen clubs.

Council members are usually selected in one or two ways: (1) by appointment and (2) by allowing persons to volunteer. Clark and Shoop (1978) cautioned that membership by appointment is simple to achieve, but its success is directly dependent on the representativeness of persons selected. A common fault is the selection of only persons who are supportive and councils should not be composed of people who reflect only one point of view. Volunteerism allows for anybody to participate, but sometimes has a detrimental effect on continuity because people usually will actively participate when working on an area of interest and will allow their participation to wane when working in areas of less interest.

The Flint Community Schools Guidelines for School-Community Advisory Councils (1973) suggested that members on the council representing parents and residents should live in the school attendance area which the school serves, and members of the council representing the business section should either live in the school attendance area which the school serves or conduct their business within that community. It was also suggested that the terms of membership for council members be structured on a "staggered" schedule. This implies that some members will serve one-year terms; some members two-year terms. This method was to insure that there was not a complete turnover of council membership each year. It was further suggested that a two-year term for council members be considered; however, this was not meant to deny a member from serving more than one term.

It was pointed out that a major part of council ineffectiveness is the lack of representativeness of the members to the clients or community being served. The council is essentially a sample of people who can represent the total community's interests and concerns (Clark, n.d.).

Nagel (1973) undertook a study to determine the organizational structure and characteristics of vocational advisory committees and to assess the factors that contribute to the relative effectiveness of such committees in agriculture, business and office, home economics, and trade and industrial education. The major purpose of the study was to develop guidelines for ascertaining the characteristics of relatively effective vocational occupational advisory committees. He found that advisory committees usually include six to seven members; they are generally appointed to serve two or three year terms;

inactive advisory committee members are replaced before their term of appointment expires in approximately half of the programs; committee members generally work or reside in the local school district; advisory committees are generally composed of males who are between the ages of 31 and 50, and they are apt to hold a bachelor's degree and work in the specific vocational field. Advisory committees are of direct value to the operation of local vocational agricultural, business and office, home economics, and trade and industrial programs.

Leadership

The National Committee for Citizens in Education (1976) described a leader as a person who makes a significant contribution to the continuing life and long-term effectiveness of the group with which he or she is associated. The committee declared:

> Leadership style is far more important than personality in creating an effective leader and that under some circumstances the 'born leader' can actually do more harm to a group than good. What makes someone a leader is neither personality nor title, but the ability to work for and within a group and to develop a group process that will lead to the fulfillment of the group's goals (p. 8).

Adcock (1981) proposed that:

> Training, specifically renewal training, for those in community education leadership positions, is one of the critical options for advancing community education and continuing to improve the quality of existing programs. Training opportunities, ranging from one-day to three-day sessions, are scheduled through the year in Oklahoma (p. 7).

Heaton (1977) contended that the most essential element to assure success of community education is leadership and training programs to provide the high quality of leadership that is necessary for a person

in the leadership role. The training programs must be long-term, and most of the training must take place in the community.

Gibb (1969) stated:

> People must be led. People grow, produce and learn best
> when they set their own goals, those activities that
> they see as related to these goals, and have a wide range
> of freedom of choice in all parts of their lives. The
> most effective leader is one who acts as a catalyst, a
> consultant, and a resource to the group. The leader is
> present, available, and with the group as a person, not
> as a role (p. 316).

Homans (1961) raised the question as to how a person becomes a leader in his/her group. He believed that a leader who is formally appointed is unlikely to be successful unless he/she has some of the characteristics of the person who simply emerges as a leader in a group or makes himself/herself one. He maintained:

> Field studies of groups suggest a general rule: the
> same process that wins a person high status in a group
> is also apt to win him leadership if the group has any
> use for it. As we have seen, a person wins high status
> in a group by providing the members, not necessarily all
> of them, with rate and valuable rewards in individual
> exchanges (p. 270).

Clark (1982) suggested that there are 12 ways to kill a council:

1. Don't involve the council in program development.

2. Don't put the council's functions in writing. Or, if you do, keep the functions fuzzy.

3. Avoid council members who are representative of client groups to be served.

4. Use only the voluntary, or cop-out, method of selecting members.

5. Don't appoint members for a specific term of office.

6. Provide no training or useful information.

7. Do everything as a committee of the whole. Never appoint task groups to focus on specific areas or goals.

8. Change meeting times and places frequently, or meeting "as necessary."

9. Have a person from the school or organization serve as chair, or act like it, and control the council.

10. Don't consult with others in developing the agenda, and don't mail it ahead of time.

11. Don't take minutes, or have someone from the staff take them. Don't mail them out.

12. Do nothing with the recommendations or products of the council.

The foregoing, suggesting ways to kill a council, offered certain implications for leaders.

In the Fleischman and Hopstock (1983) survey, community education directors and principals were asked to rate the leader of their councils on a number of dimensions along a seven point scale. It was revealed that community education school and district council leaders were rated most positively on "gets along well with people," "knowledgeable about community," and "open-mindedness." Comparison school council leaders were rated most positively with respect to "active," and "knowledgeable about community." Comparison district council leaders were rated fairly evenly across all dimensions.

Budgets

In an excerpt from Neighborhoods: A Self-Help Sampler (1979), distributed by the SNAP Support System Clearinghouse, it was suggested

that in all probability any organization will need money to operate because there will be costs for mailings, printing, xeroxing, typing, etc. Therefore, it should be determined how much money will be needed to function and then members should identify sources of money and try to tap them. Charities, churches, foundations, local, state, regional, and federal governments are sources of funding and should be looked at very carefully. Other alternatives were suggested, such as: hosting dinners, having a street fair, having a rummage sale, having a car wash, or any other such activity which will produce the funds that will be needed for operating expenses.

Lambeth (1980) suggested that when private sector contributors look at community education programs, they measure them by how well they do certain things. They are concerned with:

1. Genuineness of community involvement.

2. How well the great force of an involved citizenry is marshalled.

3. What happens after all of the foundation money is gone.

4. What constitutes the structure of decision-making.

A good performance budget has been deemed important by those persons who have worked with community education advisory councils and community education programs. Minzey and LeTarte (1972) contended that there are four basic steps in establishing a good performance budget, each of which is essential to the outcome:

1. Establishing program objectives on a priority basis.

2. Determining program activities necessary to reach the pre-established objectives.

3.   Estimating expenditures required to support the pre-established programs.

4.   Establishing evaluation criteria to determine the success or failure of the program.

Council Activities

Advisory councils should monitor their activities so that they will not lose sight of their intended purpose and direction. Cox (1978) advocated that there appears to be certain functions that are common to all advisory councils, although they may vary from council to council:

1.   Fact Finding. Without proper information to base
     plans upon, the resultant program may not be rele-
     vant to the need. The need to establish a community
     data base and bank in order to assess and determine
     community, needs, and interests and resources could
     very well be a function of fact finding.

2.   Planning. In planning, the function of the council
     is one of assisting the programmers in planning by
     supplying needed facts, information and counsel in
     planning programs to meet those needs and/or desires
     that have been identified. It is important that
     councils be involved in the planning and development
     of any new school facilities, as well as any major
     renovation project. Any new or renovated facility
     should reflect the needs of the community.

3.   Coordination and Communication. The function of
     coordination and communication is basic to one of
     the primary beliefs of community education; that of
     coordinated planning and action avoiding unneeded
     duplication of programs and services and full commu-
     nication with community agencies, groups and commu-
     nity members. Council members should mix with
     community members, be sensitive to community needs
     and welcome input from community members.

4.   Activation of New Resources. The council has the
     responsibility of finding out the various funding
     possibilities. The council also has the responsi-
     bility of securing resources, both physical and

               financial, from the community. The council should
sponsor a six to eight week leadership training
course which would be specifically designed to de-
velop and train individuals in the community who are
interested in assuming leadership positions in dif-
ferent agency boards and councils.

    5. Evaluation. Evaluation is a responsibility that is
often negated by many councils or is done in a non-
organized manner (p. 59).

Cox (1978, p. 59) emphasized that the council must continually ask

itself questions such as: "Have the plans that were set forth been

properly programmed for the intended need or desire?" "Has the need

or desire been satisfied?" "Are new directions required?" If a

council does not monitor its activities, it may lose sight of its

intended purpose and direction.

       Piotrowski (1983) pointed out that in order for a person to find

out if the concept of social change is present in the operation of a

community education program, one must turn to the very limited re-

search on what takes place in the implementation of a community educa-

tion project. He recalled that in a study by members of the National

Alliance of Black Community Educators (Nance, Venable, and Kulage,

1980), important information was provided. Other useful data were

provided in a study by Research Triangle, Inc. (RTI undertaken at the

request of the Charles S. Mott Foundation (<u>Summary</u> <u>of</u> <u>RTI's</u> <u>Assessment</u>

<u>of</u> <u>Community</u> <u>Education</u>, 1978).

       There were three questions bearing on the degree to which commu-

nity education moves individuals or groups toward the implementation

of social change. The following questions and replies were given:

       1. Are the needs of community residents being served by commu-

nity education projects? The National Alliance of Black Community

Educators Study, hereafter referred to as NABCE, revealed that community education projects in urban areas tended to provide programs which fit conveniently into the institutional framework of the public schools independent of the need priorities of the community. The RTI study supported the statement that community school directors appeared to be largely program administrators and hold allegiance to the school building and the school system.

2. How extensively are residents involved in planning, program development, assessment, and evaluation that are applicable in other areas of endeavor? The NABCE findings indicated that community council members were involved in program development and evaluation and, to a lesser degree, in assessment and planning. The RTI findings reported that community councils were operating in their projects.

3. Are the programs designed to help residents address serious community needs and problems, seek solutions to needs and problems, attempt to alter public policy, or encourage alteration of the process of public policy development used in the sponsoring agency or other agencies or institutions? The NABCE findings revealed that respondents supported the belief that community education has the potential for solving community problems. Problems that respondents saw as being within the scope of community education were programs related to youth, family, drug abuse prevention, and the elderly. On the other hand, issues such as economic development, social deprivation, unemployment, school integration, taxes, etc. were seen as less central to, or outside the scope of, community education. Only school superintendents, school board members, and system-wide community education directors believed community education should become more involved in

economic and social issues. Respondents from other agencies believed
that community education should be involved in a greater scope of
programming. The RTI findings revealed that it was difficult for
community educators to work with groups outside the school setting and
with other agencies because of their lack of experience. Moreover,
community school directors running self-contained programs may likely
have "turfdoms" competitive with other service groups. Community
education tended to support the sponsoring group.

The types of programs offered in urban areas fell to a great
extent into three categories: educational, recreational, and enrich-
ment. When community councils were organized and operated, residents
were involved in activities that were applicable in other areas.

Voorhees, King, and Cwik (1977) advanced the idea that if commu-
nity educators are concerned with problems plaguing certain segments
of the community, they ought to "work the process." This means that
they ought to work to make a neighborhood "politically aware." If
they do nothing else, they will have done a great service to the
neighborhood which they serve.

In describing "importance of process," Fantini (1969) declared:

> People are no longer willing to be receivers of things
> done to or for them; rather, they are seeking self-
> determination and a control over their destinies. Being
> able to participate in the process of decision-making on
> issues directly related to one's life affects the moti-
> vation that is basic to achievement (pp. 26-27).

Shoop (1983) addressed the issue of censorship when he advocated
that most community educators have devoted their professional lives to
advancing the process of participatory democracy. Most believe that
democracy is based on the citizen's right to know what is going on.

A belief in the process of community education requires faith in the ability of citizens to weigh information on all sides of a question and to make wise decisions.

Shoop (1983) contended that today citizens who have been left out of the decision-making process are beginning to assert themselves vigorously in an effort to influence the decisions that affect their lives. The community educator is faced with the great challenge of encouraging involvement and at the same time protecting the right of free expression for all.

Steele (1975) advanced the notion that citizen participation in planning and evaluation is a standard criterion for measuring the process of community education. She contended that individuals are obligated to determine how effectively community school programs meet personal needs.

A statement of principle, "The Importance of Community Education in the Scheme of Education," which appeared in Community Education Today (1982) was adopted by the Community Education Advisory Council of the U.S. Department of Education at a meeting in Portland, Oregon. One of the main questions posed to the Council for present, as well as future, thought was: "What is the best way to demonstrate to a national audience how the principles of citizen participation, cooperation, and voluntarism can be used to address the contemporary problems of every community?" (pp. 1-2).

Johnson (1979) advised that researchers and those "in the know" who place a premium value of bringing the community as much as possible into the planning and development of community education, have used a tool which has proved time and cost efficient while providing a

viable and enjoyable way for local citizens to provide helpful in-
formation. The tool is the Community Education Goal Ascertainment
Process.

Johnson (1982) pointed out that the Community Education Goal
Ascertainment Process design and materials were developed by Paul
DeLargy, of Georgia's Valdosta State College, and his research in 1973
was adapted from several techniques and strategies developed by the
Northern California Development Center at Chico, California, and dis-
tributed by the Commission on Educational Planning of Phi Delta Kappa.
With permission from DeLargy, the Oklahoma State University Community
Education Center revised a kit which DeLargy had developed and has
utilized this kit as a tool used in working with several communities
in Oklahoma (such as Boley, Bristow, Broken Arrow, Cleveland, Seiling,
Skiatook, and Wellston). As a result of their participation, the
citizens of these communities felt better informed about community
education and felt good because they had contributed directly to
planning and nurturing community education in their own areas.

Kerensky (1981) contended that there are 10 educational myths
that have to be addressed and challenged if a new form of education
that will fit this time and place is to emerge. Two of the myths were
concerned with advisory councils. A review of these myths revealed:

> Myth Eight: The existence of a citizens' advisory coun-
> cil at each school will automatically insure effective
> community involvement and will result in a viable commu-
> nity education process (p. 12).

Kerensky pointed out that many school districts, notably in Florida
and California, have had citizen advisory councils at each school for
several years. Many of these councils are merely paper councils,

serving no school or community purpose. They are often dominated by the school administration. Community concerns are not given credence. They have become administratively dominated councils that lack the vitality of other community school organizations such as the PTA. He cautioned that if a council is to be effective, the following essentials revolve around individual and group skills in: (1) goal determination, (2) goal setting, (3) goal achievement, and (4) goal evaluation.

> Myth Nine: It strengthens the community school concept
> to have a special advisory council for the consideration
> of community school issues and another council for regu-
> lar K-12 issues (p. 12).

Kerensky argued that research indicates that the best advisory councils have the support of the school principal and other agency leaders. One cannot logically expect school or agency administrators or leaders to heed the advice and recommendation of more than one advisory council. The key here is that the one council must be representative and its scope broad enough to address community-wide problems and opportunties.

Levels of Council Decisions

Looking at the levels of council decisions, the survey by Fleischman and Hopstock (1983) showed that both school administrators and council leaders of community education school and district councils and comparison district councils reported that most decisions are made by the full council. At comparison school councils, more decisions are made by the executive committee than by individuals, other committees, or the full council. The amount of influence school

administrators, council leaders, other executive committee members, and other members of the council had on decisions made by the executive committee or full councils showed a moderate amount of influence by each group. No differences were apparent among the groups or by type of council. The survey further showed that approximately two-fifths of school administrators and council leaders believed that changes in decision-making were related to increased council or community involvement. No differences between community education councils and comparison councils were found for this variable.

Weaver (1972) concluded that he saw the community education concept spreading all over the United States. He stated:

> People are becoming involved in their local problems in their state, and in their national problems. They will work together solving their problems, developing new ways of doing things, and as they work together they will develop closer feelings of friendship, cooperation, and understanding which will work toward solving some of the great social problems threatening this nation (p. 154).

Ringers (1976) maintained:

> In our democratic society, all of the people in a community have a right to meaningful participation in community affairs. In past years this was merely the right to vote--to elect representatives or to approve or disapprove bond issues. In recent years the community--parents, teachers, students, citizens-at-large--has begun to demand a larger role in identifying community service needs and ways of achieving them (p. 47).

Council Impact

Effect on Schools

In a study by Whetten (1979), the present and ideally perceived role of the school-community advisory council in educational decision-making was assessed by school principals, community council

chairpersons, and community education directors. It was found that the three role groups did not perceive the school community advisory council as having a significant influence in the educational decision-making process, especially in the four key areas of policy-making, budget, personnel, and curriculum as they relate to the K-12 program. The three role groups did indicate that there should be an increase, although not substantial, in the utilization of the council's advice in the four key areas mentioned. School community advisory councils were generally viewed as being accepted by the community-at-large. They were also viewed as being important in improving school-community communications and relations. The three role groups agreed that, overall, the council should be an important component of the school's total educational program.

In the process of community education as it is related to the involvement of citizens at the local school level, and particularly the importance of providing adequate staff to support this process, Deshler and Erlich (1972) proposed:

> Any community education effort, be it adult education classes or the formation of a neighborhood council, must have some consistent staff support and technical assistance if it is to succeed. Thus, community involvement and community control do not represent a dichotomy but a continuum (p. 173).

In a study by Schwartz, Kaplan, Coughlin, and Stamp (1980), the purpose of which was to provide third party evaluation services to the Kanawha County Schools' community education program during the 1979-80 school year, provided some valuable information. Program evaluation information was collected to enable project staff to determine the "worth" or "effectiveness" of the program and to provide stimuli for

program improvement purposes. The findings of the study revealed that the community education program in Kanawha County had made a difference in terms of its impact on the lives of the residents. Several impacts were perceived as having changed for the better as a result of the community education program: community involvement in activities; provision of services or of help to individuals, community spirit and support for the schools and community education, and "quality of life." There were two impact areas that were perceived by all people as having changed for the worse: school vandalism and the abuse of drug and alcohol by community residents. Data gathered from all sources reinforced the notion that community services and programs were available to Kanawha County citizens because of the operation of community education.

Tirozzi (1973) assessed the perceptions of school adminsitrators concerning the functions of school community advisory councils, which individuals and groups would support the councils, the effect the councils would have on school-community relationships, and the effect the councils would have on educational decision-making and administrative effectiveness. The sample population for the study consisted of all principals, all community school directors, and a selected group of central office administrators of the Flint, Michigan, public school system, a total of 154 persons. His findings were based on an analysis of the perceptions of the three sample groups of school administrators perceived the highest degree of involvement for school-community advisory councils in non-academic related functions--those which imply involvement in concerns outside of the school and activities which take place after school. Minimal involvement was perceived

for councils in matters relating to the "traditional" school program,
namely: personnel, budget, curriculum, and in-service training.

Stuart's (1973) study on "Teachers' Perceptions of Community
Participation in Vocational Home Economics Programs" disclosed that
teachers have a limited concept of the purposes of community partici-
pation activities, and that the tasks of making home visits and meet-
ing with advisory committees are frequently given less priority than
tasks directly applicable to daily class operations.

Dickson (1981) lamented:

> It seems a sad fact of life that every effort to promote
> citizen involvement ends up creating another advisory
> group. It is not rare to see three or four citizen
> advisory groups operating out of one school, each with
> similar types of involvement, equally groping for mem-
> bership and direction. No wonder PTAs are struggling!
> The same neighborhood may have a city-sponsored neigh-
> borhood association, an issue-oriented grassroots group,
> and a sprinkling of civic organizations, clubs, etc.
> This situation is unhealthy unless communication links
> exist between the groups. People feel isolated from
> other efforts in their communities, and leadership is
> divided. Overlapping boundaries of community schools
> and neighborhood associations further increase the confu-
> sion of residents over what constitutes their 'community'
> (p. 20).

McDaniel (1982, p. 11) concluded: "I am a firm believer in the
notion that the presence and noise quotient of parents and teachers at
school board meetings is indicative of a working democracy."

Davies (1981) recalled:

> There was widespread opposition by the education inter-
> est group in Washington to the inclusion of a school
> site council including parents and other citizens in the
> Youth Employment and Training Act of 1980, which was
> aimed at disadvantaged youth. The Education Times
> reported on June 3, 1980, that the presidents and execu-
> tive directors of the National School Boards Associa-
> tion, the American Association of School Administrators,
> and the National Association of Secondary School Princi-
> pals urged the defeat of the proposed bill, in part

because the legislation would mandate a community advi-
sory council at each recipient building site which would
have the right to review and approve (or not) the
school's plan for the Youth Act funds. In the same
issue, Albert Shanker's testimony to the Senate Educa-
tion Subcommittee is reported in which he attacked the
school site council provision of the bill as undermining
the authority of local school boards, undermining effec-
tive management plans, and placing added time burdens on
principals and teachers (p. 3).

Davies also argued:

The opposition of the interest groups to increased
parent and citizen participation in school policy-making
has been, with a few exceptions, successful. The effort
to foster participation has usually been killed entirely
or so weakened as to produce mechanisms with little
authority, ambiguous functions and limited resources.
Proposed school councils and other already existing
state and federally mandated councils offer potential to
educators and school board members to develop workable
bases for new educational and political alliances with
parents and other citizens (p. 3).

Rogan (1973) evaluated local vocational advisory councils in

Michigan based on the perceived function of councils by superintend-

ents, vocational education directors, and local council members. Two

other factors included in the evaluation were: organizational charac-

teristics of councils and personal characteristics of council members.

Findings in the study indicated that the greatest differences in

perceived functions exist between the three types of respondents and

little variance could be attributed to council type of size of commu-

nity. Findings also indicated that councils consist primarily of

white, middle-aged males and that councils vary greatly in their

organizational patterns.

Effect on Community

Ovard and Kirschenstein (1979) reported that when the voters of

the Conejo Valley Unified School District in California gave approval
for a new high school (later named Westlake High School), the Board of
Education, to be responsive to the desires of the community, created a
citizen's advisory committee to take part in the planning of the new
high school. The Westlake High School experience demonstrated that
the use of community people to help plan a school facility was not
only feasible, but the process itself built an important and lasting
bond between school and community.

Heimstra (1972) called attention to the fact that councils often
function as advisory bodies in the development of educational policy.

Minzey and LeTarte (1972) pointed out that many community coun-
cils are misused and, in fact, misnamed. They are often composed of a
group of people chosen arbitrarily with little forethought as to total
group composition or purpose. The members are called together occa-
sionally, often to discuss rather meaningless aspects of the community
education program.

The Fleischman and Hopstock (1983) data indicated that the commu-
nity education council performed projects or activities in more of the
given areas such as recreational/sports activities, cultural/crafts
activities, adult education classes for credit, vocational classes for
adults, non-credit general interest, leisure or enrichment classes for
adults, health and social services, traffic/transportation, crime or
fire prevention, and special programs for senior citizens, than did
comparison councils. In only three areas were comparison councils
more likely than community education councils to perform activities,
and these areas were: purchase of equipment or materials for the

school, physical improvement of school grounds or property, and school volunteers.

In 1976 and 1977, the Community Education Program awarded a total of 24 community education project grants to institutions of higher education under the Act. Thirteen projects were funded during the first program year, and 11 during the second year. Six institutions of higher education were funded both years, making a total of 18 different institutions of higher education which were funded during the first two years of this program. In Califano, Berry, Boyer, and Kimmel's (n.d.) An Evaluation of the Community Education Program, the Final Report, published by the U.S. Department of Health, Education, and Welfare, it was disclosed that all six projects at the six re- funded institutions received advice or guidance from an advisory council, with half of the councils being project specific (working only with the federal community education project) and half having other responsibilities as well. The councils had been very helpful in such areas as building good community relations for the project and in helping the project staff in planning and implementing programs.

Robbins, Someck, and Braciszewski (1977) contended that:

> Many educators believe that decision making is the sole right and responsibility of the professional and are unwilling to involve the agencies and the community in meaningful decision making. This attitude, it seems encourages further distance between the school and the community and isolates one from the other. A valuable and necessary dimension for integrating the school and the community is to consider the community's intimate knowledge of its culture, priorities, and the local social structure (p. 11).

Nance (1975), in looking at some basic principles from the viewpoint of community education, suggested that participation in public decision-making should be free and open to all interested persons.

Littrell (1969) advised that it may be very difficult to achieve a situation where participation to public decision-making is free and open to all interested persons.

Antwerp and Sexton (1980) argued that meaningful involvement by the community in the educational system has been viewed by some citizens as threatening to professional educators. Therefore, the citizens remain silent on important issues.

Budden (1982) supported the idea that many teachers felt that one cause of many school problems was a destructive and pervasive sense of parental apathy.

Overview of the Study

This study set forth three questions and data were gathered on council organization, council activities, and council impact in support of the belief of the researcher that citizen participation is a social imperative and is necessary for producing unity and strength among people in the community. Chapter III will describe the sources of data used, the data gathering procedures, and the treatment of the data.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to collect information on community
education advisory councils in the community education programs in
Oklahoma as to council organization and council activities to deter-
mine the kind of impact the advisory councils have on citizen partici-
pation in school and community activities.

The purpose of this chapter was to describe the sources of data
used, to describe the data-gathering procedures, and to describe the
treatment of the data.

Sources of Data Used

Data for the study were obtained from:

1. Community education surveys conducted through the community
Education Center at Oklahoma State University, Stillwater, Oklahoma.

2. Two pairs of questionnaires developed by Fleischman and
Hopstock (1983) of Development Associates, Inc., Arlington, Virginia.

Community Education Surveys

In December, 1982, a survey (Appendix A) was conducted through
the Oklahoma State University Community Education Center for the

purpose of getting a more accurate profile of community education in Oklahoma, as well as updating the list of names and addresses of the commmunity education directors. The survey, which was conducted by telephone, revealed that community education advisory councils were in vogue in the community education programs in Oklahoma. There were 60 community education program directors contacted in 60 towns/ communities in Oklahoma. It was also revealed from the survey that there were a total of 48 community schools that met the minimum guide-lines/criteria for a community school as established by the Charles Stewart Mott Foundation, of which citizen involvement was one of the key aspects in two of five criteria (Appendix D).

Out of the 48 schools, there were four communities that had more than one school that met the minimum guidelines: one community had seven schools, one community had three schools, one community had two schools, one community had four schools, and there were 32 communities that had one school each (Appendix H).

In September, 1983, another survey was conducted through the Community Education Center (Appendix B). This survey, which was conducted by mail, served to update the December, 1982, survey and also served to obtain the names and home addresses of the presidents of the advisory councils. Because of this second survey, an addi-tional 11 community education programs in Oklahoma were identified; thus, the study was limited to 71 Oklahoma community education programs.

Fleischman and Hopstock Questionnaires

Fleischman and Hopstock (1983) of Development Associates, Inc.,

developed two pairs of questionnaires for their study, A Survey of Community School Councils, for the Charles Stewart Mott Foundation (Appendix F). The purpose of their study was to gather information concerning how councils are organized, the kinds of activities in which they are involved, and the effect councils are having on schools and communities. Permission was requested and received from Development Associates, Inc., in general, and Dr. Howard L. Fleischman, in particular, to use the Fleischman and Hopstock questionnaires (Appendix G).

Reliability and Validity of the Fleischman and Hopstock Questionnaires

In order to determine the reliability and validity of the questionnaires, the following procedures were carried out by Fleischman and Hopstock:

1. Specific questions were drafted and then examined to determine the appropriate respondent, and, based on this analysis, two questionnaires were constructed--one for school administrators and one for council or organization leaders.

2. A sampling plan was developed to generate two random samples of school councils or organizations. The first group was the school or district councils which provided citizen input into the community school programs, and the second group was the citizen or parent organization associated with non-community school (PTA's, PTO's, Parent Club, etc.)

3. Community Education Centers were requested to provide lists of all community schools in their service areas. Community schools

for the study were randomly selected from these lists and calls were then made to the community education directors to determine if the schools had a council.

4. Schools for the comparison sample were randomly selected from a director of all public schools in the country compiled by the Curriculum Information Center. Principals from the randomly selected schools were then called to verify the presence of a citizen council or organization.

5. Three hundred schools from each group were initially selected. After the initial telephone calls, an additional 75 community schools and 50 comparison schools were selected. This was done because there were a number of schools which did not have a council.

6. The results of the sampling process of the Fleischman and Hopstock survey showed that survey forms were sent to 265 community school councils and 228 comparison councils. Out of the schools contacted, 76 community schools (21.4%) and 79 comparison schools (24.9%) reported having no council or organization for citizen input into broadscale school issues.

7. The data collection method consisted of six steps: calling a school to determine if a council or organization existed, gaining the cooperation of the community education director, getting the name and address of the appropriate council leader, mailing questionnaires to school administrators and council leaders, keeping careful records of the questionnaires which were returned, and using telephone follow-ups.

The survey showed that the response rate was considerably higher for school administrators than for council leaders. When the data

were analyzed, it was revealed that responses were received from 368
councils or organizations, 184 of which were community education
councils and 184 of which were comparison councils.

Instrumentation for Present Study

In order to gather data for this study, the Fleischman and Hop-
stock questionnaires were used (Appendix F). These questionnaires
contained requests for information on the school location as to the
size of the cities. On representativeness of councils, council presi-
dents were asked to rate the extent to which four groups of citizens
were represented on their councils. The four groups were: (1) racial
or ethnic minorities, (2) lower socioeconomic groups, (3) senior
citizens, and (4) young adults.

Questions had been developed to determine how many of the members
attended five or more meetings of any type or other council activi-
ties, how many meetings of the full membership was held by the coun-
cil, and what percentage of the full membership of the council at-
tended the meetings.

Data were gathered on council leadership as to the period of time
the person holding the position of council president, or chairperson,
had actually been a member of the council. Leaders were asked to
describe experiences and responsibilities outside of the council which
were reported by leaders to be helpful in their job as council presi-
dent or chairperson. Community education directors were asked to rate
the leader of their councils on a number of dimensions on a seven
point scale, with one as the most positive and seven as the least
positive response.

Information concerning budgets was requested from council leaders. The questions included information on fundraising events as well as the major sources of income for community education councils. Responses were requested on the role of the council's input into activities related to the school, and the council's input concerning community involvement in the schools.

Data Collection

The following procedure was utilized in the data collection:

1. A total of 134 questionnaires were sent to community education directors and advisory council presidents. Out of the 134 questionnaires sent, 71 were sent to the community education directors and 63 were sent to the advisory councils' presidents. There were eight names of council presidents that could not be obtained.

2. A self-addressed, stamped envelope was enclosed for the convenience of the community education directors and advisory council presidents in responding to the questionnaires. The mailings were made immediately after the September, 1983, survey.

3. All questionnaires were coded with identification numbers before they were mailed. A cover letter accompanied each questionnaire (see Appendix G).

4. There were two follow-up letters to the advisory council presidents and one telephone call was made to each of five community education directors (contact could not be made with the advisory council presidents by telephone), asking for their assistance in getting the council presidents to fill out the questionnaires.

5. Three face-to-face contacts were made with each of three community education directors asking for assistance in getting the questionnaires completed. Five questionnaire responses were generated by the follow-up procedure.

Statistical Treatment of the Data

The computer program, "Statistical Analysis System" (SAS) (SAS Institute, Inc., 1982) was used to analyze the data. The facilities of the Oklahoma State University Computer Center were used.

With increasing frequency a statistical technique known as the "analysis of variance" is encountered in research. The analysis of variance has several properties which make it particularly suitable for a variety of research tasks, since it is a statistical method of testing for significant differences between means of two or more groups. Also, analysis of variance may be used to test the significance of mean differences between more than two groups simultaneously.

In order to determine if there were any extreme means in the distribution that would make the dispersion of means appear to be large, and also to look at the scale distance between the largest and smallest mean, the Duncan Multiple Range procedure was used.

Three questions were examined:

1. Was there found to be any significant difference because of type of community or type of advisory council with respect to the number of members on the advisory council?

2. Was there found to be any significant difference because of type of community or type of advisory council with respect to the number of meetings held during the past year?

3. Was there found to be any significant difference because of type of community or type of advisory council with respect to the number of advisory council members attending council meetings during the past year?

Each question was tested twice (one for type of community and one for type of advisory council), for each of the three variables. Frequency tables were made in order to look at the responses generated from the questionnaires on the type of groups that made up the membership of the advisory councils, the type of leadership exhibited by the advisory council presidents, and the kind of impact the advisory councils had on citizen participation in school and community activities. Data on budgets and council projects/activities were also included in the study.

Overview of the Study

Chapter III has provided the sources of data used, the data-gathering procedures, and the treatment of the data collection. Chapter IV will present the findings. The testing of the questions and the application of the appropriate statistical treatment will be covered in greater detail and the results of the testing analyzed.

CHAPTER IV

FINDINGS

Introduction

The purpose of this chapter was to present a detailed description
of the statistical treatment of the data and a statement of the find-
ings. The computer program, Statistical Analysis System, SAS (SAS
Institute, Inc., 1982) was used to analyze the data. The facilities
of the Oklahoma State University Computer Center were used.

In order to determine if there were any significant differences
because of the type of community or type of advisory council with
respect to: (1) the number of members on the advisory councils, (2)
the number of meetings the advisory councils held during the past
year, and (3) the number of advisory council members attending council
meetings during the past year, three questions were examined:

1. Was there found to be any significant difference because of
type of community or type of advisory council with respect to the
number of members on the advisory council?

2. Was there found to be any significant difference because of
type of community or type of advisory council with respect to the
number of meetings held during the past year?

3. Was there found to be any significant difference because of
type of community or type of advisory council with respect to the

number of council members attending council meetings during the past year?

Data were analyzed pertaining to the types of groups that made up the membership of the advisory councils, the type of leadership exhibited by the advisory council presidents, and the kind of impact the advisory councils had on citizen participation in school and community activities. Data on budgets and council projects/activities were also analyzed.

A total of 134 questionnaires was sent to community education directors and advisory council presidents. There was a return of 78 questionnaires (58%). Out of the 134 questionnaires sent, 71 were sent to the community education directors, with a response of 51 (72%) and 63 were sent to the presidents of the advisory councils, with a response of 27 (43%). It was noted, however, that out of the 27 persons responding to the advisory council president's questionnaire, only 16 (25.1%) persons gave complete information. One person indicated that her program had been discontinued; five persons indicated that they, as community education directors, served as the chairpersons for the advisory councils, and they did not fill out the questionnaire for the president of the advisory council after having filled out the questionnaire as director.

Because of the small number of community education advisory council presidents responding to the questionnaires, considerable care should be taken in interpreting the results. Table I shows the response rate to the mailed questionnaires (all tables appear in Appendix I). There were eight names of advisory council presidents that

could not be obtained; therefore, only 63 questionnaires were sent to the council presidents.

The response rate was considerably higher for community education directors than for advisory council presidents; however, there was no reason to doubt the reliabiilty of the responses from the council presidents because the 16 council presidents filling out the forms were complete in their responses, for the most part.

There were two follow-up letters to the advisory council presidents, and one telephone call was made to each of five community education directors, as contact could not be made with the advisory council presidents by telephone, asking for their assistance in getting the council presidents to fill out the questionnaires and return them. Three face-to-face contacts were made with each of three community education directors asking for assistance getting the questionnaires completed. Five questionnaire responses were generated by the follow-up procedure.

The community education directors, in general, indicated that, for the most part, the advisory council presidents were very slow in responding to questionnaires, surveys, etc., including such inquiries from the community education directors themselves; however, this was not to be considered uncooperative. As one community education director put it: "They will not fill out forms."

The description of the types of community education advisory councils in the respondent groups revealed that 11 councils were school specific, 38 councils were district-wide, and two councils were listed as "other" (agency).

Data were collected from the community education directors (51) concerning the geographic locations of the schools represented by the councils in the samples. Data revealed that seven school specific councils were located in a large city (over 250,000); six district-wide councils were located in a medium-sized city (25,000-250,000); one school specific, and five district-wide councils were located within 20 miles of a city of at least 25,000, but not in the city; 10 district-wide councils were located more than 20 miles from a city of 25,000; and three school specific, 13 district-wide, and two other councils were located in small towns (10,000 or less). Four community education directors did not respond to the question.

The information listed above concerning the geographic locations of the schools represented by the councils in the samples will hereafter be referred to as "the type of community." "Type of council" refers to school-specific, district-wide, and other (agency) councils. Table II gives the geographic location by level of council, and reveals that school specific council were more likely to be found in and around large cities, while district-wide and other councils were more likely to be found in non-urban areas.

Analysis of Data

Council Organization

Number of Members on Advisory Councils. The advisory council presidents were asked to indicate how many individuals were members of the advisory councils last year and to place them in the following size categories: 1-10 members, 11-20 members, 21-30 members, and

31-40 members. Data revealed that two councils, one school-specific and one district-wide, had 1-10 members; there were 12 councils that had 11-20 members, two for school specific, nine for district-wide, and one for other; one district-wide council had 21-30 members, and one school-specific council had 31-40 members. Table III gives the percentage distribution of the types of advisory councils by the number of members.

The advisory council presidents responded that there were 249 individuals who were members of the advisory councils for the past year. An analysis of the 249 persons showed that 24 members were school administrators, 23 were teachers, 104 were parents of children in the schools, 92 were other residents of the school service area, and other non-residents totaled six. Further analysis of data revealed that one council had 3 members, one council had 10 members, one council had 11 members, two councils had 12 members, two councils had 13 members, two councils had 15 members, one council had 16 members, two councils had 17 members, one council had 19 members, one council had 20 members, one council had 21 members, and one council had 35 members.

Data were collected on the number of active members. Active members were defined as those persons who attended five or more advisory council meetings, activities, or functions during the past year. It was determined from the data that the active members who were school district employees totaled 54; the active members who were not employees of the school district totaled 153.

Research Questions

The first of three questions was tested: Was there found to be any significant difference because of type of community or type of advisory council with respect to the number of members on the advisory council?

Table IV gives information on the number of members on the advisory councils by type of community and by type of advisory council. Table V gives the Duncan's Multiple Range Test for number of members on the advisory council by type of community and by type of advisory council.

Number of Meetings per Year. Council presidents were asked how many meetings of the full membership of the advisory council were held in the past year. They responded by indicating that one council had no meetings of the full membership during the past year, 1 council had 1 meeting, 2 councils had 2 meetings each; 1 council had 3 meetings, 3 councils had four meetings each, 2 councils had 6 meetings each, 2 councils had 9 meetings each, 2 councils had 10 meetings each, and one council had 12 meetings. One council president did not respond to this question.

When asked if there was an executive committee or board of the council which met separately from the full membership, the council presidents replied that two councils had executive committee meetings which met separately from the full membership meetings. There were 13 council presidents indicating that they did not have executive committees. Of the two councils having executive committee meetings, one of the councils had three members on the executive board; one of the

councils had five members on the executive board. There was a total
of 82 meetings held during the past year. Table VI gives the number
of meetings that advisory councils held during the past year.

The second of three questions was tested: Was there found to be
any significant difference because of type of community or type of
advisory council with respect to the number of meetings held during
the past year?

Table VII shows the number of meetings the advisory council held
during the past year by type of community and type of advisory coun-
cil. Table Vlll gives the Duncan's Multiple Range Test for the number
of meetings held by the advisory council during the past year by type
of community and type of advisory council. The number of full council
meetings held during the past year varied from one to 10 for school
specific councils. One district-wide council had no meetings. The
number of meetings varied from one to 12 for the other district-wide
councils.

Attendance at the Meetings. Council presidents were asked to
indicate, on the average, what percentage of the full membership of
the advisory councils attended council meetings during the past year.
Data revealed that, on the average, the percentage of the full member-
ship of the advisory councils attending council meetings was 48.3%.
Table IX gives the number of members attending the meetings during
the past year.

The third of three questions was tested: Was there found to be
any significant difference because of type of community or type of

advisory council with respect to the number of advisory council members attending council meetings during the past year?

Table X shows the number of advisory council members attending the council meetings by type of community and type of advisory council. Table XI gives the Duncan's Multiple Range Test for the number of advisory council members attending council meetings by type of community and by type of advisory council.

Additional Analysis of Data

Representatives of the Council. Council presidents were asked to rate the extent to which four groups of citizens were represented on their advisory councils. The four groups were: racial or ethnic minorities, lower socioeconomic groups, senior citizens, and young adults. A three point rating scale was used, consisting of under represented, fairly represented, and over represented. Table XII shows the extent of representativeness of racial or ethnic groups on the advisory councils. Data revealed that the district-wide councils were more fairly represented. Table XIII shows the extent of representativeness of the lower socioeconomic groups on the advisory councils. Data revealed that the district-wide councils were more fairly represented. Table XIV shows the extent of representativeness of senior citizens on the advisory councils. Data showed that the district-wide councils were more fairly represented. Table XV shows the extent of representativeness of young adults on the advisory councils. Here again, data showed that the district-wide councils were more fairly represented.

Leadership. Council presidents were asked to respond to the length of time each president had served as a member of a council before becoming president of the council. Results indicated that one person had not been a member of any council before becoming president, three persons had served on the council for one year, six persons had served for two years, two persons had served for three years, two persons had served for four years, one person had served for five years, and one person did not respond to the question.

When asked about other positions held on the council before becoming president, council presidents indicated those positions as: vice-president, secretary, treasurer, and committee chairpersons. Outside of the council, other positions and/or responsibilities which the council president had, and which were helpful in his/her job as the council president, were listed as: church leader, school volunteer, coordinator of adult education, committee chairperson, member of the Indian Education Parent Committee, Alternative Education Director, member of the Vocational Education Advisory Committee, United Fund Chairperson, member of the Ministerial Alliance, board member of a community school, and member of the Homeowners' Association.

The occupations of council presidents included homemakers, professional, technical and managerial workers, salespersons, secretaries, and service workers. Three council presidents (one each) listed in the category as "Other," but did not make an identification. One council president did not respond.

One question addressed the issue of who usually chairs the meetings of the councils. The council presidents answered that the council president of the advisory council chairs the meetings.

Another question addressed the issue of who usually has the responsibility for determining the agendas for the council meetings. The response to this question showed that the council president, for the most part, has this responsibility.

The council presidents were asked to respond to: "What role does the school administrator play in the council meetings?" The school-specific council presidents indicated that the school administrator provided information and suggestions only, while the district-wide council presidents were evenly divided on the school administrator providing information and suggestions only and provides some leadership, but the school administrator is not the primary leader.

The community education directors were asked to rate the leader of their council on a number of dimensions along a seven point scale. The ratings were analyzed such that seven was the least positive and one was the most positive response. There were 12 ratings.

For the school-specific councils, community education directors rated the council presidents most positively with respect to "Gets along well with people," "Open-minded," and "Knowledgeable about the community." The district-wide council presidents were rated most positively with respect to "Active," "Well organized," "Good communications," "Gets along well with people," "Knowledgeable about the community," "Open-minded," "Leads meetings well," and "Accomplishes the task."

Table XVI gives information on the ratings of advisory council presidents by the community education directors.

Council Budgets. Council presidents were asked to provide infor-
mation concerning the budgets and expenditures of the councils. One
question dealt with whether or not the council had a budget which was
independent of the regular school budget. Five council presidents
indicated "Yes," and 11 council presidents indicated "No." Because of
the small number (5) of council presidents responding to this ques-
tion, the data could not be analyzed; however, their information was
included in the study. The five council presidents indicated that the
percentage of councils having budgets were as follows: school-
specific councils had 13.33%, district-wide councils had 13.33%, and
"other" had 0.00. School-specific councils indicating not having a
separate budget totaled 13.33%, district-wide councils indicating not
having a separate budget totaled 53.34%, and "other" indicating not
having a separate budget totaled 6.67%.

For those councils which had separate budgets, council presidents
were asked to provide information on the sources and amounts of income
for the budget and for budget expenditures for the previous year. The
sources of income information requested were: fund-raising events,
membership dues, donations from local sources, fees for classes or
activities, and grants.

The five council presidents indicated sources of income from the
following: local sources (donations from business and individuals,
etc.), $58,500; fees for community education classes, $81,070; and
grants (two from community education grants, one in the amount of
$6,000 and one in the amount of $7,000), $13,000; for a total of
$152,570.

The five council presidents indicated their council expenditures for the last year as follows: project or program expenditures, $92,210; administrative costs, $52,200; and "other" (teachers for the community education programs, $9,500; for a total of $153,910.

Council Activities

Because of the small number (7) of council presidents replying to the questions concerning council activities, the data could not be analyzed; however, because seven of the council presidents did respond to the questions concerning five projects or activities to which the council had donated its greatest energies in the previous year, and because these projects were deemed noteworthy and indicative of what community education promotes, the information was included as a part of this study.

Although the seven council presidents who responded indicated that they did not have five projects in the previous year, they did have some very successful and meaningful projects. These projects were listed as follows:

1. Community Needs Assessment (listed by four presidents).

2. Campaign to save a local school from being closed.

3. Summer Recreation Program for Youth (listed by four presidents).

4. Establishment of internal procedures manual for community education program.

5. Publishing informational booklet about community education.

6. Planned, organized, and offered community education programs to citizens in the community (listed by two council presidents).

7. "Open House" for the National Education Awareness week.

8. Evening Study Program (listed by two council presidents).

9. Foreign Languages Study Program.

10. Gymnastics Program (listed by four council presidents).

11. Karate Program for Youth.

12. Program for Senior Citizens (listed by two council presidents).

13. Summer Tutorial Program (listed by two council presidents).

14. Organization of State Centennial Celebration in community.

15. Organization of procedures for Food Stamp Distribution Program to senior citizens in community.

16. Organized committee for a reception for the new superintendent of schools who was coming to the community.

From the information given by the council presidents concerning the projects, it was determined that there were a total of 29 projects, and the number of persons hours spent on all the projects totaled 2,091.

The council presidents were asked to indicate how successful the projects or activities had been in meeting their objectives. School-specific council presidents indicated that one project had been "Very Successful," and one project had been "Successful." District-wide council presidents indicated that they felt 14 projects had been "Very Successful," 7 had been "Successful," and 6 had been "Somewhat Successful."

Since decisions concerning council activities and projects may be made at a variety of levels (individual, committee, executive, and

full council), the council presidents were asked to indicate how many council decisions were made at those levels just mentioned above.

Table XVII gives information concerning decisions made at the individual, committee, executive, and full council levels. Two council presidents indicated that "No" decisions were made at the individual level, and one council president indicated "A Few." For the district-wide councils, two presidents indicated that "No" decisions were made at the individual level, four presidents indicated "A Few," two presidents indicated "Some," and three presidents indicated that "Most" decicions were made at the individual level. For "other," there was one president indicating "Some" individual level decisions, and one council president did not reply to this question.

Looking at the decisions made at the committee level for the school-specific councils, one president indicated "None," two indicated "A Few," and one indicated "Most." For the district-wide councils, one president indicated "None," five presidents indicated "A Few," one president indicated "Some," and three presidents indicated "Most." For "other," one council president indicated "Most." One council president did not reply to this question.

For the decisions made at the executive committee level for the school-specific councils, one council president indicated "None"; for the district-wide councils, four presidents indicated "None," two indicated "A Few," one indicated "Some," and one indicated "Most." For "other," one council president indicated "A Few." There were 10 council presidents replying to this question.

For the decisions made at the full council level, four council presidents in the school-specific councils indicated "Some." In the

district-wide councils, two council presidents indicated "None," four indicated "A Few," four indicated "Some," and one indicated "Most." For "other," one president indicated "A Few."

<center>Council Impact</center>

Effect on Schools

In order to determine the advisory councils' impact concerning the school and school policies, community education directors and council presidents were asked a series of questions concerning the impact of the council on the school and/or school policies. One question dealt with the extent of the meaningful input which the council provides to the school program.

Table XVIII gives the responses from the council presidents and the community education directors. This table shows that 43.75% of the council presidents felt that the advisory council had "A Little" meaningful input into the school/school policies, while 38.64% of the community education directors felt that the advisory council had "A Little" input, 27.27% indicated "None at All," and 29.55% indicated "A Moderate Amount." For the special programs, council presidents were evenly split on their responses, as 40% indicated "None at All," 40% indicated "A Little," and 13.33% indicated "A Moderate" Amount. The community education directors felt that for the special programs, the council had "No" input, indicating 38.64%; and 34.09% indicated "A Little." For the extracurricular activities, the council presidents indicated 43.75% for "A Great Deal," and the community education directors indicated 56.82% for "A Great Deal." For other programs

such as adult, council presidents indicated 68.75% for "A Great Deal," and community education directors indicated 62.79% for "A Great Deal."

Another question dealt with the importance of the role the council has in areas of decision-making concerning the school or the school director. In the role of the council in the areas of decision-making, the council presidents indicated that for the most part in the hiring, retention, and promotion of personnel, the council had from "No Role at All" to "A Small Role." The responses from the community education directors indicated about the same. In the program design and evaluation area, the council presidents felt that the advisory council had "A Small Role" to "A Large Role," while 27.27% of the community education directors felt the council had "No Role at All," and 29.55% felt that the council had "A Moderate Role." In the area of overall school budgeting, the council presidents indicated "No Role at All" to "A Small Role," and it was just about the same response from the community education directors. In the area of design and use of school facilities, 56.25% of the council presidents indicated "A Small Role," and it was just about evenly divided for the community education directors, with 25.00% indicating "No Role at All"; 25.00% indicating "A Small Role," 29.55% indicating "A Moderate Role," and 18.18% indicating "A Large Role."

Table XIX shows the role of the council in areas of decision-making, giving the responses from both council presidents and community education directors. Council presidents were asked, "Has the council influenced the ways in which the school or school district makes decisions in the past three years?" For the school-specific councils, the council presidents indicated "Yes," for 6.25%, and "No"

for 18.75%, while the district-wide council presidents indicated "Yes" for 37.50% and "No" for 31.25%. Table XX gives this information on the council influence for the past three years.

If the council presidents felt that the council had some influence, they were asked to tell how decision-making had changed. The advisory council presidents indicated that:

1. The impact has been largely in the area of influencing the decisions of the school board and school administrators. The approaches used by the council and director of community education have been: (1) take time to plan and study all possible contingencies, and (2) take action in a positive, honest, and up-front manner so that all people are totally aware of what is planned.

2. Recognition of the different needs of the various segments of the population.

3. There has been a more positive program of public relations for the schools and the community.

4. More awareness at state legislative levels.

5. It is possible to get citizens to participate in the programs.

The council presidents were asked, "Have there been any changes in the past three years in school or school district policies which can be attributed to the advisory council?" For the school-specific councils, 6.25% of the council presidents indicated "Yes," and 18.75% indicated "No." For the district-wide councils, 31.25% indicated "Yes," and 37.50% indicated "No." For those persons replying "Yes," it was requested that the changes be listed. They indicated that:

1. The school considers community education an integral part of the educational system.

2. The President of the School Board attends council meetings when the community education advisory council members are discussing budgets for community education.

3. The purchase of computers for the school.

4. The advisory council was instrumental in getting a school reopened after it had been closed for two years.

5. The advisory council was instrumental in getting parking lots for the school.

6. Community people are being used in the school as helpers.

7. Council members are invited to attend board meetings, which did not happen in the past.

8. The sharing of facilities is encouraged.

9. The first bond issue in 20 years was recently passed.

10. The advisory council, along with the community education director, has a free hand in establishing the community education classes.

11. The concept of community education has been included in the school policies.

12. There is greater participation by school personnel in community affairs.

The council presidents were asked to list their three main accomplishments for the past year. They listed:

1. The establishment of credibility for the community education program.

2. The offering of new classes and involvement of more people.

3. Maintaining a community school and offering viable programs.

4. Remaining financially stable.

5. Bringing the community people into the schools.

6. Assisting senior citizens.

7. Providing additional educational opportunities.

8. Identifying community needs.

9. Implementing classes after school.

10. Providing leadership in the community.

11. Gaining state and national exposure for the community education program.

12. Interagency cooperation.

<u>Effect</u> <u>on</u> <u>Communities</u>

Community education directors were asked to respond with either a "Yes" or a "No" to a list of 23 areas which were addressed by community activities or projects that involved citizen interaction with the schools. The responses revealed that the greatest amount of participation for both school-specific and district-wide councils was in the areas of recreational/sports activities for school aged children apart from the regular school program, cultural/crafts activities for school aged children apart from the regular school program, vocational classes for adults, non-credit general interest classes for adults, recreational sports activities for adults, and cultura/crafts activities for adults. The least amount of participation for both school-specific and district-wide councils was in the areas of neighborhood beautification, development of non-school facilities, traffic/transportation, community crisis intervention, and physical improvement of

school grounds or property. Table XXI shows the areas of community projects or activities by the type of advisory council.

Council presidents were asked if there were things that they could point to as evidence of the success of their councils in the past year, if someone were to visit their schools or neighborhoods. Table XXII gives information on the responses from the presidents.

Out of the 42 council presidents who responded to this question, there were four presidents who said "Yes," and eight who said "No," for the school-specific councils. For the district-wide councils, the presidents were just about even in their replies: 14 indicating "Yes," and 15 indicating "No."

Those advisory council presidents who indicated "Yes" were asked to list the successes of their councils. They listed the following:

1. There is an awareness of a community education program in the community (listed by 10 presidents).

2. There is an informal brochure concerning community education for all citizens (listed by two presidents).

3. There is a good senior citizens program.

4. The community school is still open and there are a number of classes and activities offered for all citizens (listed by four presidents).

5. There is definitely more community involvement in the schools, as evidenced by the fact that there is a sharing of facilities and the utilization of school facilities for activities to the fullest capacity.

6. There are art displays throughout the community depicting the community education concept.

Overview of the Study

Chapter IV has presented the findings of the present study. Three questions were tested to determine if there were any significant differences because of type of community or type of advisory council with respect to: (1) the number of members on the advisory councils, (2) the number of meetings the advisory councils held during the past year, and (3) the number of advisory council members attending council meetings during the past year. There was only one time that there was any significant difference and that was in the case concerning the effect the type of community had with respect to the number of members on the advisory council. Chapter V will conclude this study by giving the summary, conclusions, and recommendations.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purpose of this study was to collect information on community education advisory councils in the community education programs in Oklahoma as to council organization and council activities to determine the kind of impact the advisory councils have on citizen participation in school and community activities.

Summary

A total of 134 questionnaires was sent to community education directors and advisory council presidents in the community education programs in Oklahoma. Out of the 134 questionnaires sent, 71 were sent to community education directors and 63 were sent to advisory council presidents. Information was requested concerning council organization, council activities, and council impact on citizen participation in school and community activities.

Two pairs of questionnaires developed by Fleischman and Hopstock (1983) were used for the study. Usable returns were gained from 72% of the community education directors and from 25.1% of the advisory council presidents.

This study was designed in part to determine if there were any significant differences because of the type of community or type of advisory council with respect to: (1) the number of members on the advisory councils, (2) the number of meetings the advisory councils held during the past year, and (3) the number of advisory council members attending council meetings during the past year.

Three questions were tested:

1. Was there found to be any significant difference because of type of community or type of advisory council with respect to the number of members on the advisory council?

2. Was there found to be any significant difference because of type of community or type of advisory council with respect to the number of meetings held during the past year?

3. Was there found to be any significant difference bcause of type of community or type of advisory council with respect to the number of council members attending council meetings during the past year?

There was only one time that there was a significant difference and that was in the case concerning the effect the type of community had with respect to the number of members on the advisory council.

Data were analyzed pertaining to the types of groups that made up the membership of the advisory councils, the type of leadership exhibited by the advisory council president, and council impact on school and community activities with regard to citizen participation. Data on budgets and council activities were also analyzed.

Data revealed that:

1. Community education advisory council membership in Oklahoma

ranged from 3 members to 35 members. The average number of members was 15. (The three member council was a school-specific council.)

2. The average percentage of meetings held during the past year for all of the councils was 5.4%. The average percentage of meetings held by the school-specific councils during the past year was 7.0%, and the average percentage of meetings held by district-wide councils was 5.4%.

3. On the average, the percentage of the full membership of the advisory councils attending the council meetings was 48.3%.

4. The extent to which four groups of citizens (racial or ethnic minorities, lower socioeconomic groups, senior citizens, and young adults) were represented on their advisory councils showed that district-wide councils were more fairly represented than the other two councils (school-specific and "other"). The district-wide councils were under-represented in the lower socioeconomic groups.

5. The ratings of the council leadership indicated generally positive reactions by the community education directors. The directors indicated that the council presidents usually chaired the meetings and usually made up the agendas for the meetings.

6. There were only two councils that had executive committees.

7. Because of the small number (5) of council presidents responding to the questions concerning budgets, the data could not be analyzed; however, some general information was included in the study. For the most part, the budgets were not independent of the regular school budget.

8. Because of the small number (7) of council presidents responding to the questions concerning council activities/projects, the data

could not be analyzed. Council presidents did indicate that there was
a total of 29 projects for the previous year and 14 of the projects
had been very successful, 7 had been successful, and 6 had been some-
what successful.

9. Analysis of data concerning council impact and the effect on
citizen participation in the schools revealed that the greatest impact
occurred in the areas of extracurricular activities and adult programs.
Little impact was noted in hiring, retention, promotion, budgeting,
design, and use of school facilities.

10. Analysis of data concerning council impact and the effect on
the community revealed that the greatest impact occurred in the areas
of recreational/sports activities and cultural/crafts activities for
adults, as well as school aged children apart from the regular school
program; vocational classes for adults; and non-credit general in-
terest classes for adults. The least amount of participation occurred
in the areas of neighborhood beautification, development of non-school
facilities, traffic/transportation, community crisis intervention, and
physical improvement of school grounds or property.

11. The role of the school administrator in the council meetings
was to provide information and suggestions only.

Conclusions

While viewing the conclusions of the present study, the reader
should keep in mind that this study was limited to 71 Oklahoma commu-
nity education programs. Although the representativeness of the
sample was sufficient for this study, there was an extremely low
percentage of advisory council presidents who responded. The overall

return from the council presidents was not as high as might have been expected (27 out of 63, with 16 complete questionnaires).

Keeping the limitations in mind, the following conclusions were derived from the study:

1. The average number of members in the community education advisory councils was 15.

2. The percentage of meetings held by the school-specific councils was slightly higher than the percentage for the district-wide councils.

3. On the average, the percentage of the full membership of the advisory councils attending the meetings during the past year was 48.3%.

4. District-wide councils were more fairly represented as to racial or ethnic minorities, lower socioeconomic groups, senior citizens, and young adults on their membership roles than the school specific councils.

5. The leadership ratings of the advisory council presidents were viewed in a positive manner by the community education directors.

6. Forty-four percent of the advisory councils engaged in successful council activities and projects during the past year.

7. The greatest council impact on citizen participation in the schools occurred in the areas of extracurricular activities and adult programs. There was little council impact on citizen participation in the regular school program areas.

8. The council presidents in the school-specific councils felt that the council had not influenced the way the school had made

decisions in the past three years, while the district-wide council presidents were about evenly divided in their opinions.

9. The council presidents in the school-specific councils felt that there had been no changes in the past three years in school district policies which could be attributed to the advisory council, while the district-wide council presidents were about evenly divided in their opinions.

10. Community education advisory councils serve to facilitate the process of citizen participation.

11. Community education has made an impact in the lives of the citizens who reside in communities where community education programs are active.

Recommendations

As a result of the present study, the following recommendations are made in two parts: One--recommendations for further study; two-- other recommendations.

Recommendations for Further Study

1. Since the number of community education directors and advisory council presidents involved in the study was small, and since the study was confined to the state of Oklahoma, a study larger in scope should be made.

2. Since the number of advisory council presidents who responded to the questionnaire designed for council presidents was small, a study should be made on how to prepare council presidents to fill out questionnaires/forms.

3. Further research is needed on the instruments, even though reliability and validity reports were considered acceptable.

Other Recommendations

1. There should be additional training for advisory council presidents which would be more helpful to them in dealing with school administrators concerning the regular school program.

2. Public relations and communications networks need to be better utilized to dispel the notion that community education is an "after school program" or "an adjunct effort."

3. There should be a better effort in promoting more volunteer citizen involvement in public education and community improvement.

4. There should be a greater effort in getting a better representation of all types of groups of citizens on the advisory councils.

As a result of this study, the researcher gained a deeper insight into some of the factors related to community attitudes toward other community members, as well as their problems, concerns, and interests. The researcher has become cognizant of a better understanding of the attitudes of the citizens who reside in her home community, concerning their seemingly lack of involvement in school and community activities.

Data resulting from this study revealed a certain process that could be enacted to overcome the hiatus of communication between community members and community officials, including school officials. This process dealt with identifying community leadership and establishing advisory councils. The basic components of the advisory

council were (and are) applicable to all types of American community life.

Looking at her home community, in particular, the researcher has derived the following suggestions for involving the total community in working together to resolve prevailing community problems:

1. A community advisory council should be established.

2. The role of the advisory council should be to improve communication among community members, and to help develop community leadership by helping local officials develop goals and objectives for the improvement of the community. After the goals and objectives have been developed, the advisory council should assist in helping to attain them.

3. An evaluation of all efforts should be made.

4. The community advisory council should represent all segments of the community. The committee members could be chosen by the appointment process and/or by the election process. A suggested number would be from 8 to 10 members. Other persons should be involved through subcommittees or ad-hoc committees.

5. The council should determine the needs of the community and try to find a variety of channels to meet these needs.

The findings of this study indicated that the establishment of an advisory council should be one of the first steps considered by any community as a means for involving people in school and community activities.

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APPENDIXES

APPENDIX A

COMMUNITY SCHOOL SURVEY (DECEMBER, 1982)

COMMUNITY SCHOOL SURVEY
December, 1982

This is a telephone survey disigned to provide a more accurate profile of Community Education in Oklahoma. The information gained from this survey will be utilized in the following ways: It will be:

1. Reported to members of the education and appropriations committees of the Oklahoma Legislature.

2. Summarized in the January issue of the Community Education Update.

3. Shared with the Mott.Foundation to assist them with short- and long-range planning.

4. Shared with the State Department of Education.

Name of School District: _____

Person Contacted: _____ Telephone Number: _____

Check only those boxes to which a "yes" response applies.

1. A recognized community school director, community services coordinator, or other person charged with relating the affairs of the community with the affairs of the school. Minimum criteria for the above is:

    ___ a. community involvement in the selection process.

    ___ b. professional or paraprofessional employed by the school or other agency or directly by the community.

    ___ c. position to be half-time or more.

    ___ d. possession of competency or willingness to acquire competency through training.

    ___ e. community involvement in the assessment of performance.

___ 2. A council, committee or vehicle that provides for involvement by members of the community -- including students, teachers, parents, other citizens -- in the affairs of the school.

___ 3. The availability of the school for programming during and beyond the traditional school hours and for all in the community.

___ 4. Mobilization and utilization of agencies and other resources for addressing needs of the school and the community.

___ 5. A Board of Education resolution supporting the concept of community education.

Fill in the correct numbers.

___ 6. Number of community schools which meet all of the above criteria.

7. Number of directors/coordinators employed as follows:

    ___ a. Full-time

    ___ b. Less than full-time but at least half-time.

APPENDIX B

COMMUNITY EDUCATION SCHOOL SURVEY, 1983-84

COMMUNITY EDUCATION SCHOOL SURVEY

1983-84

1. Town/Community _____Population_____ County_____

2. Name of School System_____Grades Served_____

3. Name of Superintendent_____

4. Name of Director of Community Education Program_____

5. Business Address and Phone Number of Director_____

    _____

6. Year in which your community education program started_____

Check only those boxes to which a "yes" response applies.

_____1. Recognized community education director(s)/coordinator(s) charged with
         relating the affairs of the community with those of the school and serving
         on at leat a half-time basis.

_____2. A council, committee or vehicle that provides for involvement by members of
         the community - -including students, teachers, parents, other citizens - -
         in the affairs of the school.

_____3. The availability of the school for programming during and beyond the
         traditional school hours and for all in the community.

_____4. Mobilization and utilization of agencies and other resources for addressing
         needs of the school and the community.

_____5. A Board of Education resolution supporting the concept of community education.

Fill in the correct numbers.

_____6. Number of community schools which meet all of the above criteria.

    7. Number of directors/coordinators employed as follows:

         _____ a. Full Time

         _____ b. Less than full-time but at least half-time

         _____ c. Less than half-time

    8. Please list the names and addresses of all people you want placed on the
        Community Education Update mailing list. Please put an asterisk (*) beside
        each one that serves as a member of a community education advisory council.

         _____

         _____

         _____

Thanks for your help. Please return to Dr. Deke Johnson, Director, Community Education
Center, Oklahoma State University, 303 Gundersen Hall, Stillwater, Oklahoma 74078.

APPENDIX C

AMOUNT OF FUNDS ALLOCATED TO COMMUNITY

EDUCATION IN STATE OF OKLAHOMA

FOR THE PERIOD 1979-1983

AMOUNT OF FUNDS ALLOCATED TO

COMMUNITY EDUCATION IN STATE OF OKLAHOMA

FOR THE PERIOD 1979-1983

Year	Amount
1979-80	$ 160,000.00
1980-81	220,000.00
1981-82	320,000.00
1982-83	500,000.00*

*$50,000.00 designated for a State Director of Education

APPENDIX D

COMMUNITY SCHOOL CRITERIA

COMMUNITY SCHOOL CRITERIA

According to criteria used by the Charles Stewart Mott Foundation of Flint, Michigan, in judging community education programs, a program must have:

1. A recognized community school director, community services coordinator, or other person charged with relating the affairs of the community with the affairs of the school. Minimum criteria for the above are:

   (a) community involvement in the selection process,

   (b) professional or paraprofessional employed by the school or other agency or directly by the community,

   (c) position to be half-time or more,

   (d) possession of competency or willingness to acquire competency through training,

   (e) community involvement in the assessment of performance.

2. A council, committee or vehicle that provides for involvement by members of the community--including students, teachers, parents, other citizens--in the affairs of the school.

3. The availability of the school for programming during and beyond the traditional school hours and for all in the community.

4. Mobilization and utilization of agencies and other resources for addressing needs of the school and the community.

5. A Board of Education resolution supporting the concept of community education.

APPENDIX E

CRITERION FOR THE BLUE RIBBON YARDSTICK FOR

COMMUNITY EDUCATION ADVISORY COUNCILS

CRITERION FOR THE BLUE RIBBON YARDSTICK FOR COMMUNITY
EDUCATION ADVISORY COUNCILS

1. Regularly scheduled meetings during the reporting period.

2. Membership reflective of a representative cross-section of community residents.

3. Average attendance of at least 60% at regularly scheduled meetings by regular members.

4. Adopted by-laws or general operational procedures for the council.

5. Involvement in setting goals, objectives or priorities during reporting period.

6. Advisory Council must hold a group membership in OCEA and/or at least five individual council members may hold individual OCEA memberships.

7. Involvement of advisory council in identifying community needs.

8. Involvement of advisory council in at least one special project designed to improve the quality of live or learning within the community.

9. Involvement of advisory council in evaluating community education programs and activities.

10. Participation of at least two advisory council members in one or more in-service training programs designed to promote a better understanding of the Community Education philosophy.

APPENDIX F

THE FLEISCHMAN AND HOPSTOCK QUESTIONNAIRES

STUDY OF COMMUNITY SCHOOL COUNCILS

CE DIRECTOR MAIL QUESTIONNAIRE

INSTRUCTIONS

This questionnaire is part of a study of citizen participation in community schools. It contains a series of questions concerning your community school advisory council. The study is being conducted through the Center for Community Education, Oklahoma State University, Stillwater, Oklahoma.

Please begin the questionnaire by entering the identification information requested below. Then answer each of the questions to the best of your ability. Please provide your best estimates for those items for which you feel you do not have precise information. We estimate that the questionnaire will require approximately 5 minutes to complete. We are interested in the information relative to the 1982-83 school year. We thank you in advance for your cooperation.

> Please return the completed form within five days in the enclosed stamped envelope to:
>
> Community Education Center
> Oklahoma State University
> 303 Gundersen Hall
> Stillwater, Oklahoma 74078

NAME:_____

SCHOOL NAME:_____

CITY:_____State:_____ZIP CODE:_____

GRADE RANGE OF SCHOOL DURING 1982-83 SCHOOL YEAR:_____

SCHOOL ENROLLMENT DURING 1982-83 SCHOOL YEAR:_____

SCHOOL LOCATION:

    a.   Large city (over 250,000)

                  1

    b.   Medium-sized city (25,000-250,000)

                  2

    c.   Not in city of at least 25,000, but within 20 miles of such a city

                  3

    d.   At least 20 miles from city of 25,000 or greater

                  4

    e.   Small town (10,000- or less)

                  5

NAME AND ADDRESS OF PRESIDENT/CHAIRPERSON OF ADVISORY COUNCIL

_____

_____

2

IS YOUR COMMUNITY EDUCATION ADVISORY COUNCIL:

a. An individual school council

[ ] 1

b. A district-wide council

[ ] 2

c. Other (SPECIFY): _____

[ ] 3

4. For those decisions made by the executive committee or full council, how much influence would you say each of the following has in the decisions that are finally made?

	None At All	A Little	A Moderate Amount	A Great Deal
a. School administrator(s)	[ ] 1	[ ] 2	[ ] 3	[ ] 4
b. Council president or chairperson	[ ] 1	[ ] 2	[ ] 3	[ ] 4
c. Other executive committee members	[ ] 1	[ ] 2	[ ] 3	[ ] 4
d. Other members of the council	[ ] 1	[ ] 2	[ ] 3	[ ] 4

B. Council Leadership

5. How would you describe the president/chairperson of last year's council on the following dimensions? (For each item, place a check mark on one of the seven lines to describe the president/chairperson).

a. Active	$\overline{1}$	$\overline{2}$	$\overline{3}$	$\overline{4}$	$\overline{5}$	$\overline{6}$	$\overline{7}$	Passive
b. Organized	$\overline{1}$	$\overline{2}$	$\overline{3}$	$\overline{4}$	$\overline{5}$	$\overline{6}$	$\overline{7}$	Disorganized
c. Good Communicator	$\overline{1}$	$\overline{2}$	$\overline{3}$	$\overline{4}$	$\overline{5}$	$\overline{6}$	$\overline{7}$	Poor Communicator
d. Gets along well with people	$\overline{1}$	$\overline{2}$	$\overline{3}$	$\overline{4}$	$\overline{5}$	$\overline{6}$	$\overline{7}$	Gets along poorly with people
e. Knowledgeable about community	$\overline{1}$	$\overline{2}$	$\overline{3}$	$\overline{4}$	$\overline{5}$	$\overline{6}$	$\overline{7}$	Not knowledgeable about community
f. Leads meetings well	$\overline{1}$	$\overline{2}$	$\overline{3}$	$\overline{4}$	$\overline{5}$	$\overline{6}$	$\overline{7}$	Leads meetings poorly

3

g.	Delegates authority well	$\overline{1}$	$\overline{2}$	$\overline{3}$	$\overline{4}$	$\overline{5}$	$\overline{6}$	$\overline{7}$	Delegates authority poorly
h.	Open-minded	$\overline{1}$	$\overline{2}$	$\overline{3}$	$\overline{4}$	$\overline{5}$	$\overline{6}$	$\overline{7}$	Close-minded
i.	Creative	$\overline{1}$	$\overline{2}$	$\overline{3}$	$\overline{4}$	$\overline{5}$	$\overline{6}$	$\overline{7}$	Unimaginative
j.	Effective	$\overline{1}$	$\overline{2}$	$\overline{3}$	$\overline{4}$	$\overline{5}$	$\overline{6}$	$\overline{7}$	Ineffective
k.	Accomplishes the task	$\overline{1}$	$\overline{2}$	$\overline{3}$	$\overline{4}$	$\overline{5}$	$\overline{6}$	$\overline{7}$	Does not accomplish the task

C. Council Activities   R= 1; NR =2

6. The following is a list of areas which might be addressed by community school projects or activities. Please indicate those areas that have been addressed by projects or activities initiated or coordinated by the council in the past two years.

   a. Purchase of equipment or materials for the school

   b. Physical improvement of school grounds or property

   c. Recreational/sports activities for school-age children apart from the regular school program

   d. Cultural/crafts activities for school-age children apart from the regular school program

   e. School volunteers

   f. Adult education classes for credit

   g. Vocational classes for adults

   h. Non-credit general interest, leisure, or enrichment classes for adults

   i. Recreational/sports activities for adults

   j. Cultural/crafts activities for adults

   k. Health and social services (blood pressure screening, nutrition).

4

l.   Pre-school programs   ☐

m.   Special programs for senior citizens   ☐

n.   Neighborhood beautification   ☐

o.   Development of non-school public facilities   ☐

p.   Information forms (newsletters, newspapers, etc.)   ☐

q.   Traffic/transportation   ☐

r.   Crime or fire prevention   ☐

s.   Family relations (parenting, peer counseling)   ☐

t.   Citizen involvement in the community (agency
     volunteers, zoning, tax reform)   ☐

u.   Community crisis intervention (floods, tornadoes,
     etc.)   ☐

v.   Enrichment or additional programs offered during the
     regular school day.   ☐

w.   Implementation of specific programs correlated into
     the basic curriculum, such as Special Education
     programs for the gifted or handicapped   ☐

D. Impact of the Council

7a.   In the past three years, has the council influenced the ways in which the
      school or school district makes decisions?

              Yes ☐   No ☐
                   1   2

 b.   If yes, how has decision-making changed?

8a.   Have there been any changes in the past three years in school or school
      district policies which can be attributed to the council?

              Yes ☐   No ☐
                   1   2

5

b.   If yes, what were those changes?

9.   To what extent would you say that the council provides meaningful
     input into each of the following aspects of the school program?

	Not At All	A Little	A Moderate Amount	A Great Deal	Not Applicable
a. The regular school program	1	2	3	4	5
b. Special programs for children such as handicapped, Title 1, gifted and talented, etc.	1	2	3	4	5
c. Extra curricular activities for children such as after school recreation, etc.	1	2	3	4	5
d. Other programs at the school, which are not directed toward school-age children, such as adult recreation or pre-school programs.	1	2	3	4	5

10. How important a role does the council have in each of the following
     areas of decision-making concerning the school or school district?

	No Role At All	A Small Role	A Moderate Role	A Large Role	Not Applicable
a. Hiring, retention, and promotion of personnel	1	2	3	4	5
b. Program design and evaluation	1	2	3	4	5
c. Overall school budgeting	1	2	3	4	5
d. Design and use of school facilities	1	2	3	4	5

STUDY OF COMMUNITY SCHOOL COUNCILS

COUNCIL PRESIDENT/CHAIRPERSON MAIL QUESTIONNAIRE

This questionnaire is part of a study of citizen participation in community schools. It contains a series of questions concerning your community school advisory council. The study is being conducted through the Community Education Center at Oklahoma State University.

Please begin the questionnaire by entering the identification information requested below. Then answer each of the questions to the best of your ability. Please provide your best estimates for those items for which you feel you do not have precise information. Remember that we are interested in information relative to the 1982-83 school year. We estimate that the questionnaire will require approximately 15 minutes to complete. We thank you in advance for your cooperation.

> Please return the completed form within five days in the enclosed stamped envelope to: ___ ___
>
> Community Education Center
> Oklahoma State University
> 303 Gundersen Hall
> Stillwater, Oklahoma 74078

NAME _____

SCHOOL _____

CITY _____ STATE _____ ZIP CODE _____

A. Description of the Council

1. How many individuals were members of the council last year, that is, were on a membership register, paid dues, or in other ways satisfied membership requirements? _____

2. How many of those members were: (Use actual members, not percentages)

    a. school or school district administrators _____

    b. teachers _____

    c. parents of children in the school _____

    d. other residents of the school service area _____

    e. other nonresidents of the school service area _____

4. Of the active members, how many were: (Use actual numbers, not percentages)

    a. school district employees _____

    b. no employees of the school district _____

5. In comparison to the population of the school service area, how well
    represented on your council would you say are each of the following
    groups?

		Under-Represented	Fairly Represented	Over Represented	Not Applicable
a.	racial or ethnic minorities	1	2	3	4
b.	lower socio-economic groups	1	2	3	4
c.	senior citizens	1	2	3	4
d.	young adults	1	2	3	4
e.	middle income groups	1	2	3	4

B. **Council Meetings**

6. In the past year, how many meetings of the full membership of
    the council were held ? _____

7. On the average, what percentage of the full membership of the
    council (see question 1) attended these meetings? _____ %

8. a. Was there an executive committee or board of your council
        which met separately from full membership meetings?   Yes _____ No _____
                                                                    1   2

    b. If yes, how many individuals were members of the
        executive committee or board? _____

    c. How many meetings of the executive committee or board
        were held in the past year? _____

    d. On the average, what percentage of executive committee
        or board members attended each meeting? _____ %

C. **Council Leadership**

9. For how long were you a member of the council before you
    became council president/chairperson? _____

10. What other positions, if any, did you hold on the council before
    you became council president/chairperson?
    a.
    b.
    c.
    d.

11. Outside of the council, what other positions or responsibilities
    have you had which were helpful in your job as council president/
    chairperson?
    a.

    b.

    c.

    d.

3

12. What is your vocation/occupation?

    a.   Blue collar

    b.   Farmer/farmworker

    c.   Homemaker

    d.   Professional, technical, managerial

    e.   Sales

    f.   Secretary, clerical, office worker

    g.   Service

    h.   Other (please specify) _____

D.   <u>Council Decision-making</u>

13. Who usually chairs meetings of the council?

        Council president/chairperson

        School administrator

        Other council member

14. Who usually has responsibility for determining the agendas for the council meetings?

        Council president/chairperson

        School administrator

        Council president and school administrator

        Executive committee

        Full council

        Meetings have no formal agendas

4

15. Please describe the role that the school administrator(s) plays in council meetings.

Does not play a role ☐

Observes only 1 ☐

Provides information and suggestions only 2 ☐

Takes part in decision-making, but does not provide leadership 3 ☐

Provides some leadership, but is not the primary leader 4 ☐

Provides primary leadership 5 ☐
6

16. Decisions concerning council activities and projects may be made at a variety of levels (individual, committee, executive committee, full council). For your council, how many council decisions would you say are made at each of the following levels?

		None	A Few	Some	Most
a.	Individual (i.e., council president committee chairperson)	☐	☐	☐	☐
b.	Committee	1 ☐	2 ☐	3 ☐	4 ☐
c.	Executive committee	1 ☐	2 ☐	3 ☐	4 ☐
d.	Full council	1 ☐	2 ☐	3 ☐	4 ☐
		1	2	3	4

17. For those decisions made by the executive committee or full council, how much influence would you say each of the following has in the decisions that are finally made?

		None At All	A Little	A Moderate Amount	A Great Deal
a.	School administrator(s)	☐	☐	☐	☐
		1	2	3	4
b.	Council president or chairperson	☐	☐	☐	☐
		1	2	3	4
c.	Other executive committee members	☐	☐	☐	☐
		1	2	3	4
d.	Other members of the council	☐	☐	☐	☐
		1	2	3	4

5

E.   Council Finances

18.   Did your council have a budget last year which was independent of
       the regular school budget?

       Yes ___   No ___
           [ ]   [ ]
            1   2
       If no, please skip to item 21.

19.   Please indicate the sources and amounts of income for last
       year's council budget.

             Source   Amount

       a.   Fund-raising events $_____

       b.   Membership dues   _____

       c.   Donations from local sources   _____

       d.   Fees for classes or activities   _____

       e.   Grants (please specify source: _____

             _____   _____

             _____   _____

             _____   _____

             Total number of grants_____   Total Amount $_____

20.   Please indicate your council's expenditures last year.

       a.   Project or program expenditures $_____

       b.   Administrative costs   _____

       c.   Other (please specify)

             _____   _____

             _____   _____

                                         Total Amount $_____

6

F.   Council Projects or Activities

21.   Please describe the five projects or activities to which your council has devoted its most energies in the past year (i.e., publishing a newspaper, assisting in hiring a principal, doing a needs assessment, developing an afternoon school program, getting a traffic light, holding a fund-raiser for the school, etc.). Please describe each briefly and then answer a series of questions about each.

a.   Project A: Description:_____

_____

   (1) Was there any actual dollar budget for the project or activity?

         Yes____   No____
             |___| |___|
               1   2

   (2) If yes, what was the size of the budget? $_____

   (3) How many total person-hours were devoted to the
        project or activity in the past year?   _____

   (4) How successful would you say the project or
        activity was in meeting its objectives?

        Not at all successful |___|

        Somewhat successful   1
                                     |___|

        Successful   2
                                     |___|

        Very successful   3
                                     |___|
                                       4

b.   Project B: Description:_____

_____

   (1) Was there any actual dollar budget for the project or activity?

         Yes____   No____
             |___| |___|
               1   2

   (2) If yes, what was the size of the budget? $_____

   (3) How many total person-hours were devoted to the
        project or activity in the past year?   _____

   (4) How successful would you say the project or
        activity was in meeting its objectives?

        Not at all successful |___| Successful |___|

        Somewhat successful   1   Very successful   3
                                |___| |___|
                                   2   4

7

c. Project C: Description:_____   _____

_____

(1) Was there any actual dollar budget for the project or activity?
    Yes [___]   No [___]
         1   2

(2) If yes, what was the size of the budget? $_____

(3) How many total person-hours were devoted to the
    project or activity in the past year?   _____

(4) How successful would you say the project or activity
    was in meeting its objectives?

    Not at all successful [___]   Successful [___]
                            1   3
    Somewhat successful [___]   Very successful [___]
                          2   4

d. Project D: Description:_____

_____

(1) Was there any actual dollar budget for the project or activity?
    Yes [___]   No [___]
         1   2

(2) If yes, what was the size of the budget? $_____

(3) How many total person-hours were devoted to the
    project or activity in the past year?   _____

(4) How successful would you say the project or activity
    was in meeting its objectives?

    Not at all successful [___]   Successful [___]
                            1   3
    Somewhat successful [___]   Very successful [___]
                          2   4

e. Project E: Description:_____

_____

(1) Was there any actual dollar budget for the project or activity?
    Yes [___]   No [___]
         1   2

(2) If yes, what was the size of the budget? $_____

(3) How many total person-hours were devoted to the
    project or activity in the past year?   _____

(4) How successful would you say the project or activity
    was in meeting its objectives?

    Not at all successful [___]   Successful [___]
                            1   3
    Somewhat successful [___]   Very successful [___]
                          2   4

8

G.   Impact of the Council

22.   a.   In the past three years, has the council influenced the ways in which
          the school or school district makes decisions?

          Yes ⬡   No ⬡
              1   2

      b.   If yes, how has decision-making changed?

23.   a.   Have there been any changes in the past three years in school or
          school district policies which can be attributed to the council?

          Yes ⬡   No ⬡
              1   2

      b.   If yes, what were those changes?

24.   What would you say are the three main accomplishments of your council
      in the past year?

      a._____

      b._____

      c._____

25a. If someone were to visit your school or neighborhood, are there any
      things you could point to as evidence of the success of your council
      in the past year?

          Yes ⬡   No ⬡
              1   2

 b.   If yes, what are they?

      1._____

      2._____

      3._____

9

26. To what extent would you say that the council provides meaningful input into each of the following aspects of the school program?

		None At All	A Little	A Moderate Amount	A Great Deal	Not Applicable
(a)	The regular school program	1	2	3	4	5
(b)	Special program for children such as handicapped, etc.	1	2	3	4	5
(c)	Extra-curricular activities for children, such as afterschool recreation, etc.	1	2	3	4	5
(d)	Other programs at school, which are not directed toward school aged children, such as adult recreation or preschool programs.	1	2	3	4	5

27. How important a role does the council have in each of the following areas of decision-making concerning the school or school director?

		No role at All	A Small Role	A Moderate Role	A Large Role	Not Applicable
(a)	Hiring, retention, and promotion of personnel	1	2	3	4	5
(b)	Program design and evaluation	1	2	3	4	5
(c)	Overall school budgeting	1	2	3	4	5
(d)	Design and use of school facilities	1	2	3	4	5

THANK YOU VERY MUCH!

PLEASE NOTE:

Copyrighted materials in this document have not been filmed at the request of the author. They are available for consultation, however, in the author's university library.

These consist of pages:

103-116 _____

_____

_____

_____

_____

_____

APPENDIX G

CORRESPONDENCE

Langston University

AGRICULTURAL RESEARCH PROGRAMS

Langston, Oklahoma 73050

RESEARCH DIRECTOR

May 25, 1983

P. O. Box 730
Phone 105/466-3833
or 466-2231 Ext. 403

Development Associates, Inc.
2924 Columbia Pike
Arlington, Virginia 22204

Dear Members:

I am presently a doctoral student at Oklahoma State University, Stillwater,
Oklahoma, in the Department of Educational Administration and Higher Educa-
tion. My emphasis of study is in community education and my advisor is
Dr. Deke Johnson, Director of the Center for Community Education at Oklahoma
State University.

Recently, Dr. Johnson shared with me a copy of A Survey of Community Schools,
prepared for the Charles S. Mott Foundation of Flint, Michigan, by
Howard L. Fleischman and Paul J. Hopstock, and your organization. I found
the report to be very interesting and very informative.

I am in the process of conducting a study on "The Effects of Community
Education Advisory Councils on Citizen Participation". My study is limited
to sixty towns in Oklahoma. I would like to have permission to use the
survey questionnaires developed by Fleischman and Hopstock for their survey.
I would appreciate any information on the statistical treatment used and any
other data that would be helpful to me, if this is possible.

Thank you for your consideration and cooperation in this matter. I shall look
forward to hearing from you soon.

Sincerely yours,

Aline Johnson
Interim Director
CSRS
Langston University
Langston, Oklahoma 73050

cc: Dr. Deke Johnson, Oklahoma State University
     Dr. Pat Edwards, C. S. Mott Foundation

Langston University

AGRICULTURAL RESEARCH PROGRAMS

Langston, Oklahoma 73050

RESEARCH DIRECTOR

P. O. Box 730
Phone 405/466-3833
or 466-2231 Ext. 403

June 6, 1983

Dr. Howard L. Fleischman
Development Associates, Inc.
2924 Columbia Pike
Arlington, Virginia 22204

Dear Dr. Fleischman:

This letter comes as a follow-up to our telephone conversation
a few days ago, at which time you gave me permission to use the
survey questionnaires developed by yourself and Dr. Paul Hopstock
for your study for the Charles S. Mott Foundation.

Please accept my sincere thanks. As I indicated to you in our
telephone conversation I will certainly give credit to everyone
concerned.

Thanks again for your kindness in calling me and giving me permission
to use the questionnaires.

Sincerely yours,

Aline Johnson
Interim Director

cc: Dr. Deke Johnson
    Dr. Pat Edwards
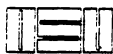
Oklahoma State University

COMMUNITY EDUCATION CENTER

STILLWATER, OKLAHOMA 74078
GUNDERSEN 303
'405) 624-7246

September 13, 1983

Mrs. Ruby Duckett, President
Monroe Community School Advisory Council
5021 North Utica Place
Tulsa, Oklahoma 74130

Dear Mrs. Duckett:

We are conducting a "Study of Community School Councils" in order to
determine trends and practices in community education for the State
of Oklahoma. Please help us in this study. We hope that as a result
of your cooperation, we will be able to provide valuable and useful
information to school officials, legislators, community education
directors, members of the Oklahoma Community Education Association and
the State Department of Education, as well as other interested persons.

We have worked very hard to make the study as short as possible. The
questions that are listed in the study are very important ones and your
input will be vital to the success of this study. Please take the time
to carefully answer each question. Your answers will be kept completely
confidential. We will not identify anyone by name since the results will
be presented in "averaged" form, not in terms of individual respondents.

It would be greatly appreciated if you would complete the enclosed ques-
tionnaire and return it in the self-addressed, stamped envelope no later
than Wednesday, September 21, 1983. If you have any questions related to
any of the items, please feel free to call one of the following numbers
between the hours of 8-5, Monday through Friday:

    (405) 466-3833 (Langston University - Aline Johnson)
    (405) 624-7246 (Oklahoma State University - Deke Johnson)

Thank you for your cooperation in this study. You are making a valuable
contribution to the growth and development of community education through-
out Oklahoma, as well as the nation.

                Sincerely yours,

                Deke Johnson
                Director, Community Education
                Oklahoma State University

                Aline Johnson
                Interim Director, CSRS
                Langston University

Oklahoma State University

COMMUNITY EDUCATION CENTER

STILLWATER, OKLAHOMA 74078
GUNDERSEN 303
(405) 624-7246

October 3, 1983

Mr. John Kessinger, Director
Community Education
Woodward Public Schools
Woodward, Oklahoma 73801

Dear Mr. Kessinger:

We are conducting a "Study of Community School Councils" in order to
determine trends and practices in community education for the State of
Oklahoma. Please help us in this study. We hope that as a result of
your cooperation, we will be able to provide valuable and useful informa-
tion to school officials, legislators, community education directors,
members of the Oklahoma Community Education Association and the State
Department of Education, as well as other interested persons.

We have worked very hard to make the study as short as possible. The
questions that are listed in the study are very important ones and your
input will be vital to the success of this study. Please take the time
to carefully answer each question. Your answers will be kept completely
confidential. We will not identify anyone by name since the results will
be presented in "averaged" form, not in terms of individual respondents.

It would be greatly appreciated if you would complete the enclosed
questionnaire and return it in the self-addressed, stamped envelope no
later than Thursday, October 13, 1983. If you have any questions related
to any of the items, please feel free to call one of the following numbers
between the hours of 8-5, Monday through Friday.

    (405) 466-3833 (Langston University - Aline Johnson)
    (405) 624-7246 (Oklahoma State University - Deke Johnson)

Thank you for your cooperation in this study. You are making a valuable
contribution to the growth and development of community education through-
out Oklahoma, as well as the nation.

                                Sincerely yours,

                                Deke Johnson
                                Director, Community Education
                                Oklahoma State University

                                Aline Johnson
                                Interim Director, CSRS
                                Langston University

APPENDIX H

RESULTS OF PROFILE OF OKLAHOMA COMMUNITY

EDUCATION PROGRAMS, 1982-1983

PROFILE OF OKLAHOMA COMMUNITY EDUCATION PROGRAMS 1982-83

NAME OF SCHOOL SYSTEM	COMMUNITY EDUCATION COORDINATOR/DIRECTOR					CITIZENS INVOLVE.	EXTENDED SCHOOL USE	AGENCY INVOLVE.	BOARD OF EDUCATION RESOLUTION	# OF SCHOOLS MTG. CRITERIA	# DIRECTORS COORDINATORS	
	Selection	Professional/ Paraprofessional	Pt. to Full-Time	Competency or Training	Assessment of Performance						Full	1/2+
*Ardmore	x	x	x	x	x	x	x	x	x	1	1	0
Bishop	x	x	x	x	x	x	x	x		0	0	0
*Bristow	x	x	x	x	x	x	x	x	x	1	1	0
*Broken Arrow	x	x	x	x	x	x	x	x	x	1	1	2
Catoosa	x	x		x	x	x	x	x	x	0	0	0
*Cherokee	x	x	x	x	x	x	x	x	x	1	0	1
*Cleveland	x	x	x	x	x	x	x	x	x	1	0	1
Clinton	x			x	x	x	x	x	x	0	0	0
Coalgate	x	x		x	x	x	x	x	x	0	0	0
Colcord							x			0	0	0
*Cushing	x	x	x	x	x	x	x	x	x	1	0	1
*Durant	x	x	x	x	x	x	x	x	x	1	0	1
*Elgin	x	x	x	x	x	x	x	x	x	1	0	1
Eufaula	x	x	x	x	x		x	x		0		
*Fort Gibson	x	x	x	x	x	x	x	x	x	1	0	1
Fort Towson	x	x	x	x	x		x		x	0	0	2

*Meets minimum guidelines for a community school established by the Charles Stewart Mott Foundation of Flint, Michigan.

NAME OF SCHOOL SYSTEM	COMMUNITY EDUCATION COORDINATOR/DIRECTOR					CITIZENS INVOLVE.	EXTENDED SCHOOL USE	AGENCY INVOLVE.	BOARD OF EDUCATION RESOLUTION	# OF SCHOOLS MTG. CRITERIA	# DIRECTORS COORDINATORS Full	1/2+
	Selection	Professional/Paraprofessional	½ to Full-Time	Competency or Training	Assessment of Performance							
*Hartshorne	x	x	x	x	x	x	x	x	x	1	1	0
*Healdton	x	x	x	x	x	x	x	x	x	1	0	1
Holdenville		x	x	x		x	x	x	x	0	0	1
Kellyville		x		x			x		x	0	0	0
Kingfisher	x	x		x	x	x	x	x	x	0	0	0
*Kinta	x	x	x	x	x	x	x	x	x	1	1	1
*Lawton	x	x	x	x	x	x	x	x	x	1	2	0
*Madill	x	x	x	x	x	x	x	x	x	1	0	1
McAlester						x	x	x	x	0	0	0
Millwood	x	x		x	x	x	x	x		0	0	0
*Moore	x	x	x	x	x	x	x	x	x	1	1	0
*Muskogee	x	x	x	x	x	x	x	x	x	1	1	0
Mustang		x		x			x	x		0	0	0
*Noble	x	x	x	x	x	x	x	x	x	3	1	2
Norman	x	x		x	x	x	x	x		0	0	0
Oilton	x			x	x	x	x		x	0	0	0
*Okemah	x	x	x	x	x	x	x	x	x	1	0	1

*Meets minimum guidlines for a community school established by the Charles Stewart Mott Foundation of Flint, Michigan.

NAME OF SCHOOL SYSTEM	COMMUNITY EDUCATION COORDINATOR/DIRECTOR					CITIZENS INVOLVE.	EXTENDED SCHOOL USE	AGENCY INVOLVE.	BOARD OF EDUCATION RESOLUTION	# OF SCHOOLS MTG. CRITERIA	# DIRECTORS COORDINATORS	
	Selection	Professional/Paraprofessional	?- to Full-Time	Competency or Training	Assessment of Performance						Full	1/2+
*Oklahoma City	x	x	x	x	x	x	x	x	x	2	3	1
*Paoli	x	x	x	x	x	x	x	x	x	1	0	1
*Pauls Valley	x	x	x	x	x	x	x	x	x	1	1	0
Perkins-Tryon		x		x	x	x	x	x	x	0	0	0
*Pocola	x	x	x	x	x	x	x	x	x	1	0	1
*Prague	x	x	x	x	x	x	x	x	x	1	1	0
*Pryor	x	x	x	x	x	x	x	x	x	1	1	0
*Purcell	x	x	x	x	x	x	x	x	x	1	0	1
*Ripley	x	x	x	x	x	x	x	x	x	1	1	1
Sallisaw		x		x	x	x	x	x	x	0	0	0
*Sapulpa	x	x	x	x	x	x	x	x	x	1	1	0
*Seiling	x	x	x	x	x	x	x	x	x	1	0	1
*Shawnee	x	x	x	x	x	x	x	x	x	1	0	1
*Skiatook	x	x	x	x	x	x	x	x	x	1	1	0
Soper	x	x		x	x	x	x	x	x	0	0	0
*Stigler	x	x	x	x	x	x	x	x	x	1	0	1
Tishomingo							x			0	0	0
*Tulsa	x	x	x	x	x	x	x	x	x	7	10	0

*Meets minimum guidelines for a community school established by the Charles Stewart Mott Foundation of Flint, Michigan.

NAME OF SCHOOL SYSTEM	COMMUNITY EDUCATION COORDINATOR/DIRECTOR					CITIZENS INVOLVE.	EXTENDED SCHOOL USE	AGENCY INVOLVE.	BOARD OF EDUCATION RESOLUTION	# OF SCHOOLS MTG. CRITERIA	# DIRECTORS COORDINATORS	
	Selection	Professional/ Paraprofessional	1/2 to Full-Time	Competency or Training	Assessment of Performance						Full	1/2+
*Wagnor	x	x	x	x	x	x	x	x	x	1	0	2
Wanette			x				x		x	0	0	0
Watonga		x	x	x	x	x	x	x		0	0	1
Waurika	x	x		x	x	x	x	x	x	0	0	0
*Wellston	x	x	x	x	x	x	x	x	x	1	0	1
Westville	x	x		x	x		x	x	x	0	0	0
*Whitebead	x	x	x	x	x	x	x	x	x	1	1	0
Foodward				x		x	x	x		0	0	0
*Yukon	x	x	x	x	x	x	x	x	x	4	1	2

*Meets minimum guidelines for a community school established by the Charles Stewart Mott Foundation of Flint, Michigan.

APPENDIX I

TABLES

TABLE I

RESPONSE RATE TO MAILED QUESTIONNAIRES

	Community Education Directors	Presidents of Advisory Councils
No. of questionnaires mailed	71	63
No. of questionnaires used in analysis	51	16
No. of questionnaires returned with minimal or no information	0	11
Number of questionnaires received after analysis completed	0	0
Total no. of questionnaires received	51	27

TABLE II

GEOGRAPHIC LOCATION BY LEVEL OF COUNCIL

Type of Community	School-Specific	Type of Advisory Council District-Wide	Other	Total
1. Large city (over 250,000)	7	0	0	7
2. Medium-sized city (25,000-250,000)	0	6	0	6
3. Within 20 miles of city of at least 25,000	1	5	0	6
4. More than 20 miles from city of at least 25,000	0	10	0	10
5. Small town (10,000 or less)	3	13	2	18
Total	11	34	2	47

Note: There were four community education directors that did not respond to the question.

TABLE III

PERCENTAGE DISTRIBUTION OF THE TYPES OF ADVISORY
COUNCILS BY THE NUMBER OF MEMBERS

Types of Councils	1-10 Members	%	11-20 Members	%	21-30 Members	%	31-40 Members	%	Totals	%
1. School Specific	1	6.25	2	12.50	0	0	1	6.25	4	25.00
2. District-Wide	1	6.25	9	56.25	1	6.25	0	0	11	68.75
3. Other	0	0	1	6.25	0	0	0	0	1	6.25
Totals	2	12.50	12	75.00	1	6.25	1	6.25	16	100.00

TABLE IV

NUMBER OF MEMBERS ON ADVISORY COUNCIL BY TYPE OF
COMMUNITY AND BY TYPE OF ADVISORY COUNCIL

Type of Community	Mean	Type of Advisory Council	Mean
1. Large city (over 250,000) N	35.00 (1)	1. School specific N	18.25 (4)
2. Medium-sized city (25,000-250,000) N	16.50 (2)	2. District-wide N	14.91 (11)
3. Within 20 miles of city of 25,000 but not in the city N	13.75 (4)	3. Other (Agency) N	12.00 (1)
4. More than 20 miles of city of 25,000 N	16.00 (2)		
5. Small city, 10,000 or less N	13.42 (7)		
Hypotheses, no effect due to type of community	0.03*	Hypotheses, no effect due to type of council**	0.64 (n.s.)

*Significant at the 0.03 level of significance; therefore, the null is rejected.

**The null is accepted at the 0.05 level of significance.

Note: The letter "N" stands for number of observations.

TABLE V

NUMBER OF MEMBERS ON ADVISORY COUNCIL BY
TYPE OF COMMUNITY AND BY TYPE
OF ADVISORY COUNCIL
(Duncan's Multiple Range Test)

Grouping	Type of Community Mean	N	Type	Grouping	Type of Council Mean	N	Type
A	35.000*	1	1	A*	18.250	4	1
B	16.500	2	2	A	14.909	11	2
B				A			
B	16.000	2	4	A	12.000	1	
B							
B	13.750	4	3				
B							
B	13.429	7	5				

*The separation of means is between A and B.

**There is no separation of the means.

Note: The means with the same letter are not significantly different.

TABLE VI

NUMBER OF MEETINGS ADVISORY COUNCILS HELD
DURING THE PAST YEAR

Type of Council	0	%	1	%	2	%	3	%	4	%	6	%	9	%	10	%	12	%	Total	Percentage
1. School specific	0	0.00	0	0.00	0	0.00	1	6.67	0	0.00	1	6.67	1	6.67	1	6.67	0	0.00	4	26.67
2. District-wide	1	6.67	1	6.67	2	13.33	0	0.00	3	20.00	1	6.67	1	6.67	0	0.00	1	6.67	10	66.67
3. Other	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	6.67	0	0.00	1	6.67
Total	1	6.67	1	6.67	2	13.33	1	6.67	3	20.00	2	13.33	2	13.33	2	13.33	1	6.67	15	100.00

Note: One council president did not respond to this question.

TABLE VII

NUMBER OF MEETINGS ADVISORY COUNCILS HELD DURING
PAST YEAR BY TYPE OF COMMUNITY AND BY
TYPE OF ADVISORY COUNCIL

Type of Community	Mean	Type of Advisory Council	Mean
1. Large city (over 250,000) N	6.00 (1)	1. School specific N	7.00 (4)
2. Medium-sized city (25,000-250,000) N	8.00 (2)	2. District-wide N	4.40 (10)
3. Within 20 miles of city of 25,000 but not in city N	6.50 (4)	3. Other N	10.00 (1)
4. More than 20 miles of city of 25,000 N	6.50 (2)		
5. Small city, 10,000 or less N	3.50 (6)		
Hypotheses, no effect due to type of community*	0.61 (n.s.)	Hypotheses, no effect due to type of council*	0.25 (n.s.) (15)

*The null is accepted at the 0.05 level of significance.

TABLE VIII

NUMBER OF MEETINGS ADVISORY COUNCILS HELD
DURING PAST YEAR BY TYPE OF COMMUNITY
AND BY TYPE OF ADVISORY COUNCIL
(Duncan's Multiple Range Test)

Grouping	Type of Community			Grouping	Type of Council		
	Mean	N	Type		Mean	N	Type
A*	8.0000	2	2	A	10.0000	1	3
A				A			
A	6.5000	2	4	A	7.0000	4	1
A				A			
A	6.5000	4	3	A	4.4000	10	2
A							
A	6.0000	1	1				
A							
A	3.5000	6	5				

*There is no separation of the means in either type (community or council).

Note: The means with the same letter are not significantly different.

TABLE IX

NUMBER OF MEMBERS ATTENDING MEETINGS
DURING PAST YEAR

	Type of Council	0	3%	34%	35%	50%	55%	60%	65%	70%	75%	80%	98%	100%	Total
1.	School specific	0	1	0	1	1	0	1	0	0	0	0	0	0	4
2.	District-wide	1	0	1	0	0	1	0	1	1	1	3	0	1	10
3.	Other	0	0	0	0	0	0	0	0	0	0	0	1	0	1
	Total	1	1	1	1	1	1	1	1	1	1	3	1	1	15

TABLE X

NUMBER OF ADVISORY COUNCIL MEMBERS ATTENDING
ADVISORY COUNCIL MEETINGS BY TYPE OF
COMMUNITY AND BY TYPE OF
ADVISORY COUNCIL

Type of Community	Mean	Type of Advisory Council	Mean
1. Large city (over 250,000) N	34.00 (1)	1. School specific N	70.50 (4)
2. Medium-sized city (25,000-250,000) N	65.00 (2)	2. District-wide N	62.30 (10)
3. Within 20 miles of city of 25,000 but not in city N	89.50 (4)	3. Other N	80.00 (1)
4. More than 20 miles of city of 25,000 N	57.50 (2)		
5. Small city, 10,000 or less N	58.00 (6)		
Hypotheses, no effect due to type of community*	0.30 (n.s.)	Hypotheses, no effect due to type of advisory council*	0.78 (n.s.)

*The null is accepted at the 0.05 level of significance.

TABLE XI

NUMBER OF ADVISORY COUNCIL MEMBERS ATTENDING
ADVISORY COUNCIL MEETINGS BY TYPE OF
COMMUNITY AND BY TYPE OF
ADVISORY COUNCIL
(Duncan's Multiple Range Test)

| Grouping | Type of Community | | | Grouping | Type of Council | | |
	Mean	N	Type		Mean	N	Type
A*	89.500	4	3	A*	80.000	1	3
A				A			
A	65.000	2	2	A	70.500	4	1
A				A			
A	58.000	2	4				
A							
A	34.000	1	1				

*There is no separation of the means.

Note: The means with the same letter are not significantly different.

TABLE XII

EXTENT OF REPRESENTATIVENESS OF RACIAL OR
ETHNIC GROUPS ON ADVISORY COUNCILS

Racial/Ethnic Groups	Under Represented 1		Fairly Represented 2		Over Represented 3		Not Applicable 4		Total	%
1. School-specific	2		1		0		1		4	25.00
2. District-wide	2		6		0		3		11	68.75
3. Other	1		0		0		0		1	6.25
Total	5	31.25	7	43.75	0	0.00	4	25.00	16	100.00

Note: Mean = 2.18; Median = 2

TABLE XIII

EXTENT OF REPRESENTATIVENESS OF LOWER SOCIO-
ECONOMIC GROUPS ON ADVISORY COUNCILS

Lower Socio-economic Groups	Under Represented 1		Fairly Represented 2		Over Represented 3		Not Applicable 4		Total	%
1. School-specific	2		2		0		0		4	25.00
2. District-wide	4		6		0		1		11	68.75
3. Other	1		0		0		0		1	6.25
Total	7	43.75	8	50.00	0	0.00	1	6.25	16	100.00

Note: Mean = 1.68; Median = 2

TABLE XIV

EXTENT OF REPRESENTATIVENESS OF SENIOR CITIZENS
ON ADVISORY COUNCILS

	Senior Citizens	Under Represented 1		Fairly Represented 2		Over Represented 3		Not Applicable 4		Total	%
1.	School-specific	0		3		0		0		3	20.00
2.	District-wide	2		7		1		1		11	73.33
3.	Other	0		1		0		0		1	6.67
	Total	2	13.33	11	73.33	1	6.67	1	6.67	15	100.00

Note: Mean = 2.07; Median = 2

TABLE XV

EXTENT OF REPRESENTATIVENESS OF YOUNG ADULTS
ON ADVISORY COUNCILS

	Under Represented 1		Fairly Represented 2		Over Represented 3		Not Applicable 4		Total	%
1. School-specific	0		3		0		0		3	20.00
2. District-wide	1		10		0		0		11	73.33
3. Other	0		1		0		0		1	6.67
Total	1	6.67	14	93.33	0	0.00	0	0.00	15	100.00

Note: Mean = 1.93; Median = 2

TABLE XVI

RATINGS OF ADVISORY COUNCIL PRESIDENTS BY COMMUNITY EDUCATION DIRECTORS

Ratings	School Specific								District-Wide								Other							
	1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total	1	2	3	4	5	6	7	Total
Active	4	4	1	0	0	2	1	12	8	10	3	3	1	1	3	29	1	0	0	0	0	0	0	1
Well Organized	3	3	2	2	1	1	0	12	7	7	7	5	0	2	1	29	1	0	0	0	0	0	0	1
Good Communication	4	2	3	1	1	0	1	12	10	7	4	4	2	0	1	28	1	0	0	0	0	0	0	1
Gets Along Well With People	7	3	0	1	0	0	1	12	12	8	3	3	0	1	1	28	1	0	0	0	0	0	0	1
Knowledgeable about Community	5	6	0	0	0	0	1	12	12	10	3	1	0	1	1	28	1	0	0	0	0	0	0	1
Leads Meetings Well	4	4	1	2	0	1	0	12	9	8	6	3	1	0	1	28	1	0	0	0	0	0	0	1
Delegates Authority Well	3	2	4	1	0	1	1	12	5	8	7	4	1	1	1	27	1	0	0	0	0	0	0	1
Open-Minded	5	4	1	0	1	1	0	12	10	7	6	1	1	1	1	27	1	0	0	0	0	0	0	1
Creative	3	4	3	1	0	0	1	12	5	9	7	3	0	2	1	27	1	0	0	0	0	0	0	1
Effective	3	3	2	2	1	0	1	12	7	8	4	6	0	1	1	27	1	0	0	0	0	0	0	1
Accomplishes the Task	4	5	0	0	2	0	1	12	8	8	5	4	0	1	1	27	1	0	0	0	0	0	0	1

(1 most positive response; 7 least positive response)

TABLE XVII

DECISIONS MADE AT INDIVIDUAL, COMMITTEE, EXECUTIVE, AND FULL COUNCIL LEVELS

	None	%	A Few	%	Some	%	Most	%	Total	Percent
Decisions at Individual Level										
School Specific	2	13.33	1	6.67	0	0.00	0	0.00	3	20.00
District Wide	2	13.33	4	26.67	2	13.33	3	20.00	11	73.33
Other	0	0.00	0	0.00	1	6.67	0	0.00	1	6.67
Total	4	26.66	5	33.34	3	20.00	3	20.00	15	100.00
Decisions at Committee Level										
School Specific	1	6.67	2	13.33	0	0.00	1	6.67	4	26.67
District Wide	1	6.67	5	33.33	1	6.67	3	20.00	10	66.67
Other	0	0.00	0	0.00	0	0.00	1	6.67	1	6.67
Total	2	13.33	7	46.66	1	6.67	5	33.34	15	100.00
Decisions at Executive Committee Level										
School Specific	1	10.00	0	0.00	0	0.00	0	0.00	1	10.00
District Wide	4	40.00	2	20.00	1	10.00	1	10.00	8	80.00
Other	0	0.00	1	10.00	0	0.00	0	0.00	1	10.00
Total	5	50.00	3	30.00	1	10.00	1	10.00	10	100.00
Decisions at Full Council Level										
School Specific	0	0.00	0	0.00	4	25.00	0	0.00	4	25.00
District Wide	2	12.50	4	25.00	4	25.00	1	6.25	11	68.75
Other	0	0.00	1	6.25	0	0.00	0	0.00	1	6.25
Total	2	12.50	5	31.25	8	50.00	1	6.25	16	100.00

TABLE XVIII

MEANINGFUL INPUT WHICH ADVISORY COUNCIL PROVIDES TO
SCHOOL AND/OR SCHOOL POLICIES--RESPONSES FROM
ADVISORY COUNCIL PRESIDENTS AND
COMMUNITY EDUCATION DIRECTORS

	None at All	%	A Little	%	A Moderate Amount	%	A Great Deal	%	N/A	%	Total
Regular School Program											
Response--C. P.	4	25.00	7	43.75	4	25.00	1	6.25			16
Response--C. E. Dir.	12	27.27	17	38.64	13	29.55	1	2.27	1	2.27	44
Special Programs for Children Such as the Handicapped, Title I, Gifted, and Talented											
Response--C. P.	6	40.00	6	40.00	2	13.33	1	6.67			15
Response--C. E. Dir.	17	38.64	15	34.09	4	9.09	4	9.09	4	9.09	44
Extracurricular Act.											
Response--C. P.	1	6.25	2	12.50	6	37.50	7	43.75			16
Response--C. E. Dir.	3	6.82	6	13.64	10	22.73	25	56.82			44
Other Programs, Such as Adult											
Response--C. P.	2	12.50	3	18.75	0	0.00	11	68.75			16
Response--C. E. Dir.	2	4.65	1	2.33	11	25.58	27	62.79	2	4.65	43

TABLE XIX

ROLE OF COUNCIL IN AREAS OF DECISION-MAKING--RESPONSES
FROM ADVISORY COUNCIL PRESIDENTS AND
COMMUNITY EDUCATION DIRECTORS

	No Role at All	%	A Small Role	%	A Moder-ate Role	%	A Large Role	%	N/A	%	Total
Hiring, Retention, and Promotion of Personnel											
Response--C. P.	9	56.25	6	37.50	0	0.00	0	0.00	1	6.25	16
Response--C. E. Dir.	27	61.36	11	25.00	1	2.27	2	4.55	3	6.82	44
Program Design and Evaluation											
Response, C. P.	2	12.50	5	31.25	3	18.75	6	37.50	0	0.00	16
Response, C. E. Dir.	12	27.27	9	20.45	13	29.55	9	20.45	1	2.27	44
Overall School Budget-ing											
Response--C. P.	8	50.00	7	43.75	1	6.25	0	0.00	0	0.00	16
Response C. E. Dir.	22	50.00	13	29.55	4	9.09	2	4.55	3	6.82	44
Design and Use of Facilities											
Response, C. P.	2	12.50	9	56.25	3	18.75	2	12.50	0	0.00	16
Response, C. E. Dir.	11	25.00	11	25.00	13	29.55	8	18.18	1	2.27	44

TABLE XX

COUNCIL INFLUENCE FOR THE PAST THREE YEARS

Types of Council	Yes		No			
	No. of Replies	%	No. of Replies	%	Total	%
1. School-specific	1	6.25	3	18.75	4	25.00
2. District-wide	6	37.50	5	31.25	11	68.75
3. Other	1	6.25	0	0.00	1	6.25
Total	8	50.00	8	50.00	16	100.00

TABLE XXI

AREAS OF COMMUNITY SCHOOL PROJECTS OR ACTIVITIES
BY TYPE OF ADVISORY COUNCIL

		Type of Council												
		School-Specific				District-Wide				Other				
Areas		Yes	%	No	%	Yes	%	No	%	Yes	%	No	%	Total	%
1. Purchase of equipment or material for school		8	17.78	4	8.89	11	24.44	20	44.44	1	2.22	1	2.22	45	100.00
2. Physical improvement of school grounds or property		3	6.67	9	20.00	8	17.78	23	51.11	0	0.00	2	4.44	45	100.00
3. Recreational/sports activities for school age children		10	22.22	2	4.44	28	62.22	3	6.67	2	4.44	0	0.00	45	100.00
4. Cultural/crafts activities for school age children apart from regular school program		9	20.00	3	6.67	23	51.11	8	17.78	2	4.44	0	0.00	45	100.00
5. School volunteers		1	2.22	11	24.44	12	26.67	19	42.22	0	0.00	2	4.44	45	100.00
6. Adult education classes for credit		6	13.33	6	13.33	13	28.89	18	40.00	1	2.22	1	2.22	45	100.00
7. Vocational classes for adults		9	20.00	3	6.67	28	62.22	3	6.67	1	2.22	1	2.22	45	100.00
8. Non-credit general interest classes for adults		11	24.44	1	2.22	28	62.22	3	6.67	2	4.44	0	0.00	45	100.00

TABLE XXI (Continued)

| | | Type of Council | | | | | | | | | | | | |
| | | School-Specific | | | | District-Wide | | | | Other | | | | | | |
	Areas	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%	Total	%
9.	Recreational/sports activities for adults	11	24.44	1	2.22	28	62.22	3	6.67	2	4.44	0	0.00	45	100.00
10.	Cultural/crafts activities for adults	11	24.44	1	2.22	28	62.22	3	6.67	1	2.22	1	2.22	45	100.00
11.	Health and social services	6	13.33	6	13.33	15	33.33	16	35.56	1	2.22	1	2.22	45	100.00
12.	Preschool program	8	17.78	4	8.89	17	37.78	14	31.11	1	2.22	1	2.22	45	100.00
13.	Special programs for senior citizens	7	15.56	5	11.11	19	42.22	12	26.67	2	4.44	0	0.00	45	100.00
14.	Neighborhood beautification	0	0.00	12	26.67	4	8.89	27	60.00	0	0.00	2	4.44	45	100.00
15.	Development of non-school public facilities	1	2.22	11	24.44	7	15.56	24	53.33	0	0.00	2	4.44	45	100.00
16.	Information forms	3	6.67	9	20.00	23	51.11	8	17.78	2	4.44	0	0.00	45	100.00
17.	Traffic/transportation	0	0.00	12	26.67	3	6.67	28	62.22	1	2.22	1	2.22	45	100.00
18.	Crime or fire prevention	5	11.11	7	15.56	11	24.44	20	44.44	1	2.22	1	2.22	45	100.00
19.	Family relations	5	11.11	7	15.56	17	37.78	14	31.11	1	2.22	1	2.22	45	100.00
20.	Citizen involvement in the community	5	11.11	7	15.56	12	26.67	19	42.22	1	2.22	1	2.22	45	100.00

TABLE XXI (Continued)

| | | Type of Council | | | | | | | | | | | | |
| | | School-Specific | | | | District-Wide | | | | Other | | | | | | |
	Area	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%	Total	%
21.	Community crisis inter-vention	0	0.00	12	26.67	5	11.11	26	57.78	0	0.00	2	4.44	45	100.00
22.	Enrichment or additional programs offered during regular school day	4	8.89	8	17.78	15	33.33	16	35.56	0	0.00	2	4.44	45	100.00
23.	Implementation of specific programs correlated into basic curriculum, such as Special Education	2	4.44	10	22.22	5	11.11	26	57.78	0	0.00	2	4.44	45	100.00

TABLE XXII

SUCCESSES OF ADVISORY COUNCIL IN THE PAST
YEAR BY TYPE OF COUNCIL

		Yes	%	No	%	Total	%
1.	School-specific	4	9.52	8	19.05	12	28.57
2.	District-wide	14	33.33	15	35.71	29	69.05
3.	Other	1	2.38	0	0.00	1	2.38
	Total	19	45.24	23	54.76	42	100.00

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VITA

Helen Aline Johnson

Candidate for the Degree of

Doctor of Education

Thesis: THE EFFECT OF OKLAHOMA COMMUNITY EDUCATION ADVISORY COUNCILS
BASED UPON ORGANIZATION AND ACTIVITIES

Major Field: Educational Administration

Biographical:

Personal Data: Born in Boley, Oklahoma, January 20, 1929, the
daughter of Fleet W. and Addie B. Walker. Married to
Raymond Johnson on April 13, 1952.

Education: Graduated from Booker T. Washington High School,
Tulsa, Oklahoma, in May, 1946; received Bachelor of Science
degree in Education from Langston University in May, 1953;
received Master of Science degree from Oklahoma State Uni-
versity in May, 1977; completed requirements for the Doctor
of Education degree at Oklahoma State University in May,
1984.

Professional Experience: Secretary to President, Langston Uni-
versity, October, 1956, to July, 1961; Administrative Assis-
tant to President and University Secretary, Langston
University, July, 1961, to July, 1979; Executive Assistant
to President, Langston University, July, 1979, to July,
1980; Director of Personnel and Affirmative Action Officer,
Langston University, July, 1980, to July, 1982; Interim
Director of Cooperative State Research, Langston University,
July, 1982, to November, 1983; Director, Evening School,
Langston University, November, 1983, to present time.