

THE STATUS OF INTERAGENCY LINKAGES IN COMMUNITY  
EDUCATION PROGRAMS IN ARKANSAS AND OKLAHOMA  
AS PERCEIVED BY PROGRAM DIRECTORS

By

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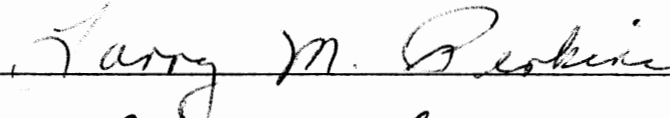
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## CHAPTER I

### INTRODUCTION

The Boston Tea Party was an act of interagency cooperation. To accomplish a task that would have been overwhelming for any one person or agency, participants in this venture pooled their resources for the benefit of all concerned. History has long noted the implications of this cooperative venture on the success of the United States of America becoming an entity in its own rights. Other examples of cooperative efforts pervade the history pages from the Indians' contributions to the first settlers to the Allied invasion of Europe during the Second World War. Furthermore, education has always sought ways in which to use the cooperative spirit in its attempts to provide the best for those it attempted to serve.

Practitioners in community education are seeking to embrace more wholeheartedly the concept of interagency linkages in their efforts to maximize services to their clientele in a time of dwindling financial resources. When outlining the basic dimensions of the community education concept, writers in the field generally include interagency coordination, interagency cooperation, linkages, and networking as viable contributing agents to the success of programs. The rationale for coordinated interagency efforts is based on the assumption that it will reduce duplication in service delivery; existing resources will be used more efficiently and effectively; and that tax dollars will be spent more wisely.

Inasmuch as schools reflect the economic abundance of our society, they also mirror the reduction of abundance. Educators who are being forced to manage schools during this period of economic decline are having to take a rather hard look at alternatives for what were established practices. Not being able to expect the huge financial windfalls that educators had come to expect for decades following the great depression, wise and prudent educators are seeking linkages with other public service agencies to soften the reality that unless there is a dramatic change of events, human service agencies will have fewer dollars for their programs.

Bakalis (1981) recounted President Carter's malaise speech when he told the American people that this country could no longer operate as if our resources were inexhaustible and that the new age of limits would call for sacrifice from every segment of society in the United States. The reality of the situation would require sacrifice of grand proportions, and it would be through cooperative efforts that America would once again find itself.

In light of this revelation, educators would do well to identify their nearest neighbors in the field of human delivery services and form connections with them in an effort to seek out ways to share in others' successes and mistakes, as the phenomenon of declining enrollments and educational retrenchment move across the nation.

The current reduction in abundance will test the mettle of many who are actively involved in the educational process in this country. Among others, boards of education will be tested most notably. The process of managing decline will not only force upon them decisions as to what must go and what must stay, but will spark a debate as to

why those decisions must be made and what the implications of those actions are for the community. The fact that parents are paying more taxes for fewer services for their children causes concern for educators who must explain the reasons for the reductions in services.

Hiemstra (1972) stated that educating the young people for survival and independence was carried out first in the home, then in the community setting, and then through the church. However, as communities grew larger, the demands upon individuals became more complex and their educational needs grew in proportion. Seay (1974) maintained that education in America offered an increasing variety of programs within its span of 12 year public school offerings, but the total educational needs of individuals proliferated at an even faster pace. Thus schools, in the traditional sense, were not able to meet all of the educational needs of all people in all their social and vocational relationships, and at all ages of their lives.

The American people have always believed in education. Whenever they have acknowledged an information gap they have looked to schools for guidance to solve their problems. The nation's educational leadership has always attempted to respond with a variety of reform movements intended to bring forth a more complete fulfillment of the American dream of life, liberty, and the pursuit of happiness.

From 1914 to 1917, America fought a war to make the world "safe for democracy." The sacrifices Americans made led to experimentation and innovations in education. By the time of the great depression, teachers, principals, curriculum supervisors, and superintendents had become well acquainted with necessary skills needed to deal with the economic necessity of scarcity. People were forced to apply their

knowledge and inventiveness to the resources they could find in their immediate vicinities. The local community became the setting for a dramatic human struggle to survive. Many communities turned to the schools for leadership during the emergency. The schools had buildings and equipment which were centrally located for the convenience of families. They also had a staff of teachers and administrators, some of whom were acquainted with innovations as a result of World War I. This formed patterns of individual schools and communities cooperatively planning and using their combined resources to solve community problems. Many community leaders throughout the nation found the thought appealing and sought cooperative efforts with a number of agencies in their locales. These cooperative efforts further pointed out the fact that learning had become too complicated for the family or the community to manage alone. In like fashion during current times, the problems of providing educational opportunities are too important, too difficult, to be left in the hands of just those persons with vested interests. Education for the community is a community concern and it behooves a community to use all of its resources in dealing with this monumental task.

Shoop (1976) agreed that service to the people of the community must be the primary concern of any human service agency. This includes the schools. The various services must meet the immediate community needs, be easily accessible to the people, be affordable, and be responsive to the changes in the community. Whether an agency describes itself as governmental, school-based, or community-based is inconsequential. A primary issue that must be faced is its relationship with other agencies that offer human services to the community.

## Research Questions

The research involved in this study was three-fold: (1) What did the literature reveal about current trends in agency linkages in community education? (2) What was the status of community education's involvement with interagency linkages in communities in Arkansas and Oklahoma that had community education programs during the 1982-82 school year? and (3) Whether community education directors in both states felt the need for additional training to acquire additional skills and strategies for developing more effective linkages.

In answering these questions, an analysis was made of the directors' responses about their programs and the degree to which these programs met one of the minimum criteria of a community education program as set forth by the Charles Stewart Mott Foundation and the United States Office of Education. Further, the directors were queried with regards to what form additional training should take if they felt the need. Options offered were short-term training sessions, formal course work, degree programs, internships, one or two day workshops, and seminars.

## Purpose of the Study

The purpose of this research study was to determine how communities in Arkansas and Oklahoma were interfacing with human service agencies in their respective community education programs. Short-term training opportunities were offered in selected communities in both states through a joint cooperative venture known as the Arkansas-Oklahoma (A-OK) Joint Community Education Project. The Oklahoma State University Community Education Center and Southern Arkansas University

Technical Branch were the institutions of higher education that sponsored the project. The project offered short-term training opportunities for persons in community education in both states. Targeted populations were community college personnel, coordinators, directors, community residents, librarians, new practitioners, older Americans, school board members and administrators, volunteers, and the personnel of youth service organizations.

Sites chosen for the training opportunities in Oklahoma were Oklahoma City, Stillwater, Tulsa, and Shawnee. Sites chosen in Arkansas for training opportunities were Cave City, Little Rock, Hot Springs, Magnolia, and Ft. Smith.

It was expected that this study would provide a foundation on which to base future training opportunities for interested community educators who wish to expand and enhance the services they offer to their clientele in addition to describing the state of interagency linkages through community education.

#### Assumptions for the Study

The following assumptions were made for this study:

1. All persons who completed the survey instrument had some working knowledge of the community education concept.
2. The responses garnered from the survey were true and accurate.

#### Definition of Terms

The following terms and definitions were used extensively throughout this study:

Collaboration - A joint operation in some phase of activity or service (Adcock, 1981 a).

Communication - The cornerstone to cooperation and coordination; the process used to establish dialogue and for passing information and understanding from one person to another (Hiemstra, 1972).

Community Education - A process that concerns itself with everything that affects the well-being of all citizens within a given community. This definition extends the role of Community Education from one of the traditional concept of teaching children to one of identifying the needs, problems, and wants of the community and then assisting in the development of the identification of facilities, programs, staff, and leadership toward the end of improving the entire community (Minzey and Olsen, 1969).

Cooperation - The active sharing of resources without duplication of services; it must involve communication (Adcock, 1981a).

Coordination - The initial bringing together of resources to be used in a unified effort with other agencies (Adcock, 1981a).

Duplication of Services - The offering of similar or related services by different agencies in a community (Adcock, 1981a).

Horizontal Relationships - Refers to the people-to-people, "grass roots" association within the community.

Interagency - A cooperative consolidation or alliance of two or more public functions (Cook, 1977).

Interagency Programs - The programs that share space, staff, costs, and other resources (utilities, physical equipment, communication) which are designed to make better use of existing facilities, staff, and other resources through sharing (Johnson, 1981).

Linkages - The glue that holds interactive unities together through such mechanisms as informal contact with colleagues, occasional



meetings to discuss coordination, and inviting persons from another agency to serve on an advisory council; using other techniques that serve to keep groups of people in contact with one another (Johnson, 1981).

Networking - Special referrals and linkages by different agencies. It is the vehicle used to inform the community of what agencies are doing and to inform the agencies of what communities are doing (Adcock, 1981a).

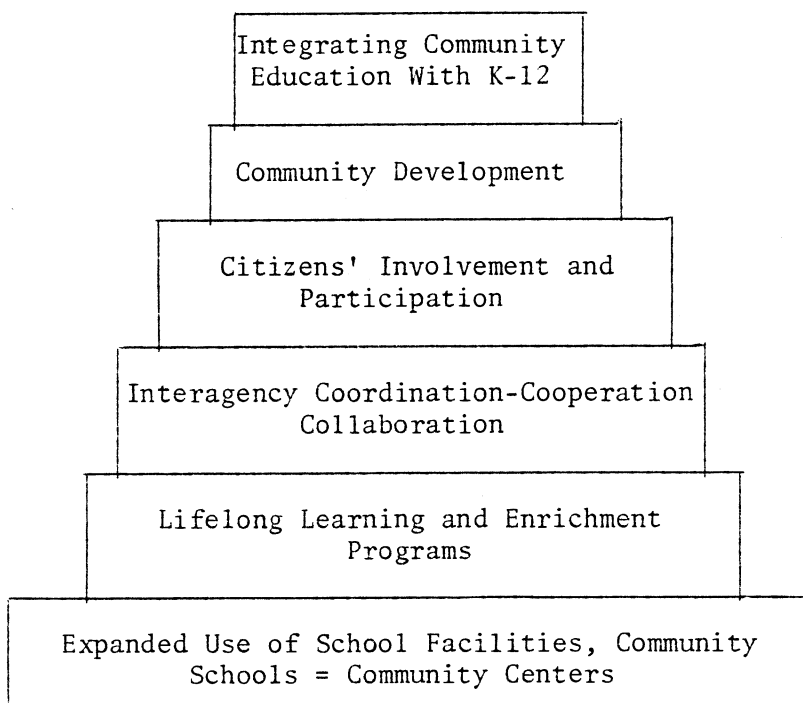
Synergy - A combined or correlated action/effect where the total is greater than the sum of its parts (Johnson, 1981).

Vertical Relationships - Refers to the relationship between local, state, and national agencies (Hiemstra, 1972).

It should be noted that for the purposes of this study, these definitions were simply general guidelines, not hard and fast rules. They were provided simply to establish some general parameters in which to view the vast area of interagency programs. Some community educators maintain that the developmental process of community education is comprised of building blocks, starting with communication, to cooperation, to collaboration, to synergy, culminating in community education, the latter building off the former (Eyster, 1975; Cook, 1977). For purposes of this study, the terms "partnerships" or "alliances" were used to avoid the problems of semantics. These terms were somewhat more ecumenical and did not infringe on the various author's intents when dealing specifically with one or the other concept (cooperation, coordination, collaboration, and the like).

Decker (1976) saw the components of the community education process as building blocks in developing the total concept: Community

development and organization; utilizing community in K-12 programs; citizen involvement and participation; interagency coordination, cooperation, and collaboration; lifelong learning and enrichment programs; and the expanded use of school facilities (community schools = community centers). It is the fourth component, interagency coordination, cooperation, and collaboration that will be the subject of this study (Figure 1).



Source: L. E. Decker, "Community Education, the Need for Conceptual Framework," NASSP Bulletin (1975).

Figure 1. Components of Community Education

Further, this study dealt with community education programs in two states--Arkansas and Oklahoma. Communities in the two states were served by the Arkansas-Oklahoma Joint Community Project and must have met at least one of the eight minimum elements of a community education program which are generally endorsed by professionals in the field. These elements were printed in the Federal Register (1975) and were requirements which were to be met or worked toward in all federally supported community education programs. The eight minimum elements were as follows:

1. The program must provide for direct and substantial involvement of a public or elementary school in the administration and operation of the program.

2. The program must serve an identified community which is at least coextensive with the school attendance area of the school involved in it, except where circumstances warrant the identification of a smaller community.

3. Program services to the community must be sufficiently concentrated and comprehensive in a specific public facility. Satellite or mobile facilities related to the community center may be used by the center for the provision of a portion of the program's activities.

4. The program must extend the program activities and services offered by, and uses made of, the public facility being used. This extension should include the scope and nature of the program service, the total population served, and the hours of service.

5. The program must include systematic and effective procedures:
  - (a) for identifying and documenting on a continuing basis the needs,

interests, and concerns of the community served, and (b) for responding to such needs, interests, and concerns.

6. The program must provide for the identification and utilization to the fullest extent possible of educational, cultural, recreational, and other existing or planned resources in the community. The program must also be designed to encourage and utilize cooperative arrangements among public and private agencies to make maximum use of the talents and resources of the community, avoiding duplication of services.

7. The program must be designed to serve all age groups in the community as well as groups within the community with special needs (such as persons of limited English-speaking ability, mentally or physically handicapped, etc.), or other special target groups not adequately served by existing programs in the community.

8. The program must provide for the active and continuous involvement of institutions, groups, and individuals broadly representative of the community served. They must be continually involved in the assessment of community needs, the identification of community resources, and program evaluation.

## CHAPTER II

### REVIEW OF LITERATURE

There appears to be a growing recognition on the part of school people that the problems children have in school are often traceable to home or community conditions. Hiemstra (1972) documented the importance of the home-school-community interdependence and how it impacts upon the educative process. Efforts are increasing to bring together resources and agencies that can work cooperatively with the schools to help solve the problems for young people.

Educators and their colleagues in related disciplines and professions must address themselves to the everyday issues that affect students' performances in the school setting. Since funding for all public service agencies is likely to continue its downward trend, those professions and agencies serving the young people and other clients will be forced to look at what they are doing in relation to one another, reduce duplication, work on cooperative ventures, and generally reassess their roles and expectations for providing services to those persons who receive them.

Because of the reality of dwindling financial resources that are available to public service institutions in this time of scarcity, cooperation and establishing linkages among existing programs are becoming more important than in the past. The idealism of cooperation among agencies that offer services to the public, however, have many

obstacles. The greatest hindrance to cooperation becoming a complete reality occurs when agencies want to "protect their turf." Cox (1974) used the "Terrible T's" (Tradition, Trust, and Turf) to describe problems associated with cooperation between agencies. This trend is characterized further by what appears to be the willingness of agencies to cooperate, and in some cases to coordinate; however, it is usually done grudgingly, and often it is usually in response to a legislative mandate. The federal regulations mandated down to agencies have caused an alienation with "grass roots" people. There has become a sort of self-perpetuation of agencies and organizations whose purposes have changed from meeting the needs of the people, to a preservation of their own existence. With the budget slashing now taking place in Washington, D.C., everyone associated has become tense to justify continuation of their agency.

Since the idea of establishing cooperation between agencies is one of the basic tenets of the community education philosophy, it is essential that these obstacles be overcome. Cwik (1976) and others noted that the fragmented and compartmentalized approach to service organizations toward clientele has been noted in page after page of classic texts treating the nature and function of organizations. They have increased and multiplied, and have developed their structure along bureaucratic lines, becoming relatively autonomous. Jealously guarding their own "turf," service organizations have displayed the bureaucratic maladies: resistance to change, organizational inertia, rivalry and competition, social distance between clients and organizational members, and duplication of effort.

In addition to the "Terrible T's," DeJong (1979) stated that the expansion of the demand of social services to be delivered by local governments has been greatly increased during the past quarter century. The rapidly changing social needs within our communities are contributing to this. These needs have generated such programs as the Comprehensive Education and Training Act (CETA), youth employment, branch libraries, training programs, rehabilitation services, mental health, public housing, and the like.

However, within communities, the planning for the delivery of the social agencies is often found to be conducted in isolation from one another, and there is usually little or no coordination in the delivery of human services. Community education, being already established in many locations throughout the nation, provides a unique methodology for dealing with these complexities in a positive manner in that it espouses the full utilization of all of a community's resources--human and otherwise.

The two basic community education concepts which significantly improve the planning process are community involvement and interagency cooperation. Cook (1977), however, recognized that interagency partnerships do not occur spontaneously; they are attained only through continuing and careful planning. As is true of community education, these relationships are not static; they are organic and require nurturing to keep them alive and thriving. Loughran (1981) was in basic agreement in that she pointed out the fact that to accomplish full cooperation with different agencies in a community for better delivery systems, networking, coordination, cooperation, and collaboration are needed. That different skills for different purposes are needed is

her main thrust. Collins and Mullet (1979) concurred by emphasizing that community education has been identified as a realistic means for linking together the efforts of governmental units and public schools. The emphasis given to citizen involvement and interagency cooperation by community educators strongly supports this notion because community education utilizes problem solving approaches to develop, implement, and evaluate community-wide programs.

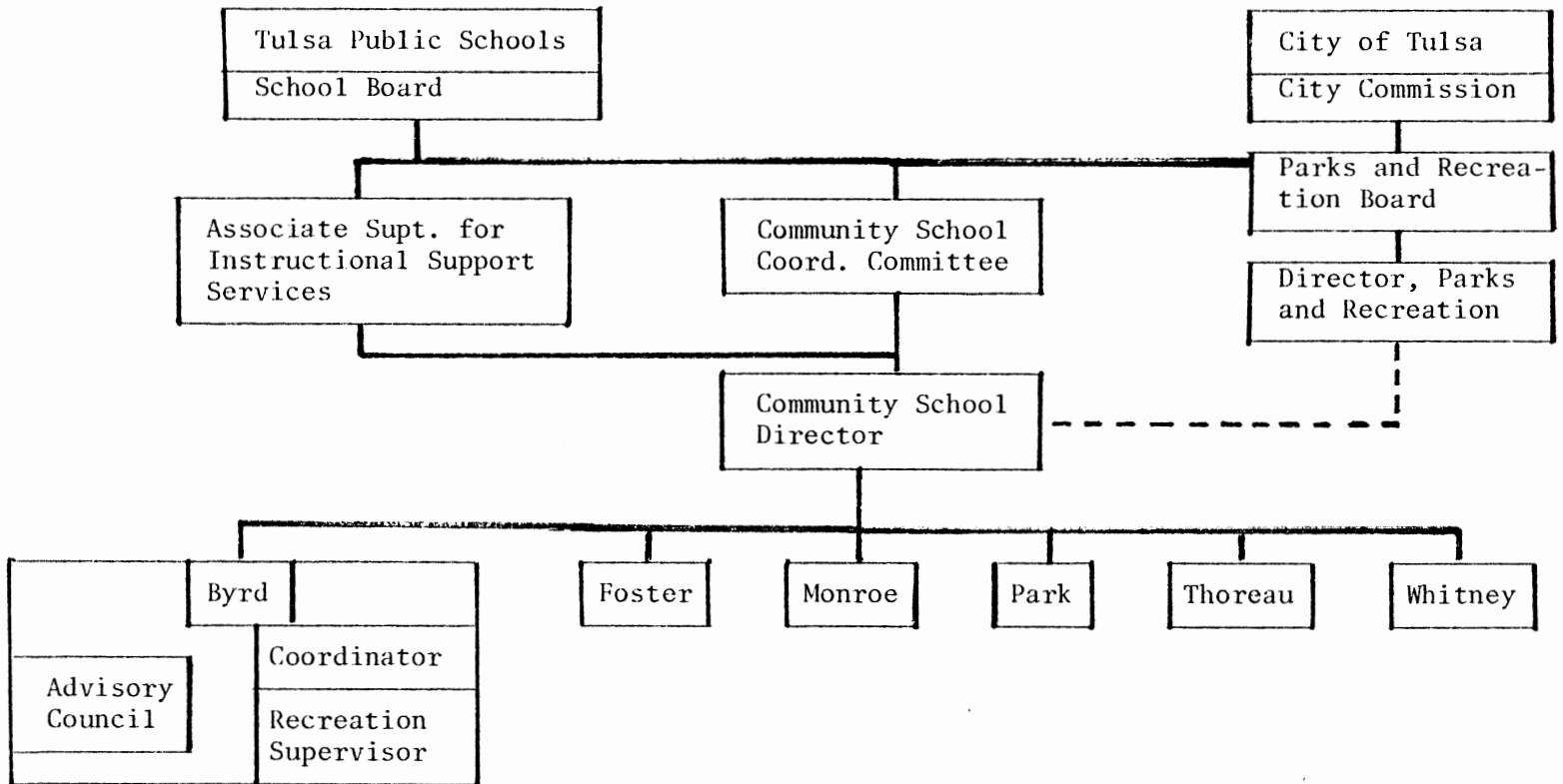
Shoop (1976) agreed with the notion that community education offers an answer for better delivery of service by stating that service to the people of the community must be the primary concern of any human service agency. This supported Loughran's (1981) theory that despite what it is called, service to the public should be the bottom line. Both of these theorists felt strongly that since the various human service agencies must meet the immediate community needs, they must be easily accessible to their clients, affordable, and responsive to changes in the ever-changing community; agency cooperation is a desirable trait.

Alinsky (1972) felt that if organizations are able to overcome their obstacles to joining forces with other agencies, the need exists for early victories so that each organization will catch a vision of what future cooperation could mean to each agency. The main motivation of interagency cooperation is to better serve the various needs of a community by eliminating competition and duplication of services. Through cooperative planning and implementation, programs can offer services in a more cost effective manner. This cooperation begins when the leadership of different agencies come together with the full understanding that by associating together they can do something that they cannot do by themselves.



Forming interagency partnerships in community education differs little from forming business partnerships. The questions to be dealt with are just about the same. Are the prospective partners compatible and willing to make sacrifices in order to attempt new gains? Questions of financial arrangements, management structure, and operational policies have to be ironed out. Since schools are the main intersections of all community life, partnerships for them can be selective and can be formed with many diverse agencies, including parks and recreation, libraries, health and social services. Parks and recreation departments have been in partnership with schools through shared recreational responsibilities. In Oklahoma, Tulsa was the first city to develop and implement the community education concept (Senasu, 1979). The Tulsa Community Schools model formalized recreation services in Tulsa in 1972, with the appointment of a recreation director. In 1972, a change in the charter created the Tulsa Park and Recreation Board. At this time, proposals were made to the Tulsa Board of Education for the use of school facilities. The agreement between the school board and park and recreation board set the stage for the extended recreational programs that exist in Tulsa today. This model has served as an example to other communities in the country that have sought cooperative arrangements with local governments (Figure 2). In some communities, recreation departments have staffed school physical education and sports programs. Schools have offered interior space and playgrounds for recreational programs and even added storage, administrative, and toilet space for their use.

Another human service organization that forms partnerships with schools is the public library. However, this relationship has not had



Source: Tulsa Parks and Recreation Department and the Tulsa Public Schools, Procedures Manual: The Community Schools; A Cooperative Program (1976).

Figure 2. Community Education Model

the broad acceptance, despite its possibilities being raised in many communities. The school and public libraries have become sophisticated and each sector resists change (turf protection) to permit a merger of the media services. Combining these similar services does offer possibilities for cooperative and expanded program services.

In many communities there already exists extensive networking of relationships between public health, child care, family counseling, mental health, and schools. In many cases, contracts are drawn between agencies to provide services (see Appendix A). Reasons are strong to provide space in the school buildings. There may, however, be questions about the level of schools in which these programs can be accommodated. While recreational and libraries are able to co-exist with any level of school program, there are some aspects of health and social service agencies which suggest that their needs and the school's needs would best be served if they were located in certain levels of buildings. Child care, for example, would coexist better in an elementary school than a secondary building. College students interning in mental health agencies or other social agencies would best serve everyone if the training were afforded in settings best suited for the clients.

Dosher (n.d.) listed 10 guidelines for establishing networking and cooperation that could be used by agencies contemplating partnerships:

1. Develop a statement of purpose.
2. Know thyself (know why cooperation is best).
3. Face power issues openly, squarely, and in a timely fashion.
4. Give priority to information processing.

5. Identify, train, and nurture leaders.
6. Identify "boundary persons."
7. Conceptualize your network as a learning system.
8. Stress management, accountability, and responsibility.
9. Evaluate stringently.
10. Celebrate and treasure the payoffs.

In discussing the Virginia Plan for Community Education, DeJong (1979) pointed out that there is an increasing awareness among agencies and organizations that there are more needs within a community than each agency can meet separately. Community education facilitates the creation of a community atmosphere which encourages the coordination of their service efforts. Virginia's plan listed the following benefits to communities as a result of cooperation:

1. Increased involvement of citizens in the identification of needs and the problem solving process.
2. Increased utilization of community facilities and resources.
3. Increased availability and effectiveness of services and programs.
4. Expanded services to meet more community needs.
5. Reduced cost per client served.

In encouraging the development of interagency cooperation, however, it is of paramount importance to recognize that each agency and organization has its own area of expertise and to insure that this individuality is not lost when the agency or organization enters into an agreement to work cooperatively with others.

The state of South Carolina started its community education programs by having a state community education advisory council appointed

by the State Department of Education (Community Education Networking in South Carolina, n.d.). Insightful leaders who foresaw the need for agency cooperation made up the council. They represented recreation, health, cultural heritages, social services, community services, education, business-industry, the aged, and minority groups. This group resulted because a statewide Community Education Coalition was formed under the direction of the University of South Carolina Center for Community Education. From the coalition's inception in 1972 to 1980, South Carolina's statewide council involved 24 different agencies.

Other states have done similar things to involve agency participation in the community education concept. Oklahoma Community Education Leaders Renewal Project (Adcock, 1981b) was one that sought to increase citizen participation as well as agencies in the process. Selected agencies were invited to give input as to how agency cooperation could enhance community education in the state. Initiated by the Oklahoma State Department of Education, Community Education Division, and the Oklahoma State University Community Education Center, the task force recommended 10 goals that should be implemented for the success of more citizen participation and agency cooperation (Loughran, 1981).

They recommended the following:

1. Continue the support of the State Department of Education and continue the office of the Community Education Coordinator in the State Department with emphasis on service to local programs.
2. Training is essential for community educators; there, we strongly recommend that the Oklahoma State University Community Education Center and Director be continued. The Center at Oklahoma State has, and continues to serve, a vital role in Community Education

in Oklahoma by providing leadership, technical assistance, preservice training, inservice training and workshop opportunities.

3. Community Education as a concept should be made an integral part of various curriculums that are established in the training of all educators.
4. Prior to a community becoming involved in a Community Education program, some in depth planning should take place which will determine the community philosophy of funding the program, staffing of the program, goals and objectives to be accomplished, and reasonable outcome to be addressed.
5. We recommend continued emphasis from all Community Education components now operational in the state to address support from state government, including the governor and legislature.
6. Sharing of information between programs of successes and problem-solving should be a high priority.
7. Due to the kind of input gained from the forums, we recommend the expansion of the forum process. Evidence of the success of the forums will result in some communities holding annual forums.
8. Address the concerns of the local citizens in a forum. This process should be expanded across the state to other communities involved or wishing to implement programs.
9. Create communication between agencies for better understanding and better service linkages.
10. Work toward the common good of the community regardless of terminology used (Community Education, Community Services, Community Development, Continuing Education, Lifelong Learning, etc.). Utilize the community resources to fill the needs of the community (p. 4).

Further cooperation exists between community colleges and community education in Oklahoma. Johnson and Yelvington (1979) reported that South Oklahoma City Junior College, Claremore Junior College, Seminole Junior College, El Reno Junior College, and Carl Albert Junior College have all developed bases to increase services to the people of their communities. The efforts by these schools stem from

mutual endeavors with local residents to fill community needs as identified by the community and are well grounded in mutual trust and respect--a must for any cooperative arrangement.

Andrews et al. (1978) felt that more cooperation would be in the offing if community college personnel and community education personnel had a better understanding of each other's role in the community. Vying for the same clientele in many instances and the same funding sources has created a turf protection syndrome with the public suffering as a result. Realizing that both components are attempting to better serve the public with funds that have come from the public, Andrews et al. (pp. 21-22) said: "Community education personnel can no longer work in isolation, ignoring community services in the community college, and vice versa. Each system has much to offer the other."

Oklahoma's commitment to cooperative efforts between community educators and community colleges is pointed out by Johnson and Zucker (1981) when they mention the burgeoning of community college efforts to provide communities' wants. Working with local school programs, Oklahoma's community colleges are providing many non-credit courses for persons interested in self actualization and enrichment. Leaders of local school districts are meeting with leaders of community colleges to discuss existing programs with an eye on collaboration for future needs.

Kellogg Community College in Kalamazoo, Michigan, has developed a commitment in working with other agencies in its community. Taking the leadership because they realized that their college could not exist in isolation from the people around it, the leaders at Kellogg

Community College actively sought to be a viable force in providing necessary services for businesses and agencies. Rather than compete with K-12 community education programs, they worked diligently with them to facilitate a better delivery system of a wider variety of educational opportunities to area constituents. Through the sharing of ideas, personnel, facilities, and financial resources, an effective program model of cooperative community education has emerged. The literature points out many reasons for alliances through interagency cooperation. Dubois and Drake (1975) discovered four reasons in their study: The avoidance of duplication of effort; the mutual concern for quality of life in a local community; the community as a learning-living resource; and coordination to enable agencies to jointly approach foundations and other funding sources. Seay (1974) held basically the same point of view, but stated that the most important reason for cooperation is not so much the avoidance of waste, but the assurance of improved services. Eyster (1975) noted other factors to encourage interagency cooperation: Emerging community education concepts, lifelong learning concepts, adult performance level concepts, information agency concepts, diminishing resources forcing greater efficiency, and interests in professional organizations. Decker (1974, p. 33) agrees by stating: "Community resources, such as facilities, money, knowledge, and personal talent, must be pooled if every citizen is to have equal opportunity."

The need for interagency cooperation is perceived to be critical to the development of the community education concept. Basic to the philosophy of community education is the assumption that within every community there exists the untapped resources that are needed to



identify and solve its problems. This idea points up the fact that financial planners can no longer count on the huge federal and state windfalls of the 1960's that proliferated the educational programs in many communities. The reality of these difficult times suggest that community agencies, including schools, will have to do some serious soul-searching about what their relationships actually are or could be with one another. However, efforts for collaboration and cooperation through legislative mandates have not been fully successful because of the fears agencies have about their perpetuity. Agencies, like people, have a real image dimension. As mentioned earlier, central to the community education philosophy is the assumption that within every community lie the untapped resources that are needed to identify and solve its problems. However, many agencies have become so large and cumbersome that targeted clientele can no longer identify with them. Shoop (1976), in his urge for simplification, identified 11 assumptions that underlie the need for alliances between and among all agencies in a community:

1. Economically it is often unsound to duplicate existing facilities in a community.
2. Cooperation is preferable to competition.
3. It is more logical to serve one specific need well than to partially serve many needs.
4. There is more need for service in any community than there are services available.
5. Needs change within a community.
6. Needs within a given community differ from person to person.
7. There are many services that have logical relatedness.

8. The people for whom the service is designed should be provided with the opportunity to participate in the decision affecting the delivery system.
9. Services should be provided at a location that is convenient to the people.
10. Existing facilities can be better used if they are shared.
11. Administrative costs can be reduced as a result of cooperation (pp. 10-11).

Minzey (1974) maintained that there are certain premises relevant to the delivery of human services which should be identified. These included:

1. Services to the community should be delivered at the neighborhood rather than the community-wide level. Services can be better provided on this basis because the neighborhood is less threatening and problems related to time and transportation are fewer.
2. Agencies and institutions have a responsibility to 'reach out' and encourage clients to take advantage of their services rather than wait for clients to come to them.
3. Services to the community should be based on the needs of the community.
4. Existing facilities, programs, and resources should be used before creating new ones.
5. Conditions in the total community are improved as conditions in each of its neighborhoods are improved (p. 37).

Cooperative efforts were further reinforced by Hunnicut (1953) when he stated:

In no case is the school's goal to use up the power or function of other agencies but to work cooperatively to accomplish the tasks at hand. Therefore, interagency partnerships might provide a logical alternative for delivery of human services. The rationale from the community perspective is the saving of tax monies and the meeting of changing and/or urgent needs. From the agency standpoint the concept might be a viable alternative in times when money is tight and a shortage exists in labor and clients (p. 189).

Ringers (1976) noted that the public schools' interests in "Recycling" school space, especially in a time of declining enrollments, has been an incentive for interagency coordination. In addition, increased appreciation for energy conservation has led to some sharing of facilities. School buildings which are only used 50% of the time are seen as wasteful, leading some school systems to seek arrangements with other organizations for shared facility use. Examples of these shared facilities are: Alabama, where the University of Alabama leases a dormitory to the state mental health board for use as a halfway house for the retarded; Pontiac, Michigan, where a public restaurant and a co-op grocery store are leased space in the Dana P. Whitmer Human Resource Center, which also houses an elementary school and other community agencies; and in Purcell, Oklahoma, where the Human Services Center houses public health services personnel and public school personnel.

#### Barriers to Interagency Cooperation

With a myriad of reasons for interagency cooperation, one might assume that it is the rule rather than the exception. It is not. Many agencies and community education practitioners express vocal support for coordinated efforts, but few actually take place. To understand why this appears to be, the barriers to and perceived cost of interagency cooperation should be understood. Shoop (1976) pointed out that, from the school's viewpoint, there is a fear of outsiders which leads to a protective, less-than-cooperative stance. Certain barriers seemed to be built into human services networks, such as organizational autonomy, professional ideologies, conflicts among

clients, and conflict over who has control of the resources. Kaplan and Warden (1978, p. 12) stated that the most fundamental obstacle to agency cooperation was the fact of ideologies and "entrenched political processes" which separated education from governmental agencies. Included in these barriers can be seen the feelings of staff members of agencies who tend to view coordinated efforts as threats to their own autonomy and jobs. Eyster (1975) described the effort among many in public schools to protect the school buildings from outside use. "Placeboundness" was his term for this attitude, and it has to do not only with protecting school facilities, but also with the general notion that education as it is traditionally known--and only that education--should take place within the walls of a school building (p. 33).

Educators who may have worked long and hard to build up a strong local program often feel threatened by the perceived competition from the community education practitioner. The former feels that the latter often wants to "take over" or initiate "new" programs and services that already exist. Organizational size and structure can also serve as deterrents to coordinative efforts in that large agencies, such as school systems, develop specialized departments for various problems and needs, which can result in feelings of self-sufficiency.

Those agencies whose purposes and goals are in accord with the community education philosophy may be the very groups to oppose it in practice. Some see community education in competition for clients, funding, and local-level programming. Chief among the reasons for barriers are listed below as identified by a number of community educators:

1. Some institutions are resistant to change (bureaucratic immobility).
2. Some agencies are building empires.
3. Many agencies have a high level of autonomy and are not willing to make concessions.
4. Many agencies are competing for funds from the same fiscal agencies.
5. Many agencies suffer from the "bigger is better" syndrome.
6. Many agencies are not clear on their relationships with related organizations.
7. Some agencies are steeped in tradition. ("We've always done it this way" syndrome .)
8. There is often a lack of understanding of the role of related agencies.
9. Some agencies fear more entrenchment through further centralization of power.
10. Within some agencies, personality conflicts may exist between and among agency personnel.
11. Some agencies may suffer real or imaginal loss of credibility in providing services (passive resistance from community).
12. There are few (if any) working agreements between agencies.
13. Some agencies fear loss of identity.
14. Pressures of daily work can create barriers.
15. Some agencies practice alliances on paper only.
16. There is a general lack of leadership at all levels to foster partnerships.

17. Some agencies are skeptical of enthusiasm on the part of others.
18. Vested interests of various groups can inhibit communication.
19. Differences in the organizational structure.
20. Some agencies do not desire citizen participation in planning.
21. Some agencies have anti-outreach orientations.
22. Some agencies have minimally trained staffs.
23. Some have varying degrees of commitment to services.
24. Some are entrenched in politics.
25. Some agency personnel think only "they" know what is best for the community--professionalization.

To counter this formidable list of recurring obstacles that stymy cooperative efforts, a group of community educators and recreators organized "Super Seminar '74." The outcome of this seminar was the formation of the National Joint Continuing Steering Committee, a national organization representing a commitment of the National Association for Leisure and Recreation, the National Community Education Association, the Adult Education Association of the United States of America, the National Association for Public Continuing and Adult Education, and the American Association for Community and Junior Colleges to work together to effect alliances at the state and local levels. Their joint position statement issued in 1977 stated:

One overall goal shared by these organizations is: to mobilize total available community resources to provide services that offer opportunities for education, recreation, and social services to citizens of all ages, in order to enhance the human environmental potential of our society.

We recognize the urgency of jointly developing, improving, and expanding effective interagency cooperation and working relationships if common goals are to be attained; and it is further recognized that if the total community is to be served in the most efficient manner, these interagency efforts must be successful.

We jointly recommend that all communities and states engaged in, or preparing to be engaged in community school programs, establish a strong formal system of interagency communication, coordination, and cooperation between and among the school systems, existing recreation and park agencies, and other community services agencies. This would provide for the joint planning, development, and operation of all programs, facilities, and services, and would aid in preventing duplication (Blumenthal, 1980, p. vii).

#### Training Community Education Personnel to Work with Community Agencies

Further searches in the literature revealed very little information regarding training community education personnel to deal specifically with personnel from the various human service agencies in their communities. Seminars and workshops for practitioners usually deal with several aspects of the community education concept with agency linkages being just one. Throughout the country, many persons in community education have attended workshops sponsored by the National Center for Community Education in Flint, Michigan. However, a telephone conversation with its director revealed that agency linkages/cooperation is only a part of a general training session (Koomer, 1982). Training sessions are often held at the request of groups who want special training and none had requested them specifically.

The Community Education Mobile Training Institute of the University of Oregon held short-term training workshops in four cities in 1977 for rural community education personnel (Community Education

Mobile Training Institute, 1979). The sites were: Nome, Alaska; Oregon City, Oregon; Tallahassee, Florida; and Eugene, Oregon. An examination of the Mobile Training Institute's final report revealed that specifics dealing with strategies for the improvement of agency cooperation with local community education programs are minimal. It was discussed as one facet of the total concept of community education.

The Community Education Center at the University of Florida held similar training sessions for rural community education personnel in six rural southern states (Zemlo and Belcher, 1978). The emphasis for the workshops dealt with preparing personnel of community education programs with skills and strategies for interacting with persons in rural areas and developing qualities of leadership that would be successful in those areas. The workshops dealt with establishing cooperative efforts but it was not the main thrust.

#### Summary of Review of Literature

The economic woes of our country today are affecting most aspects of human endeavors. The era of abundance has given way to the era of scarcity. Having to stretch the dollar further than before has taken a tremendous toll on the public institutions whose purposes for existence are to provide services for the populace. These institutions are having to seek alternative methods to provide services expected of them because their monetary wherewithal has declined. Prudent institutions are seeking agencies in their communities with similar purposes and a joining of hands in a cooperative effort to eliminate duplication of services. The rationale for the cooperative efforts is that one agency will find that two can do together what one cannot accomplish alone.



While cooperative ventures have existed in human service agencies over the years, they have not reached the point of being widely accepted. Agencies, like people, have image problems and want to protect themselves from outside intrusions. Turf, trust, and tradition are the three most mentioned barriers to meaningful partnerships. Many agencies are entrenched in established identities and traditional ways of realizing their goals. The fear of losing these qualities tend to make them operate in isolation of other agencies whose purposes are similar, when in effect, cooperation among them could enhance services, eliminate duplicated efforts, and ease budgetary constraints.

Cooperative efforts work best when they are not legislatively mandated because of the fears agencies have. Problems of organizational structure, control, and budgets invariably crop up when legislative mandates are forced upon agencies to cooperate with other like-purpose groups. Cooperation works best when it is done in an atmosphere of mutual trust and genuine caring about the quality of service being delivered to those persons for whom the agencies exist. Large agencies easily become too cumbersome and seek to maintain their own perpetuity and thus lose sight of service for their clients.

The literature points out many reasons agencies are disenchanted over the prospect of joining forces for a better delivery of human services. Just as the economic times of the present are stimuli for cooperative efforts, they are also reasons workers equate cooperation with consolidation and subsequently fear loss of jobs. Thus, personnel of human service agencies become suspicious when enthusiastically approached by other agencies about joining in cooperative linkages.

Community education, however, offers an avenue for cooperative efforts to become a reality in that it espouses the full utilization of all of a community's resources for the betterment of everyone in the community, and full utilization incorporates cooperative actions.

## CHAPTER III

### METHODOLOGY

The purposes of this study were three-fold:

1. To review the literature for trends in agency linkages in community education.
2. To determine the status of interagency linkages in community education programs in Arkansas and Oklahoma.
3. To determine if community education directors in both states felt the need for additional training in order to upgrade existing skills as they related to formulating cooperative efforts with other community agencies for a better human service delivery system through community education.

As of May, 1982, there were 64 communities in Oklahoma practicing the concept of community education, and 40 in Arkansas. Short-term training opportunities were offered to every community in both states during the tenure of the Arkansas-Oklahoma Joint Community Education Project. As a result of the training opportunities offered, the objective of this study was to collect as much data as possible on current linkages through the use of a questionnaire developed by the researcher.

#### Development of the Questionnaire

A 21 item questionnaire (see Appendix B) was developed by the

writer to obtain data on the current status of community education's involvement with other community agencies in Arkansas and Oklahoma, and the felt need for additional training on the part of the community education directors. Items on the instrument were constructed in a manner that would best give an accurate description of the purposes of this study. After a review of the literature, questions were formulated on the basis of the search and an analysis of past workshops held in both states through the Arkansas-Oklahoma Project. Questions 10, 11, and 12 were designed to obtain data regarding directors' feelings for additional training. Question 21 was designed to allow for reactions from directors on their views of potential cooperative efforts with community agencies through the community education concept. The remaining questions were used to determine the current status of programs in both states.

After the instrument was originally developed, a panel of experts (Appendix C), consisting of five community education directors and one state coordinator, was chosen to review it for its appropriateness according to its designed purposes as outlined in the cover letter to them. The recommendations of the panel of experts were incorporated into the final copy before it was professionally duplicated and administered to the directors.

#### Collection of Data

Cover letters (Appendix C), along with the questionnaires, were mailed to community education directors in Oklahoma from the Community Education Center at Oklahoma State University where an updated list of all operant programs could be obtained. In Arkansas, the cover

letter and instrument were mailed to directors there from the office of the State Coordinator in the Arkansas State Department of Education. The two offices were chosen to mail the instrument to directors to receive a better response rate that would be consistent with the minimum expected for the study, which was set at 50% of the program's directors in each state. Since all communities in both states were extended opportunities to participate in the training opportunities during the duration of the project, all programs in operation as of May, 1982, were chosen for the study.

Respondents were given a three week time period in which to complete and return the questionnaire in order to include those persons involved with programs up to the May, 1982, school closings. Self-addressed, stamped envelopes were provided respondents to use to mail their responses to the writer at the Community Education Center at Oklahoma State University and to the State Coordinator for Community Education at the Arkansas State Department of Education. Responses received in Arkansas were forwarded to the writer in Oklahoma by the recipient there.

#### Analysis of Data

Community education training models are usually based on rural, urban, and suburban populations. For the purpose of this study, however, communities were assigned to a group of five sizes instead of three. Having interned with the project that gave impetus to this research, the writer felt that the rural, urban, and suburban rating was too limited. Communities involved in training sessions often did not meet the requirements for what is generally accepted as rural or urban

environments. Subsequently, five group listings were used to cover any overlap that may have occurred. The communities in both states were assigned to groups using the following manner, according to population: 100-500, Group 1; 501-2,000, Group 2; 2,001-10,000, Group 3; 10,001-50,000, Group 4; and over 50,000, Group 5.

Where feasible, data received from respondents in both states were placed in the same table to make comparisons easier for the readers. Responses to questions 2, 6, 7, 10, 13, 14, 15, and 16 were placed on two separate tables, one for each state. The remaining questions were individually analyzed and compared. Straight frequencies and percentages were used to analyze all data.

## CHAPTER IV

### RESULTS OF DATA ANALYSIS

The primary purposes of this study were to seek a determination of the status of interagency linkages in community education programs in Arkansas and Oklahoma and to determine if the directors in both states felt the need for additional training to upgrade existing skills for better cooperative efforts with other community agencies for a better delivery system of human services. The purposes were accomplished by analyzing the responses of community education directors and by making a comparison.

Community education training programs are usually based on rural, urban, and suburban models; however, it was determined for this study that five group populations would be used to obtain information about community size. Five group populations were chosen instead of three because the researcher, who participated in many workshops offered in both states, felt that some community populations stretched beyond the minimum requirements for rural, but not enough to qualify them for an urban rating. This rationale applied to urban and suburban communities as well. Responses to each question from each state's director were analyzed and comparisons made according to the community's size.

#### Question Number One

All respondents to question number one were asked to indicate the

range of their community from the five options offered on the questionnaire. Their responses are presented in Table I.

TABLE I  
RESPONSES OF COMMUNITY EDUCATION DIRECTORS  
IN ARKANSAS AND OKLAHOMA ACCORDING TO  
COMMUNITY SIZE

	Group 1	Group 2	Group 3	Group 4	Group 5
	100-500	501-2,000	2,001-10,000	10,001-50,000	Over 50,000
Arkansas	0	7	5	5	2
Oklahoma	3	9	18	10	4

An examination of Table I revealed that no community education director in Arkansas responded from Group 1; seven responded from Group 2; five responded from Group 3; five responded from Group 4; and two responded from Group 5. The total responses from Arkansas numbered 19, which represented 48% of its community education programs.

Directors in Oklahoma responded in the following manner: three from Group 1; nine from Group 2; eighteen from Group 3; ten from Group 4; and four from Group 5. The total responses from Oklahomans numbered 44, which represented 69% of its programs.

#### Question Number Two from Arkansas

Respondents from Arkansas were asked to indicate whether or not



all of their community education class offerings were held in school buildings. The findings are presented in Table II. An examination of Table II, question 2, revealed that in Group 1 there were no responses. Group 2 indicated that seven, 86%, of its classes were held in school buildings, while one community, 14%, indicated that they were not. Three communities in Group 3, 60%, indicated that all classes were held in school buildings, while two, 40%, indicated that some degree of cooperation with other agencies was underway. Group 4 indicated that none of its program offerings were offered exclusively in school buildings, which denoted a high degree of cooperative efforts with other agencies in the communities. Group 5 indicated a 50-50 split.

#### Question Number Two from Oklahoma

Responses to question number two are presented in Table III. An examination of Table III, question 2, indicated that two communities in Group 1, 67%, held community education classes exclusively in school buildings, while one community, 33%, used other locales in the community in addition to the school setting. Group 2 indicated that seven communities held class offerings exclusively in the school setting, 78%, while two, 22%, used other locales in addition to the schools. Group 3 indicated that seven communities, 37%, used the school buildings for all classes, while eleven, 63%, indicated some degree of cooperation with another agency in the community. Group 4 indicated that two communities, 20%, used the school buildings exclusively, while eight, 80%, indicated the use of other facilities in addition to the schools. Group 5 reported no communities using school

TABLE II  
 RESPONSES OF COMMUNITY EDUCATION DIRECTORS IN  
 ARKANSAS IN CONNECTION WITH INTERAGENCY  
 LINKAGES IN THEIR PROGRAMS

Question	Response	Population 100-500	Population 501-2,000	Population 2,001-10,000	Population 10,000-50,000	Population Over 50,000				
			(%)	(%)	(%)	(%)				
2	Yes	0	6	86	3	60	0	100	1	50
	No	$\frac{0}{0}$	$\frac{1}{7}$	14	$\frac{2}{5}$	40	$\frac{5}{5}$		$\frac{1}{2}$	50
	Totals	$\frac{0}{0}$	$\frac{7}{7}$		$\frac{5}{5}$		$\frac{5}{5}$		$\frac{2}{2}$	
6	Yes	0	7	100	5	100	5	80	2	100
	No	$\frac{0}{0}$	$\frac{0}{7}$		$\frac{0}{5}$		*	20	$\frac{0}{2}$	
	Totals.	$\frac{0}{0}$	$\frac{7}{7}$		$\frac{5}{5}$		$\frac{5}{5}$		$\frac{2}{2}$	
7	Yes	0	4	58	4	80	4	80	2	100
	No	$\frac{0}{0}$	$\frac{3}{7}$	42	$\frac{1}{5}$	20	*	20	$\frac{0}{2}$	
	Totals	$\frac{0}{0}$	$\frac{7}{7}$		$\frac{5}{5}$		$\frac{4}{4}$		$\frac{2}{2}$	
10	Yes	0	6	86	4	80	3	60	2	100
	No	$\frac{0}{0}$	$\frac{1}{7}$	14	$\frac{1}{5}$	20	$\frac{2}{5}$	40	$\frac{0}{2}$	
	Totals	$\frac{0}{0}$	$\frac{7}{7}$		$\frac{5}{5}$		$\frac{5}{5}$		$\frac{2}{2}$	
13	Yes	0	6	86	3	60	3	60	2	100
	No	$\frac{0}{0}$	$\frac{1}{7}$	14	$\frac{1}{5}$	20	2	40	0	
	Totals	$\frac{0}{0}$	$\frac{7}{7}$		$\frac{1NR}{5}$	20	$\frac{5}{5}$		$\frac{2}{2}$	

TABLE II (Continued)

Question	Response	Population 100-500	Population 501-2,000	Population 2,001-10,000	Population 10,000-50,000	Population Over 50,000
			(%)	(%)	(%)	(%)
14	Yes	0	4 57	2 40	3 60	2 100
	No	0	3 43	1 20	0	0
	Totals	$\bar{0}$	$\bar{7}$	$\frac{2NR}{5}$ 40	$\frac{2NR}{5}$ 40	$\bar{2}$
15	Yes	0	2 30	3 60	4 80	2 100
	No	0	5 70	1 20	1 20	0
	Totals	$\bar{0}$	$\bar{7}$	$\frac{1NR}{5}$ 20	$\bar{5}$	$\bar{2}$
	Yes	0	2 29	2 40	2 40	1 50
	No	0	1 14	2 40	1 20	1 50
	Totals	$\bar{0}$	$\bar{7}$ 57	$\frac{1NR}{5}$ 20	$\frac{2NR}{5}$ 40	$\bar{2}$

Note: Percentages rounded off to whole numbers.

NR = No response to particular question.

\* = Program just starting.

TABLE III  
 RESPONSES OF COMMUNITY EDUCATION DIRECTORS IN  
 OKLAHOMA IN CONNECTION WITH INTERAGENCY  
 LINKAGES IN THEIR PROGRAMS

Question	Response	Population 100-500		Population 501-2,000		Population 2,001-10,000		Population 10,001-50,000		Population Over 50,000	
			(%)		(%)		(%)		(%)		(%)
2	Yes	2	67	7	78	7	37	2	20	0	75
	No	1	33	2	22	11	63	8	80	3	25
	Totals	$\bar{3}$		$\bar{9}$		$\bar{18}$		$\bar{10}$		$\frac{1NR}{4}$	
6	Yes	3	100	7	77	18	100	9	90	3	75
	No	0		2	23	0		1	10	0	
	Totals	$\bar{3}$		$\bar{9}$		$\bar{18}$		$\bar{10}$		$\frac{1NR}{4}$	25
7	Yes	2	67	3	33	16	88	9	90	4	100
	No	1	33	6	67	2	12	1	10	0	
	Totals	$\bar{3}$		$\bar{9}$		$\bar{18}$		$\bar{10}$		$\frac{4}{4}$	
10	Yes	2	67	9	100	15	83	9	90	1	25
	No	1	33	0		3	17	1	10	2	50
	Totals	$\bar{3}$		$\bar{9}$		$\bar{18}$		$\bar{10}$		$\frac{1NR}{4}$	25
13	Yes	2	67	4	44	18	100	7	70	4	100
	No	1	33	5	56	0		3	30	0	
	Totals	$\bar{3}$		$\bar{9}$		$\bar{18}$		$\bar{10}$		$\frac{4}{4}$	

TABLE III (Continued)

Question	Response	Population 100-500		Population 501-2,000		Population 2,001-10,000		Population 10,001-50,000		Population Over 50,000	
			(%)		(%)		(%)		(%)		(%)
14	Yes	2	67	5	56	15	83	7	70	4	100
	No	1	33	4	44	3	17	3	30	0	
	Totals	$\bar{3}$		$\bar{9}$		$\bar{18}$		$\bar{10}$		$\bar{4}$	
15	Yes	2	67	0	89	14	78	7	70	4	100
	No	1	33	8	89	4	22	3	30	0	
	Totals	$\bar{3}$		$\frac{1NR}{9}$	11	$\bar{18}$		$\bar{10}$		$\bar{4}$	
16	Yes	2	67	0		11	61	7	70	4	100
	No	1	33	0		4	22	0		0	
	Totals	$\bar{3}$		$\frac{9NR}{9}$	100	$\frac{3NR}{18}$	17	$\frac{3NR}{10}$	30	$\bar{4}$	

Note: Percentages rounded off to whole number.

NR = No response to particular question.

facilities exclusively, while three, 75%, reported using facilities other than school buildings. There was one, 25%, no response in Group 5.

#### Comparisons

From the data collected, an aggregate total of 52% of all community education class offerings in Arkansas are held in school buildings, while 48% of all programs practice some degree of cooperation with other agencies in their communities. Fifty-two percent of the programs in Oklahoma use school buildings exclusively for class offerings, while 48% use the facilities of other agencies in their communities. As expected, however, the larger the community, the more cooperation expected.

#### Question Number Three from Arkansas and Oklahoma

Respondents were asked to specify where classes were held other than the school buildings. Only those directors who indicated that classes were held in other locales were requested to answer. The findings for each community in both states are presented in Table IV.

#### Comparisons

An examination of Table IV revealed that community education directors in Oklahoma engaged a wider variety of agencies than did their Arkansas counterparts.

#### Question Number Four from Arkansas

Respondents were asked to give a numerical count of preschoolers,

TABLE IV  
 RESPONSES OF COMMUNITY EDUCATION DIRECTORS  
 IN ARKANSAS AND OKLAHOMA TO  
 QUESTION THREE

Arkansas	Oklahoma
<u>Population: 500-500</u>	
No Response	City Hall Churches Homes
<u>Population: 501-2,000</u>	
Legion Hut Fire Department Church Basement 6 No Response	Tennis Courts Parks Swimming Pool Football Field Cake Decorating at Supply Store
<u>Population: 2,001-10,000</u>	
Arts and Crafts Shop Bank Community Room Physical Fitness Center Indoor Swimming Pool Local Lawn Mower Shop	Churches (2) City Hall Bank Community Room Hospital Police Station Shopping Center Floral Shop American Legion Hall Pecan Tree Field (Grafting Class) National Guard Armory PSO Building Local Business Build- ing Gym Public Tennis Courts Civic Center Community Action Center Livestock Auction Barn Country Club City Facilities Newspaper Office Upholstery Shop Golf Course Local Ranch Public Library Homes

TABLE IV (Continued)

Arkansas	Oklahoma
<u>Population: 10,001-50,000</u>	
Community Center	Churches (4)
Homes (2)	Community Center (2)
Churches (2)	Park
Vo-Tech School	Senior Citizens Center
Business Building (4)	(2)
Park	Public Library (2)
Bank Hospitality Room (2)	Private Homes
Courthouse	Firestation
Public Library	University
University	OSU Extension Center
Hospital	Upholstery Shop
	Mental Health Center
	Nursing Home
	Auto Garage
	Bank Parking Lot
	Industries
	National Guard Armory
	YMCA
	Marina
	Local Business (5)
	Hospital
	Recreational Facilities
<u>Population: Over 50,000</u>	
Florist Shops	Recreational Facilities
Skating Rink	Retail Stores and Busi-
Recreation Fields	nesses (3)
Dance Studios	Public Libraries
Beekeeper's Farm	Senior Citizen Center
	Churches (2)
	Junior Colleges
	Colleges

kindergarten to twelfth graders, and adults served in their programs from September, 1981, to May 14, 1982. This time span represented a typical school year for both states. The results of the findings are presented in Table V.



TABLE V  
 RESPONSES OF COMMUNITY EDUCATION DIRECTORS IN  
 ARKANSAS INDICATING THE NUMBER OF CLIENTS  
 SERVED BETWEEN SEPTEMBER, 1981, AND  
 MAY 14, 1982

<u>Group 1</u>		<u>Population: 100-500</u>						
Preschoolers								
K-12								
Adults								
-----								
<u>Group 2</u>		<u>Population: 501-2,000</u>						
Preschoolers	0	40	0	20	0	X	X	60
K-12	50	180	106	100	20	75	X	531
Adults	100	400	165	100	175	100	X	<u>1,040</u>
Total								<u>1,631</u>
-----								
<u>Group 3</u>		<u>Population: 2,001-10,000</u>						
Preschoolers	0	0	50	X				0
K-12	14	0	100	X				150
Adults	97	1,600	132	X				<u>2,100</u>
Total								<u>2,250</u>
-----								
<u>Group 4</u>		<u>Population: 10,001-50,000</u>						
Preschoolers	X	0	0	X	*			0
K-12	X	50	100	X	*			150
Adults	X	1,600	500	X	*			<u>2,100</u>
Total								<u>2,250</u>
-----								
<u>Group 5</u>		<u>Population: Over 50,000</u>						
Preschoolers	0	20						20
K-12	90	350						440
Adults	3,000	1,000						<u>4,000</u>
Total								<u>4,460</u>

Note: X = No number given; serve all three.

\* = Program just starting.

An examination of Table V revealed that Group 1 had no responses; Group 2 indicated a combined total of 1,631 persons served during the 1981-82 school year; Group 3 served 1,368; Group 4 served 2,250; and Group 5 served 4,460. Some directors in Groups 2, 3, and 4 did not give a numerical count, but an indication that each group was served. The combined total of persons served in community education was 9,709 for the 1981-82 school year. This total does not include those responses of directors who just have an indication of clients served.

#### Question Number Four from Oklahoma

The findings of Oklahomans served in community education programs from September, 1981, to May 14, 1982, are presented in Table VI. An examination of Table VI revealed that Group 1 served 55 persons during the 1981-82 school year; Group 2 served 2,400; Group 3 served 6,138; Group 4 served 6,642; and Group 5 served 56,540. The combined totals of Oklahomans served in community education programs during the 1981-82 school year was 71,815.

Some directors did not report a numerical count but an indication that all three groups were served. These indications were noted in Groups 1, 2, 3, and 4. No responses were also recorded in Groups 3, 4, and 5.

#### Comparisons

Oklahoma held a substantial lead in the number of persons involved in community education classes for the 1981-82 school year based on returns and state population.

TABLE VI

RESPONSES OF COMMUNITY EDUCATION DIRECTORS IN  
OKLAHOMA INDICATING THE NUMBER OF CLIENTS.  
SERVED BETWEEN SEPTEMBER, 1981, AND  
MAY 14, 1982

<u>Group 1</u>				<u>Population: 100-500</u>													
Preschoolers	X	0	5														
K-12	X	X	20														
Adults	X	X	<u>30</u>														
Total			55														
<u>Group 2</u>				<u>Population: 501-2,000</u>													
Preschoolers	90	0	X	0	5	0	42	9	X	146							
K-12	1,100	0	X	15	225	X	18	80	X	1,438							
Adults	565	X	X	83	100	X	84	24	X	<u>856</u>							
Total										2,440							
<u>Group 3</u>				<u>Population: 2,001-10,000*</u>													
Preschoolers	5	0	20	0	12	0	102	0	0	0	0	0	105	10	NR	254	
K-12	240	40	62	X	350	160	184	30	36	46	X	X	236	75	NR	1,459	
Adults	311	420	164	X	700	250	362	120	213	427	X	X	657	500	300	<u>4,425</u>	
Total																6,138	
<u>Group 3</u>				<u>Population: 10,001-50,000</u>													
Preschoolers	0	X	0	0	0	0	X	266	NR	NR	266						
K-12	40	X	200	125	300	X	X	257	NR	NR	922						
Adults	100	X	1,600	1,196	600	X	X	1,958	NR	NR	<u>5,454</u>						
Total											6,642						
<u>Group 5</u>				<u>Population: Over 50,000</u>													
Preschoolers	300	5,000	50	NR	5,350												
K-12	750	15,000	1,250	NR	17,000												
Adults	5,000	28,000	1,190	NR	<u>34,190</u>												
Total					56,540												

Note: X = No number given; served all three groups.

NR = No response to particular question.

\* = Three directors did not respond in this group.

Question Number Five from Arkansas  
and Oklahoma

Respondents were asked to check the type of media employed by them to inform community residents of class offerings. Seven options were offered and the results are presented in Table VII in percentages based on responses from each community size.

An examination of Table VII revealed that each group in Arkansas, except one, used some form of advertising for their programs. Directors in Arkansas indicated that newspapers, radio announcements, and word of mouth were the three top media used with brochures, newsletters, and television being the least used of the seven options. When given the option to name a media used not mentioned in the survey, each group except one and three, in the Arkansas group, did so.

A further examination of Table VII revealed that directors in Oklahoma employed newspapers, newsletters, and word of mouth as the top three choices used to inform their community residents of class offerings. Rated four, five, and six were brochures, radio announcements, and television announcements, respectively. When given the option to name a media not mentioned in the survey, each group named alternative methods.

TABLE VII

RESPONSES OF COMMUNITY EDUCATION DIRECTORS IN ARKANSAS  
AND OKLAHOMA INDICATING METHODS OF ADVERTISING  
CLASS OFFERINGS IN PERCENTAGES

Arkansas					Media Employed	Oklahoma				
1	2	3	5	5		1	2	3	4	5
0	86	100	80	100	Newspapers	100	88	100	100	98
0	43	40	20	50	Newsletters	100	75	66	40	98
0	14	20	60	100	Brochures	67	44	50	70	98
0	58	100	80	100	Radio Announcements	0	55	55	70	98
0	14	0	40	100	Television Announcements	0	0	11	60	98
0	86	100	60	100	Word of Mouth	100	88	94	100	98
					Other*					

\*"Other" is designated as follows:

Arkansas

- Group 1: No response.
- Group 2: Posters (2), notes sent home by students.
- Group 3: No response.
- Group 4: Posters, letters to special groups, notes on companies' bulletin boards, printed schedules delivered to each school to be delivered to each parent.
- Group 5: Director frequently speaks and shows films to community organizations.

Oklahoma

- Group 1: Handouts by school children, notes through students.
- Group 2: Posters placed in windows of local businesses.
- Group 3: Superintendent's monthly newspaper, telephone, school weekly bulletin, posters (4), presentation to community organizations and clubs, Oklahoma Educator, dissemination through students.
- Group 4: Posters (2), time and temp sign, presentation to organizations, school bulletins, mail stuffers at banks, community bulletin board, letters to parents, mass mailing, newsletter to former participants.
- Group 5: Civic clubs, churches, community forums, portable signs, cable television in school district, posters.

### Comparisons

Each state employed local newspapers to a great extent to advertise program offerings. Surprisingly, both states relied heavily on "word of mouth" advertising to advance the causes of their programs and to keep the public informed. Arkansas relied more on radio announcements than did Oklahoma, and the larger communities in both states used television announcements to reach the public. The lack of television use in the smaller communities in both states suggested that those communities receive their signals from television stations in larger nearby cities, plus the possibility that directors are not familiar with federal regulations requiring commercial stations to carry them. The regulations apply to commercial radio stations as well.

Both states reported utilizing posters as vehicles for advertising. Placing them in prominent places where they might be seen by a large segment of community residents is an inexpensive method.

#### Question Number Six from Arkansas

Respondents were asked to indicate whether non-state certified personnel were employed as instructors in their programs. An examination of Table II, question number six, revealed that all directors reported using personnel in their programs who did not hold state certification.

#### Question Number Six from Oklahoma

Responses from directors in Oklahoma are presented in Table III, question six. They reported differences in noncertified personnel

being used in their programs as instructors. Groups 1, 3, and 5 reported using noncertified personnel as instructors. Group 2 indicated that seven directors, 77%, used noncertified instructors, while two, 23%, did not. Only one director in Group 4 reported that all of its instructors were certified personnel.

#### Comparisons

Basic to the concept of the community education philosophy is the belief that everyone can teach and everyone can learn. This philosophy is congruent with the fact that this society is composed of individuals with different skills and interests. Persons with particular skills who are willing to teach others often find havens in the community education concept, especially when the willingness is matched by a need or desire for the services. Since many classes are offered for personal enrichments, being certified by the state department of education should have no bearing on one's ability to teach others. An examination of both tables revealed that Arkansans practiced this option more than did Oklahomans.

#### Question Number Seven from Arkansas

Respondents were asked whether agencies outside of the local school systems provided services in their programs. The findings were presented in Table II, question seven. An examination of question seven in Table II revealed that an aggregate total of 70% of the directors reported outside agencies providing services in their community education programs. This translated into 14 of the 19 directors having collaborative ties with other agencies in their communities.

### Question Number Seven from Oklahoma

Responses of question number seven from Oklahoma are presented in Table III, question seven. An examination of Table III, question seven revealed that an aggregate total of 80% of the directors reported other agencies providing services in their community education programs.

### Comparisons

Both states reported a high degree of involvement with outside agencies in their programs, with Oklahomans having a slight advantage. Directors in both states implied that agencies are receptive to the idea of joint efforts with community education programs in order to improve the images of the agencies and to lend assistance in a format different than the one under which the agencies usually function.

### Question Number Eight from Arkansas and Oklahoma

Directors were asked to indicate the services provided by those outside agencies in the community education programs. The results from both states are presented in Table VIII. An examination of Table VIII revealed that teaching services, volunteers, and financial aid were prominent services provided to community education programs in Arkansas.

Teaching, volunteers, and financial aid were tendered to programs in Oklahoma, also. Along with these three, agencies in Oklahoma offered the services of other human service agencies such as the



TABLE VIII  
 RESPONSES OF COMMUNITY EDUCATORS IN ARKANSAS  
 AND OKLAHOMA REGARDING QUESTION  
 NUMBER EIGHT

Arkansas	Oklahoma
	<u>Population: 100-500</u>
0	Teaching Volunteerism
	<u>Population: 501-2,000</u>
Vocational Tech Financial Aid Teaching Volunteers (2) Information	Teaching Furnish Supplies (Microwave Oven) Co-Host Programs Workshops Provide Decorations Art Work Advertising Demonstrations Volunteerism
	<u>Population: 2,001-10,000</u>
Volunteerism (2) Teaching Financial Aid CETA	Buildings Guidelines Volunteerism Teaching Vocational/Technical Colleges Free Advertisement OSU Extension Service (2) Lectures Consultants American Red Cross American Heart Association Financial Aid Publicity Coordinate Programs Order Materials
	<u>Population: 10,001-50,000</u>
Teaching (2) Financial Aid Volunteers Funding Teachers (2) Teachers CPR Training Recreational Facilities Umpire Training	Teachers for Special Programs Volunteers (4) American Heart Association CPR Teachers Red Cross Teachers (2) Teaching (5) Babysitters OSU Extension

TABLE VIII (Continued)

Arkansas	Oklahoma
<u>Population: 10,001-50,000 (Cont.)</u>	
	Canning
	Pesticides
	Freezing
	Referrals
	Youth Services
	Tough Love
	4-H
	Career Development
	Resource Personnel
	Financial Aid
	Coordination and Publicity
	Transportation for Senior Citizens
	PTA
	Chamber of Commerce/Publicity
<u>Population: Over 50,000</u>	
Volunteers (2)	Volunteers (2)
Teaching	Financial Aid (2)
Collating Materials	Teaching
	Advisory Capacity
	Classes
	Joint Planning
	Informational Clearinghouse for Other Agencies
	Organization and Services
	Transportation to Adult Classes
	Counseling and Testing Services
	Nursery

American Red Cross, the American Heart Association, and extension services to community education programs.

#### Comparisons

While both states enjoyed some commonalities in services offered

to their programs, Oklahomans were provided a greater variety of agencies with which to work.

Question Number Nine from Arkansas  
and Oklahoma

Respondents were asked to name the agencies that provided services to their community education programs. Their responses are presented in Table IX for both states.

An examination of Table IX revealed that every group in both states, except Group 1 in Arkansas, reported agencies that were involved in providing services to their community education programs. However, for each population group on the table, Oklahoma listed more agencies.

Question Number 10 from Arkansas

Respondents were asked if they felt the need, in their present positions as directors of community education programs, for additional training to acquire more skills and techniques for better cooperative linkages in their communities with other human service agencies. The findings are presented in Table II, question 10.

An examination of Table II, question 10, revealed that an aggregate total of 71% of Arkansas' community education directors indicated a felt need for additional training to acquire skills for effecting better linkages with other human service agencies in their communities.

TABLE IX  
 RESPONSES OF COMMUNITY EDUCATION DIRECTORS  
 IN ARKANSAS AND OKLAHOMA REGARDING  
 QUESTION NUMBER NINE

Arkansas	Oklahoma
<u>Population: 100-500</u>	
0	Firemen (CPR Training) Ministers Highway Patrol Industry Miss Black Oklahoma Retired Teachers Colleges
<u>Population: 501-2,000</u>	
American Heart Association Vocational Tech Chamber of Commerce City Government Sheriff's Department PTO Soil Conservation National Parks Corps of Engineers Community Service Organizations	Game Ranger State Cooperation Commission County Health Departments (2) PTO Local Appliance Store 4-H Club Extension Service Local Social Clubs Audubon Society Weight Watchers Fire Department Wildlife Commission Red Cross Highway Patrol State Department of Education Heart Foundation Boy Scouts of America Girl Scouts of America
<u>Population: 2,001-10,000</u>	
North Central Arkansas Develop- ment Council, Inc. County Extension Jaycees Jaycettes County Home Economist Arkansas State University Adult Education Company Representatives	Police Departments (12) OSU Extension Service (5) Fire Departments (2) County Agent Home Economist Mid-America Vo-Tech Department of Human Services Red Cross (7) Community Mental Health Center Highway Patrol Civic Clubs Pilot Clubs Hospital Nursing Director

TABLE IX (Continued)

Arkansas	Oklahoma
<u>Population: 2,001-10,000 (cont.)</u>	
	Senior Citizens
	Youth Center
	Payne County Extension
	State Department of Vo-Tech (2)
	Action, Inc.
	Central Oklahoma Economic Development District (COEDD)
	SANE
	Headstart
	Ministerial Alliance (2)
	Eastern Oklahoma Development Dis- trict (EODD)
	Area Agency on Aging (2)
	OSU Community Education Center
	Department of Wildlife (2)
	Oklahoma State University
	Eight by Ten
	Gymnastics of America
	Cimarron Ballroom
	Mental Health Services (2)
	Day Care Center
	AARP
	FHA
	City Hall
	Newspaper Office
	Home Economist
	Highway Patrol (5)
	Booster Club
	Kiwanis
	Chamber of Commerce
	Hospital Auxiliary
	Local Education Association
	American Heart Association
	City Council
<u>Population: 10,001-50,000</u>	
55 Alive/Mature Driving Course	Red Cross (5)
Arkansas Retired Teachers Assoc.	County Extension (2)
SW Arkansas Development Council	Mental Health Center (2)
Arkansas Police Training Academy	Department of Human Services
Life Underwriters	YMCA
El Dorado Softball Assoc.	Vo-Tech School (2)
Union Medical Center	Career Counseling
Local Basketball League	State Department of Education
Mental Health Agency	EOSC
	Oklahoma State University

TABLE IX (Continued)

Arkansas	Oklahoma
<u>Population: 10,001-50,000 (cont.)</u>	
SCAN	Local Business
County Extension Agent	Junior Service League
Gymnastic Schools	Police Departments (4)
County Government	Highway Patrol
	Civic Clubs
	Alcohol Prevention Center
	PTA
	Central State University
	Hospital
	OU Senior Citizen Center
	Toastmasters International
	Park and Recreation (2)
	Guidance Center
	Fire Departments (4)
<u>Population: Over 50,000</u>	
Fayetteville Assoc. for Creative Education	Department of Social Services
University Community Services	Education Service Center
School Board Members	Churches (2)
Interested Patrons and Parents	Red Cross
Florence Crittenden Home	Voluntary Action Council
Youth Homes	Lawton Informational Network
Hearing Impaired	(LINK)
	State Employment Services
	Ministerial Association
	Chaplain's Office
	Quality of Life Program
	American Heart Association
	Free University
	Community Colleges
	AAA
	Association for Retarded
	Wildlife Department
	Outreach Senior Citizen
	Cooperative Extension
	Junior Achievement
	Homeowners Association
	Arts in Humanity Council
	Adult Basic Education
	Bright Sky
	Tulsa Junior Athletic Association
	Boy Scouts of America
	Girl Scouts of America
	Campfire Girls
	Family and Children Services

TABLE IX (Continued)

Arkansas	Oklahoma
<u>Population: Over 50,000 (cont.)</u>	
	Coast Guard
	Police Department
	Credit Counseling Center
	City of Tulsa
	OSU Extension
	4-H
	St. Francis Hospital
	National Conference of Christians and Jews
	Domestic Violence Intervention Service
	Community Action
	YMCA
	Junior League

#### Question Number 10 from Oklahoma

Results for Oklahoma for question 10 is presented in Table III, question 10. An examination of the question revealed that an aggregate total of 83% of community education directors in Oklahoma have a felt need for additional training to deal more effectively with aligning other human service agencies in their communities with the concept of community education.

#### Comparisons

The majority of directors in both states expressed a need for additional training to deal with the opportunities of establishing better delivery systems of human services through cooperative efforts

with other agencies in their communities. The high percentages point up the fact that directors are aware of the possible impact joint efforts with other agencies could have on their programs. Interfacing with other agencies has the potential for better services to all of the community's members.

Question Number 11 from Arkansas  
and Oklahoma

Those directors who indicated a need for additional training were asked what method they felt this training should take. They were offered five options. The results of this question are presented in Table X, question 11.

An examination of Table X revealed that an aggregate total of 71% of all directors felt that one or two day workshops were the ideal method for additional training; 38% felt seminars would be an adequate method; 38% also felt that classes for college credit would be an ideal method; 38% would opt for just receiving updated information from a community education center, and 57% felt that information should be disseminated from the state department of education. These percentages represented the feelings of the directors in Arkansas.

An aggregate total of responses from community education directors in Oklahoma revealed that 69% of them felt that one or two day workshops would be appropriate; 28% felt that courses for college credit would suffice; 39% felt that additional training should take the form of information being disseminated from a community education center, and 37% felt that information should come from the State Department of Education as a training method.



TABLE X  
 RESPONSES OF COMMUNITY EDUCATION DIRECTORS IN  
 ARKANSAS AND OKLAHOMA INDICATING METHODS  
 ADDITIONAL TRAINING SHOULD TAKE  
 (IN PERCENTAGES)

1*	2	<u>Arkansas</u> 3	4	5	Methods Offered	1*	2	<u>Oklahoma</u> 3	4	5
0	71	60	80	100	Workshops (one or two days)	67	66	83	80	50
0	71	20	60	0	Meetings for the exchange of ideas in Community Education (seminars)	67	66	50	80	25
0	43	40	20	50	Classes for college credit	67	22	22	30	0
0	57	40	60	0	Information from a Community Educa- tion Center	67	22	39	40	25
0	57	60	60	40	Information from the State Depart- ment of Education	67	56	34	30	0

\*1 = 100-500  
 2 = 501-2,000  
 3 = 2,001-10,000  
 4 = 10,001-50,000  
 5 = Over 50,000

## Comparisons

Directors in both states demonstrated a penchant for workshops (one or two days) as the most favorable method of providing additional training to learn skills to deal more effectively with the ramifications of effective cooperative linkages with other community agencies.

### Question Number 12 from Arkansas and Oklahoma

Respondents, after being asked what method they felt additional training should take, were asked which of the methods mentioned they would be willing to participate in. The results are presented in Table XI, question 12.

An examination of Table XI revealed that workshops were the methods chosen by the majority of directors in both states as being the ones in which they would be most willing to participate. Seminars and classes for college credit were their second and third choices, respectively. It was interesting to note that no directors in either state indicated that they would not be willing to participate in any type of training.

### Question Number 13 from Arkansas

Respondents were asked to indicate whether their programs had advisory councils. The results are presented in Table II, question 13. An examination of Table II, question 13, revealed that 68% of the directors responding reported working with advisory councils.

TABLE XI

RESPONSES OF COMMUNITY EDUCATION DIRECTORS IN  
 ARKANSAS AND OKLAHOMA INDICATING TYPE OF  
 TRAINING SESSION IN WHICH THEY WOULD  
 BE WILLING TO PARTICIPATE

1*	Arkansas				Training Session Offered	Oklahoma				
	2	3	4	5		1*	2	3	4	5
0	86	80	80	100	Workshops	100	89	94	90	75
0	58	60	60	50	Seminars	100	67	55	80	75
0	43	60	20	50	Classes for college credit	67	67	38	40	0
0	0	0	0	0	None	0	0	0	0	0

- \*1 = 100-500
- 2 = 501-2,000
- 3 = 2,001-10,000
- 4 = 10,001-50,000
- 5 = Over 50,000

#### Question Number 13 from Oklahoma

Directors responding in Oklahoma indicated that 80% of them worked with advisory councils.

#### Question Number 14 from Arkansas

Respondents who reported working with advisory councils were asked to indicate whether persons who represented other agencies were members of the council. The results are presented in Table II, question 14.

An examination of Table II, question 14, revealed that an aggregate total of 57% of the directors reported that there was agency representation on their councils.

#### Question Number 14 from Oklahoma

Responses from directors in Oklahoma are presented in Table III, question number 14. An aggregate total of the responses revealed that 71% of the programs worked with advisory councils that had representation from other agencies in the communities.

#### Comparisons

Both states' directors indicated a high degree of agency representation on advisory councils. That such were the cases gives directors a better perspective of what agencies offer their clients through their programs and allows for interfacing to bring about better results in community education programs. The literature pointed out the fact that when advisory councils had representatives from

other community service agencies, the likelihood of duplication of efforts would be eliminated because all agencies would have a better working knowledge of what things are being done by the others in the delivery of human services.

#### Question Number 15 from Arkansas

Respondents were asked to indicate if they had ever been approached by an outside agency requesting more information about the concept of community education. The intent of the question was to determine if any efforts had been made by outside agencies to voluntarily contribute a service to community education programs. The results are presented in Table II, question number 15.

An examination of Table II, question 15, revealed that of the directors responding, an aggregate total of 57% had been approached for possible information about the concept and possible cooperative efforts.

#### Question Number 15 from Oklahoma

Responses from directors in Oklahoma are presented in Table III, question 15. An examination of Table III, question 15, revealed that an aggregate total of 60% of Oklahoma's directors had been approached by other agencies about the community education concept.

#### Comparisons

Both states' directors indicated a high degree of interaction with personnel from other agencies who desired more information about the concept of community education. Taking to an ultimate conclusion

the interests of other agencies could have possible positive effects for the agencies and community education programs.

#### Question Number 16 from Arkansas

Respondents were asked to indicate if those persons who inquired about the concept of community education from other agencies offered any services to community education programs. The results are presented in Table II, question 16.

An examination of Table II, question 16, revealed that 37% of the directors responding reported that offers for services were tendered by those agencies who had inquired.

#### Question Number 16 from Oklahoma

Responses from directors in Oklahoma are presented in Table III, question 16. An examination of Table II, question 16, revealed that 54% of the directors in Oklahoma received offers from agencies to provide services to clients through community education programs.

#### Comparisons

Directors in both states reported that other community agencies tendered offers to provide services to clients through the community education programs. Those reporting offers were in agreement that the community education concept could be a viable avenue for improved services to clients.

#### Question Number 17 from Arkansas and Oklahoma

Respondents from both states were asked to indicate what services

were actually offered by those agencies who committed to provide them through community education programs. The results are presented in Table XII for both states.

An examination of Table XII revealed that teaching services rated heavily in Arkansas, while agencies in Oklahoma offered services that included teaching and a variety of other services.

#### Comparisons

Oklahomans reported a greater variety of services offered by agencies through community education programs. Teaching services rated highly in both states.

#### Question Number 18 from Arkansas and Oklahoma

From a list provided, directors in both states were asked to check the agencies that existed in their communities. The results are presented in Table XIII. An examination of Table XIII revealed that for community groups, the two states are about even in community agencies.

#### Question Number 19 from Arkansas and Oklahoma

Respondents were asked to indicate if they now have, or ever had, a contractual agreement with a community agency to provide services in their programs. The results are presented in Table XIV.

An examination of Table XIV revealed that neither state is heavily involved with contractual arrangements with community agencies to provide services for clients through community education programs. As expected, programs in larger communities have more agencies to draw from and thus were leading communities in both states with contracts.

TABLE XII

RESPONSES OF COMMUNITY EDUCATORS IN ARKANSAS  
AND OKLAHOMA INDICATING TYPE OF SERVICES  
OFFERED THEIR PROGRAMS BY OTHER  
COMMUNITY AGENCIES

Arkansas	Oklahoma
	<u>Population: 100-500</u>
0	DETA Representative Volunteer Services
	<u>Population: 501-2,000</u>
Teaching Services Space for Classes Information Services 5 No Responses	No Response
	<u>Population: 2,001-10,000</u>
Various Services Preschool Education 2 No Responses	Teaching (2) Workshops Consultation Drug and Alcohol Information Classes for the Mentally Re- tarded Adult Arrange Classes for DHS to Help Train People Who are in Need of a Job American Red Cross Instructors Forum for Director to Discuss the Community Education Con- cept One Night Seminars Publicity Speakers Workshop in Time Management Workshop for Policemen American Heart Association Provided Materials to Teach Course
	<u>Population: 10,001-50,000</u>
Seminars--Homemakers in Transition How to Assess Yourself Care for the Elderly Job Finding Workshop 3 No Responses	Drug Counseling Fire Prevention Self Defense Procedures Teaching Forum to Discuss Community Edu- cation Concept to Other Agen- cies Job Skills English for Non-English Speak- ing



TABLE XII (Continued)

Arkansas	Oklahoma
<u>Population: 10,001-50,000 (cont.)</u>	
	Youth Services
	Classes for Adults
	Hospital
	Clubs and Organizations Meet- ings
	Public Hearings
	Meet the Candidates
	Academic and Recreational Classes
	City Recreation During Summer
<u>Population: Over 50,000</u>	
Deaf Education Classes	Credit Counseling
Homemakers in Transition	Parenting Education
No Response	Senior Citizen Outreach
	Voting Registrating
	Employment Services
	Drug Counseling
	Demonstrations
	Legal Aid Services

#### Question Number 20 from Arkansas and Oklahoma

Respondents were asked to list the three agencies that used their school facilities the most. The results are presented in Table XV. An examination of Table XV revealed that for community size, Oklahomans reported a greater usage by outside agencies.

#### Question Number 21 from Arkansas and Oklahoma

Respondents were asked what potential they saw for cooperative efforts among human service agencies through community education.

TABLE XIII  
 RESPONSES OF COMMUNITY EDUCATION DIRECTORS IN  
 ARKANSAS AND OKLAHOMA REGARDING HUMAN  
 SERVICE AGENCIES IN THEIR  
 COMMUNITIES

Arkansas					Oklahoma					
1*	2	3	4	5	Human Service Agency	1*	2	3	4	5
<u>Educational</u>										
0	4	3	5	2	Cooperative Extension Services	2	4	11	9	4
0	2	2	3	2	Adult Education	1	5	9	9	4
0	2	3	1	2	Colleges and Universities	0	0	2	5	4
0	0	0	2	2	Teacher Corp	0	1	1	1	1
0	2	3	2	2	Headstart	1	1	8	7	3
0	5	2	4	2	Parent/Teacher Organization	2	2	8	10	4
0	3	4	3	2	Local Education Association	3	6	16	10	4
0	0	0	3	2	Private Schools	0	2	5	7	4
0	7	4	5	2	Public Schools	3	8	18	10	4
0	3	3	5	2	Vocational Education	1	4	12	9	4
0	2	2	1	2	Community/Technical Colleges	0	0	0	6	3
<u>Social</u>										
0	3	2	5	2	Department of Social Services	1	2	11	7	4
0	3	2	4	2	Social Security	1	1	6	7	4
0	3	1	5	2	Employment Office	1	0	5	7	4
0	1	0	0	2	Job Corp	0	0	3	1	3
0	1	2	0	2	Neighborhood Youth Corp	0	0	1	1	1
0	0	0	0	2	Commission for the Blind	0	0	0	1	2
0	0	0	1	2	Family Court	0	0	4	3	2
0	0	1	1	2	Vocational Rehabilitation	0	0	5	6	4
0	0	2	3	2	Community Action Agency	0	0	12	3	4

TABLE XIII (Continued)

1*	2	<u>Arkansas</u> 3	4	5	Human Service Agency	1*	2	<u>Oklahoma</u> 3	4	5
<u>Civic</u>										
0	3	4	5	2	Chamber of Commerce	2	5	14	10	4
0	6	4	5	2	City Government	3	7	18	10	4
0	3	2	5	2	County Government	1	4	11	5	4
0	7	3	5	2	Fire Department	3	6	18	8	4
0	4	3	5	2	Police Department	1	5	17	10	4
0	4	2	5	2	Sheriff's Department	1	3	13	7	4
<u>Health</u>										
0	1	2	4	2	County Medical Association	0	0	6	3	4
0	2	2	4	2	Health Department	1	2	10	7	4
0	2	1	5	2	Mental Health Department	0	1	8	6	4
0	1	2	4	2	Alcohol and Drug Abuse	0	0	5	6	4
0	3	2	5	2	Hospital	1	3	12	8	4
<u>Government</u>										
0	1	1	3	2	Veterans' Administration	0	0	2	1	4
0	1	1	3	2	Housing and Urban Development	0	0	6	3	3
0	1	2	3	2	Department of Agriculture	0	2	6	3	3
0	2	0	4	2	Wildlife Commission	0	0	2	1	2
<u>Recreational</u>										
0	2	1	4	2	Local Recreational Department	1	0	7	10	4
0	2	1	5	2	Parks Administration	0	1	4	8	4

TABLE XIII (Continued)

1*	Arkansas				Human Service Agency	1*	Oklahoma			
	2	3	4	5			2	3	4	5
<u>Cultural</u>										
0	4	4	5	2	Public Libraries	0	2	14	10	4
0	0	1	4	2	Arts Commission	0	0	1	4	3
0	1	1	5	2	Historical Commission	0	1	7	3	4
<u>Religious</u>										
0	7	4	5	2	Churches	3	8	17	10	4
0	0	3	5	2	Ministerial Association	1	3	11	10	4
<u>Business and Industries</u>										
0	6	2	5	2	Local Business and Industry	1	3	14	10	4
0	0	4	4	2	Professional Organizations	1	2	12	8	4
0	2	1	3	2	Unions and Guilds	0	1	4	3	4
<u>Services</u>										
0	2	2	3	2	Red Cross	0	0	4	6	4
0	0	0	0	2	YMCA	0	0	1	2	4
0	0	0	1	2	YWCA	0	0	0	1	4
0	1	3	2	2	Jaycees	0	1	9	6	4
0	2	4	5	2	Service Clubs (Kiwanis, Opti- mists, Rotary, etc.)	0	2	15	9	4
0	0	2	0	1	Big Brothers	0	0	0	1	2
0	0	3	0	2	Big Sisters	0	0	0	0	2
0	2	1	5	2	Boy Scouts	1	2	15	7	4
0	3	0	4	2	Girl Scouts	0	2	16	9	4
0	3	3	4	2	Women's Club	1	5	15	8	4
0	3	3	5	2	Social Clubs	1	4	12	5	4

TABLE XIII (Continued)

1*	Arkansas				Human Service Agency	Oklahoma				
	2	3	4	5		1	2	3	4	5
<u>Services (cont.)</u>										
0	0	0	2	0	Civil Air Patrol	0	0	0	1	4
0	1	0	3	2	County Bar Association	0	0	2	2	4
0	1	1	4	2	League of Women Voters	0	1	6	5	4
0	1	3	4	2	American Association of Retired Persons (AARP)	0	1	6	5	4
0	1	0	3	2	Retired Seniors Volunteer Program (RSVP)	0	1	3	5	3
0	5	4	5	2	4-H Clubs	2	8	16	9	4
0	0	0	1	2	Campfire Girls	0	0	7	9	4
0	1	1	1	1	Green Thumb	0	2	5	2	2
0	0	1	1	0	Young Farmers	1	3	6	3	2
0	2	3	3	2	Future Farmers of America	3	8	16	7	4

\*1 = 100-500

2 = 501-2,000

3 = 2,001-10,000

4 = 10,001-50,000

5 = Over 50,000

TABLE XIV

RESPONSES OF COMMUNITY EDUCATION DIRECTORS IN  
 ARKANSAS AND OKLAHOMA INDICATING CON-  
 TRACTUAL AGREEMENTS WITH COMMUNITY  
 AGENCIES (IN PERCENTAGES)

1*	Arkansas				Contractual Agreements With Community Agencies to Provide Services	1*	Oklahoma			
	2	3	4	5			2	3	4	5
0 <sup>a</sup>	0	20	0	20		0	0	22	30	76
0 <sup>b</sup>	0	20	40	20		0	0	11	20	0
0 <sup>c</sup>	100	40	40	50		100	90	78	70	25
		1NR	1NR				1NR			

<sup>a</sup>Have one now.

<sup>b</sup>Had one in the past.

<sup>c</sup>Never had one.

\*1 = 100-500

2 = 501-2,000

3 = 2,001-10,000

4 = 10,001-50,000

5 = Over 50,000

TABLE XV  
 RESPONSES OF COMMUNITY EDUCATORS IN ARKANSAS  
 AND OKLAHOMA INDICATING OUTSIDE AGENCIES  
 USING SCHOOL FACILITIES THE MOST

Arkansas	Oklahoma
	<u>Population: 100-500</u>
0	4-H Club Headstart PTA Band Boosters
	<u>Population: 501-2,000</u>
Chamber of Commerce	PTO
PTO	4-H Club (2)
Sheriff's Department	Oklahoma Education Association
FFA	Social Clubs
Unions	Adult Education
Adult Services	Cooperative Extension
VFW	
Kiwanis	
Private Citizens	
	<u>Population: 2,001-10,000</u>
Church Recreational League	Mid-America Vo-Tech
Community Theater	Youth Center
Industrial Basketball League	Civic Clubs
AARP	Churches (2)
Kiwanis	Action, Inc.
Jaycees	Local Police Department
Jaycettes	Little League Association
	PTO
	Great Plains Vo-Tech
	Red Cross (2)
	Department of Human Services
	Emergency Medical Services
	Jaycees
	Band Boosters (2)
	Chamber of Commerce
	Colleges
	American Heart Association
	Indian-Meridian Vo-Tech
	YMCA
	AARP
	Women's Clubs
	Service Clubs
	Adult Education
	Extension Service
	Library (Travel Group)
	RSVP

TABLE XV (Continued)

Arkansas	Oklahoma
<u>Population: 10,001-50,000</u>	
YMCA	City Recreation
Arkansas Law Enforcement Academy	Youth Council
S.W. Arkansas Development Assoc.	YMCA
Girl Scouts of America	Mental Health Services
Boy Scouts of America	OSU Extension (2)
County Extension Agency	American Heart Association
	Youth Services
	NEU
	Tulsa Junior College
	Career Development (SDE)
	City Government
	Health Department
	Red Cross
	Civic Clubs and Organizations
	Public School Programs
	Private Industries
	Nonprofit Organizations
	University of Oklahoma
	Adult Education
	Local Business
	SOCJC
	Vocational Tech
	Moore Aquatic Club
<u>Population: Over 50,000</u>	
Fayetteville Youth Services	SOCJC
Alanon	Boy Scouts of America (2)
United Communities Services	Girl Scouts of America (2)
Youth Home	Community Action Programs
Fayetteville Assoc. for Creative Education	Church
Hearing and Deaf Impaired	Softball League
	Little League Football, Baseball
	Soccer
	Praxix--Free University
	Campfire Girls
	Hospital Recreation Program



The written responses of the community education directors from Arkansas are presented in Appendix E, while the written responses of the community education directors from Oklahoma are presented in Appendix F.

## CHAPTER V

### SUMMARY, DISCUSSION, AND RECOMMENDATIONS

#### Summary

The primary purposes of this study were to examine the current status of interagency linkages in community programs in Arkansas and Oklahoma and to determine if program directors in those states had a felt need for additional training to upgrade their existing skills as they related to dealing with personnel from other community agencies whose purposes were human services. This study did so by examining the responses from community education directors in both states and making comparisons according to the size of the community. The rationale for the comparison was that programs would be similar because of the size factor. However, the data received do not confirm the rationale.

While the data revealed that programs in both states were interfacing with other community agencies, comparisons indicated that community education programs in Oklahoma were more actively involved in partnerships with other agencies for each group analyzed.

Directors in both states were asked to indicate the extent of their programs' involvement with other agencies in their communities. This involvement included agencies' use of school facilities to serve their agencies' clients, agency personnel seeking information about the concept of community education, and agencies' offers to participate in cooperative efforts with community education programs. In

proportion to the responses received, directors in every group in Oklahoma reported a higher percentage rate of involvement.

Both states reported the use of nontraditional settings for class offerings such as Legion Halls, VFW's, churches, local businesses, livestock auction barns, and private homes. Offering classes in these settings is congruent with one of the basic tenets of the community education philosophy of utilizing all of a community's resources to the fullest extent. It further pointed up another factor germane to the concept and that is that everyone is a potential teacher and everyone is a potential learner. This idea was even further reinforced through the reported use of non-state certified personnel as instructors in programs in both states.

Since successful marketing of a product is due, in part, to advertising campaigns, respondents were asked to indicate the type of media used to inform the community of their program offerings. While newspapers, brochures, and newsletters had a commonality among all directors responding, word of mouth advertising ranked highest in both states. Posters placed in prominent places ranked highly, also.

Training is essential for community educators. Because many of their activities take place beyond the normal school day, it is important that directors have access to information that will serve them well in operating programs for a generally different kind of client. Except where job-related skills are taught for those seeking employment opportunities, the average person becomes involved in community education programs for self-enrichment purposes. The job of the directors is to have a feeling for the community's needs and wants and to make them realities. In this sense, the director's job is

different from the day school administrator's job. The day school administrator works with programs mandated by state and local laws. This is not the case in community education programs. Interested persons can, and often do, initiate class offerings through community education. Making the dreams realities through the use of all of a community's resources, human and otherwise, is the responsibility of the community education directors. They should be able to deal with community requests by knowing someone who will provide the necessary services required, or knowing someone who knows someone who can be of assistance. Proper training helps the directors to effectively deal with the cases of this kind.

Most community education directors are college trained in another discipline. Many are part-time teachers in day programs and part-time directors in the extended-day programs. Subsequently, they must rely on training to adequately fulfill the role of community education directors.

As of this writing, there is no university-related community education center where training can be easily obtained in Arkansas. Training for Arkansans comes from the Arkansas Community Education Development Association and the Community Education section of the Arkansas State Department of Education. This training usually takes the form of workshops, which is a familiar format for teachers. In this study, workshops rated higher as a method of receiving additional training than did seminars, classes for college credit, or information from a communication education center or state specialists in community education.

Oklahomans have access to a community education center that is university-related. The Center at Oklahoma State University actively sponsors workshops for new practitioners, veteran practitioners, and other interested persons. In addition, options are available to directors in Oklahoma via talk-back television additional training.

#### Discussion

The rationale for interagency linkages in community education programs with other human service organizations is defensible. It is more defensible in this era of scarcity when human service programs are being reduced. Just as fewer dollars being allocated for public education will not diminish the public's expectations of schools, so it is with public service agencies. During the era of abundance (the 1960's) for public education and other public services, agencies cropped up whenever problems cropped up. The agencies treated symptoms rather than problems and much duplication of efforts resulted.

Attendant with the problems some agencies face in providing services for clients is the fact that during this era of scarcity, many are more interested in self-perpetuation than service to the public. Many have never had the opportunity nor the need to collaborate or cooperate with others. Subsequently, without much experience in interagency linkages, most agencies have found it easier to work within the confines of their own structures. This implies the "turf protection" syndrome that is commonly mentioned whenever any discussion of agency linkages come up. However, cooperative arrangements are ways that agencies can neutralize one another because they represent no real investments and typically no loss of resources, power,

or influence among clients. Schools that involve other agencies to provide services for their clients do so to utilize the resources of those agencies and to improve the lot of the schools' clients. Cooperative efforts provide an avenue through which the public's perception of both schools and agencies can be enhanced. Taxpayers are more apt to support programs where results are visible.

Cooperative efforts do not come easily because many agencies equate cooperation with consolidation. The fear of losing clients and the attendant fear of loss of revenue cause agencies to look disdainfully on the prospects of working cohesively with other agencies. Agencies, like people, have a real image dimension.

One of the most fundamental elements in the establishing of inter-agency alliances is the fostering of trust. This trust can be manifested through the belief of commonality of purposes. Agencies whose stated purposes are to provide human services must strive to overcome the obstacles that bar the establishing of linkages and partnerships. If they were to realize the impact that joint efforts could have on service delivery to community residents, barriers would be lifted.

Schools resist what they feel are intrusions of their domain by outside agencies, too. This is especially true in larger school systems where services are more specialized and departmentalization is the rule rather than the exception. Local educators who may have striven to build a good educational system see advocates of community education as competition rather than a concept attempting to make a good educational system better.

Public schools and other community agencies who have engaged in partnerships have reported many successes. Many agencies share

school space in school buildings. Since schools are centrally located in communities, the idea of using them as community centers to provide other community services has merit. It is also in keeping with the concept of using all of a community's resources. Community education programs in Arkansas and Oklahoma are making giant strides towards this end as reported by directors who responded to this study.

#### Recommendations

Community education is a unique concept in that it espouses the utilization of all of a community's resources to identify and solve problems therein. At a time when economic conditions are unstable and the cries for more and better services are heard, all agencies that deal with human services should take a serious look at other agencies with similar purposes. Benefits that could be derived from joint efforts ought to be weighed to gain optimum use of resources. The bottom line of any service organization is just that--service to the people. Whether this service is provided in a large downtown building or a local school's gymnasium should not be a major concern. The concern should be on providing the best that an agency can offer in the most cost-effective manner, and in the environment that is the least restrictive for those for whom the services are intended.

Funds from federal sources have dwindled in recent years and the prospects for increased funding in the future do not look bright. If tax credits are allowed for parents who send their children to private schools are allowed, fewer funds will be available on the state and local levels. This decrease in funding will not alter the public's expectations of the schools. On the contrary, it could conceivably

increase the demands on schools because of the decline in some industries and the desires of some unemployed persons to seek retraining for new jobs and careers.

Community education offers the philosophy through which communities can seek solutions to these community problems and agency linkages is an important facet of this philosophy. Combining all of a community's resources makes the pool larger from which to draw the necessary tools needed to improve the lot of the clients served. However, in order for these ideas to come into fruition, community education directors and the leadership of community agencies should meet to better understand what each group's aims and purposes are. To that end, and based on the review of literature and the results of this study, the following recommendations were suggested:

1. That all community education directors maintain a directory of all community agencies that exist in their locales.

2. That a joint meeting of all agency leaders and community school personnel be held for the purpose of communicating the aims and goals of each and discussing possible cooperative efforts to eliminate duplication of services.

3. That ways be explored to eliminate the perception of competition in agencies that provide services through understanding and cooperation.

4. That models encouraging interagency linkages be constructed to allow personnel in community education and other human service organizations to see the possible rewards as a result of cooperative ventures.



5. That a model be constructed on agency linkages based on a rural, urban, and suburban setting that would serve as a guide for cooperatives in each community setting.

6. That workshops be conducted exclusively on identifying strategies for dealing with interagency linkages.

7. That follow-up studies in either or both states be conducted to determine any increase or decrease in agency-involvement in community education programs.

The above recommendations would necessarily involve the two states in further collaborative efforts such as the one that gave impetus to this study. The Arkansas-Oklahoma Joint Community Education Project was an act of cooperation in that workshops in both states attempted to raise the level of skill for all those persons who attended workshops.

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APPENDIXES

APPENDIX A

SAMPLE AFFILIATION AGREEMENT

## AFFILIATION AGREEMENT

DATE \_\_\_\_\_

## I. PARTICIPATING AGENCIES:

The participating agencies in this agreement are PASCO MENTAL HEALTH SERVICES and HILLSBOROUGH COMMUNITY COLLEGE.

## II. STATEMENT OF AGREEMENT:

This is a mutual agreement between the administration of the PASCO MENTAL HEALTH SERVICES that the AGENCY will accept students from the HILLSBOROUGH COMMUNITY COLLEGE HUMAN SERVICES TECHNICIAN PROGRAM for supervised learning experience in the care of clients in accordance with the provisions set forth in this agreement.

## III. GENERAL PROVISIONS OF THE AGREEMENT:

1. The education of the student shall be the primary purpose of the education program.
2. The COLLEGE shall be responsible for the education of the student.
3. The faculty of the COLLEGE shall be responsible for selecting learning experiences for the students with the assistance and cooperation of AGENCY personnel.
4. The COLLEGE agrees to comply with the established policies and practices of the AGENCY.
5. The AGENCY agrees to allow students and faculty, at their own expense, to use the cafeteria and other employee facilities provided for AGENCY personnel.

## IV. THE COLLEGE'S RESPONSIBILITY:

1. To employ qualified human service faculty who shall be responsible for determining the philosophy and the objectives of the program and developing the curriculum.
2. The COLLEGE faculty shall be responsible for:
  - a. Selecting clinical experiences in cooperation with AGENCY personnel.
  - b. Supervising students in their learning experience.
  - c. Planning for concurrent related instruction (informal and formal classroom) as needed to meet the objectives of the program. This instruction will be scheduled during the regular school day.

- d. Maintaining individual records of class and clinical instruction, clinical practice, evaluation of student competency and health.
- e. Preparing a clinical rotation plan for services to be used for experience and securing the approval of the plan from the director of the Clinical Service prior to the beginning of the AGENCY experience. Before any major changes are made in the plan, they shall be discussed and approved by the director of the Clinical Service at the AGENCY.

V. THE AGENCY'S RESPONSIBILITY:

- 1. To provide an adequate number of clinical instructors.
- 2. To make available to Human Service Technician faculty and students AGENCY facilities and clinical services for planned learning experiences in client care included in the HILLSBOROUGH COMMUNITY COLLEGE HUMAN SERVICE curriculum.

The following service will be used for experiences:

Service:

Psychology

- 3. To include members of the faculty of the COLLEGE in AGENCY staff meetings when policies to be discussed will affect or are related to the HILLSBOROUGH COMMUNITY COLLEGE HUMAN SERVICE TECHNICIAN PROGRAM.
- 4. To provide faculty and students with emergency accident care incurred while on duty at the AGENCY.

VI. COLLEGE POLICIES:

- 1. The educational program shall consist of laboratory practice and experience in selected learning situations in the AGENCY. The division and arrangement of time to include the theoretical and clinical learning experiences shall be determined by the faculty and be based on the needs of the students for specific learning experiences to meet the objectives of the program.
- 2. Students shall be assigned for AGENCY experience Monday through Friday.
- 3. Students shall be given holidays as provided by the HILLSBOROUGH COMMUNITY COLLEGE calendar published before each school year begins.
- 4. All COLLEGE students shall carry liability insurance against injury that they might cause to AGENCY clients or to property (such insurance is provided by the college).



5. The COLLEGE shall at all times have sole legal responsibility for its students and save the AGENCY harmless from all claims arising out of the activities of the students within the scope of their course of study, provided that upon the AGENCY becoming aware of any alleged injury covered by this Agreement, it shall furnish the COLLEGE written notice containing particulars sufficient to identify the student and all reasonably attainable information with respect to time, place and circumstances of the injury, along with names and addresses of the injured and all available witnesses as soon as practicable and will cooperate with the college's insurance carrier in the defense of any claims.

VII. REQUEST FOR WITHDRAWAL OF STUDENT:

The AGENCY has the right to request the COLLEGE to withdraw any student from its facilities whose conduct or work with clients or personnel is not, in the opinion of the director of the clinical facility, in accordance with acceptable standards of safe or effective performance. The COLLEGE may at any time withdraw a student whose progress, conduct or work does not meet the standards of the COLLEGE for continuation in the program. Final action on the student is the responsibility of the COLLEGE.

VIII. TERM OF AGREEMENTS:

Either party may terminate this Agreement by furnishing thirty (30) days written notice prior to the end of the school term. The termination shall be effective at the end of the current school term. The school term normally expires on or about June 15 each year.

IX. MODIFICATION OF THE AGREEMENT:

Modification of the Agreement shall be made by mutual consent of both parties. A memorandum noting the modification signed by both parties shall be attached to this Agreement.

X. RENEWAL OF THE AGREEMENT:

This contract shall be in full force and effect until June 30, 1978. On July 1, 1978, the contract shall automatically renew for a term of one year, unless it is terminated in accordance with the provisions hereof and thereafter shall renew itself annually in the same manner on July 1 in each succeeding year.

XI. COPIES OF THE AGREEMENT:

Copies of this Agreement shall be placed on file and be available to the following:

1. The Florida State Department of Education
2. The Administrator of the Affiliating Agency
3. The President, Hillsborough Community College
4. The Coordinator of the Hillsborough Community College Human Services Program.

In Witness Whereof the parties have set their hands and seals to this Agreement.

Signed and Sealed in  
the presence of:

PASCO MENTAL HEALTH SERVICES

By: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Signed and Sealed in  
the presence of:

HILLSBOROUGH COMMUNITY COLLEGE

By: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

APPENDIX B

QUESTIONNAIRE

A SURVEY OF INTERAGENCY LINKAGES IN  
COMMUNITY EDUCATION

1. The number of people who live in our service area is  
(please check one):
  - 100 to 500
  - 501 to 2,000
  - 2,001 to 10,000
  - 10,001 to 50,000
  - Over 50,000
  
2. Are all of the classes offered by your Community Education  
program held in school buildings?
  - Yes
  - No
  
3. If your response to number 2 is "No," please specify where  
other classes are held:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  
4. From September, 1981, to May 14, 1982, how many of the follow-  
ing did your program serve?
  - Preschoolers
  - K-12
  - Adults
  
5. Which of the following media do you employ to inform community  
residents of class offerings?
 

<input type="checkbox"/> Newspapers	<input type="checkbox"/> Word of Mouth
<input type="checkbox"/> Newsletters	<input type="checkbox"/> Other (Please Specify):
<input type="checkbox"/> Brochures	_____
<input type="checkbox"/> Television Announcements	_____

6. Do you employ personnel in your programs as instructors other than certified teachers working in your local school district?
- \_\_\_ Yes
- \_\_\_ No
7. Does any agency outside of your school system provide services in your programs?
- \_\_\_ Yes
- \_\_\_ No
8. If your response to number 7 is "Yes," what services does it provide? (Example: teaching, volunteers, financial aid, etc.).
- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
9. Please list the agency(s) that provide any service(s) to your Community Education program. If over five, could you provide a list? (Example: Red Cross, Highway Patrol, etc.)
- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
10. As Director of your Community Education program, do you feel the need for additional training to acquire more skills and techniques for establishing cooperative linkages with service agencies in your community?
- \_\_\_ Yes
- \_\_\_ No

11. If your response to number 10 is "Yes," which of the following methods do you feel this training should take?

Workshops (one or two days)  
 Meetings for the exchange of ideas in community education  
 Classes for college credit  
 Information from a community education center  
 Information from the State Department of Education

12. Which of the following--if you felt the need--would you be willing to participate in to learn more about interagency cooperation?

Workshops  
 Seminars  
 Classes for college credit  
 None

13. Does your Community Education have an Advisory Council?

Yes  
 No

Do agencies have representation on the Council?

Yes  
 No

14. Do other human service agencies have representation on your Council?

Yes  
 No

15. Have you ever been approached by an agency in your community requesting more information about the concept of Community Education?

Yes  
 No

16. If your response to number 15 is "Yes," was there an offer from the agency to provide services to clients through your programs?

Yes

No

17. If your response to number 16 is "Yes," what type of services are offered?

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18. From the following list, please check the agencies that exist in your community:

Educational

Cooperative Extension Services

Adult Education

Colleges and Universities

Teacher Corp

Headstart

Parent/Teacher Organization

Local Education Association

Public Schools

Private Schools

Vocational Education

Community/Technical Colleges

Social

Department of Social Services (Welfare)

Social Security

Employment Office

Job Corp

- Neighborhood Youth Corp
- Commission for the Blind
- Family Court
- Vocational Rehabilitation
- Community Action Agency

## Civic

- Chamber of Commerce
- City Government
- County Government
- Fire Department
- Police Department
- Sheriff's Department

19. Do you now have, or have you ever had, a contractual agreement with an agency to provide services in your programs?

- Have one now
- Had one in the past
- Never had one

20. Of the agencies involved in your program, please list the three that use your school facilities the most.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

21. What potential do you see for cooperative efforts among human service agencies through Community Education? Please respond in the space below.

Thank you for your time and cooperation.



APPENDIX C

PANEL OF EXPERTS

Dr. LeRoy Allen, Director  
Center for Community Education  
School of Education  
University of Delaware  
Newark, Delaware

Dr. Philip A. Clark, Director  
Stewart Mott Davis Center for Community Education  
College of Education  
124 Norman Hall  
University of Florida  
Gainesville, Florida

Dr. Everette E. Nance, Director  
Midwest Center for Community Education Development  
202 Service Building  
University of Missouri--St. Louis  
8001 Natural Bridge Road  
St. Louis, Missouri

Ms. Martha Nelsen, State Coordinator  
Community Education  
Arkansas Department of Education  
Education Building, Room 301 B  
Little Rock, Arkansas

Dr. Charles Porter, Director  
Community Education Center  
Education Department  
Colorado State University  
Ft. Collins, Colorado

Dr. Boyd Rogan, Director  
Center for Community Education  
University Station  
University of Alabama in Birmingham  
Birmingham, Alabama

APPENDIX D

CORRESPONDENCE

February 14, 1982

Dear \_\_\_\_\_ :

You have been chosen to serve on a panel of experts to evaluate a questionnaire being developed by the Community Education Center here at Oklahoma State University dealing with agency linkages in community education. It is felt that your expertise in this area will lend itself to a quality product that will garner the information for which it is intended.

Please peruse the attached questionnaire and give your professional response to its appropriateness. It is designed to receive data on linkages in community education programs with other agencies in communities and whether community education directors feel the need for additional training to deal with these community agencies.

We realize how busy you must be; however, to expedite this research in a timely fashion, we ask that you return the questionnaire and responses in the stamped, self-addressed envelope by March 5, 1982. The results of the research will be available to you upon request at the completion of project,

Thank you for your cooperation and we hope to hear from you by March 5, 1982.

Sincerely,

Deke Johnson, Director

Eugene L. Eleby, Jr.  
Graduate Associate

May 6, 1982

John Kessinger, Director  
Community Education  
Woodward Public Schools  
Woodward, OK 73801

Dear John,

You are being asked to participate in a research project being done through the Community Education Center at Oklahoma State University. An effort is being made to determine the extent of interagency linkages in Community Education programs in Oklahoma. We want to take a look at programs and see how they interact with other human service agencies in their communities. Your contribution as a Community Education director will give us a better understanding of the cooperative ventures taking place in the state.

Information is also being sought from directors on whether the need exists for additional training for developing skills and strategies that could lead to better cooperative linkages with agencies in your community that offer services to the public. This data would be available to our Center and would serve as a guide for future workshops and seminars in this particular area.

Would you please take a few minutes and complete the enclosed survey? A stamped return envelope is provided for your convenience. The research being done would go forward in a very timely fashion if we could hear from you by May 21, 1982. The findings of this research project would be available to you upon request from the Center.

Thank you for your time and cooperation.

Sincerely,

Deke Johnson  
Director

Eugene Eleby  
Graduate Associate

bh  
Enclosures

APPENDIX E

WRITTEN RESPONSES TO QUESTION 21 BY COMMUNITY  
EDUCATION DIRECTORS IN ARKANSAS

"I see a good potential for cooperation among the human service agencies through Community Education. Interagency support will benefit all programs--human service."

"As one can see, there is unlimited potential in cooperation between the human service agencies. We can expand our program for the handicapped, hard of hearing, and elderly. This community is surrounded by people of all ages and we could expand in most any direction we make the energy for."

"We have a good working relationship and are always willing to cooperate."

"Have not given this sufficient thought to respond. Perhaps coordination with senior citizens activity center--preschool daycare center."

"In my opinion, North Central Arkansas must be placed on a co-op and it can only be placed on a co-op if the State Department of Education and other state agencies furnish the money for an administrator of the program.

1. No public agency nor public school has the funds to support the administration of a viable program singularly.
2. Everyone, public agencies and public schools, agrees there is a need for the program--but will not formally meet together to discuss its potential and 'real' value.
3. School-based development enterprises can 'exist' singularly, but cannot expand, after grant money, without combining with other facets of the Community Education Program."

"Even with our limited supply of agencies, I feel that we have great potential of becoming a 'closely knit' program. It will take some time. Change always does, but I feel that Community Education in our area acts as a liaison between our two (2) cities and our rural areas. I also feel that we could also interact between and with our service agencies for the betterment of our community."

"There is a great need."

"Great if had more time to coordinate. As a part-time director and full-time teacher, there's not enough time."

"I think it would be excellent--where there were some agencies available."

"In a community the size of Arkansas City, all human service agencies must work together with the community education program in order to fully realize the common goal of a better community to live in."

"Through cooperative efforts, I realize that we could serve a much wider range of people. We are a small community, with several other small towns within a ten mile range. We have a great interest in recreation--not a great deal in the vocational courses offered. Perhaps, through the Parks Administration, we could arrange to offer even more recreational activities."



APPENDIX F

WRITTEN RESPONSES TO QUESTION 21 BY COMMUNITY  
EDUCATION DIRECTORS IN OKLAHOMA

"The program we have begun to develop in the Lawton-Ft. Sill community is one in which we are trying to maximize the utilization of existing organizations, resources, and services. As we continue to take this approach, we want to further assess community needs/wants so that we can fill in gaps in services that may exist. A primary objective of our program is to rid needless duplication of existing services so that we can fulfill the real needs/wants of the community that are not currently being met."

"We have participated in a city-wide seminar, held at the Muskogee Public Library, for the purpose of coordinating services among the agencies in the field of continuing education. We have also held Community Education Forums, open to the public, for the purpose of community input for the planning of classes. As the Community Education Program becomes more publicized in the total community, more agencies are becoming aware of our services, and we will be able to involve them in our program. Our purpose is to add to an complement existing services in the community, and work cooperatively to avoid unnecessary duplications. During the school year 1980-81, we offered a special counseling service to adults through the Adult Education classes, in cooperation with a psychologist-counselor from Green Country Education Service Center."

"I feel this thrust is going to be the way of survival for local communities due to cut-backs in grants and assistance loans."

"Excellent where they exist--no problem of ownership."

"I feel the need to make a few explanations concerning our community education program. At present, we are inactive chiefly because I ran out of push. So far, it seems no one else is willing to put out so much effort for no monetary returns. Interests in the program are still high. Each week someone approaches me concerning some class they would like to see started. Several have even indicated that they know someone who is interested in teaching a subject. At present, all \_\_\_\_\_ has in progress which could be termed 'community education': I am teaching a class in creative writing and plan to start another as soon as this one is completed. Shortly after June 1, we will have available a class in water color painting. But neither has been set up through community education."

"Very good potential."

"Since \_\_\_\_\_ is a small town, our school is about the only agency we have. We have three churches, young homemakers' club, and the home economics club. I believe our biggest effort can be made through the senior citizens and our students."

"Great potential to open the schools to the public to provide life-long learning."

"A cooperative effort between Community Education and other human service agencies would benefit our community by providing services in our local school facilities which would otherwise be unavailable. It

would provide recreation, education, social interaction, and leisure time activity that would enrich the lives of our residents and promote community stability. Many people are unaware of the help that is available and they do not take advantage of the services which could make their lives more pleasant. By good planning, maximum use of facilities and resources can contribute knowledge, understanding, and respect in the community in place of isolation and apathy."

"Nothing much has been done in the past to involve local agencies but plans for the 1982-83 schedules will include the Fire and Police Departments, Senior Citizens, Civil Defense, American Red Cross (not a local agency, but available in our area), and local women's clubs. Plans are being made to bring help from outside the community to help keep the citizens of \_\_\_\_\_ informed on many subjects that they did not have access to in the past. The Wildlife Commission is very cooperative in giving gun and bow safety classes free of charge in our community. They have been very well received and plans are being made to have them give more classes in the early fall. Because of access to several different lakes in the area, the Lake Patrol has offered classes for the summer. It is hoped that the American Red Cross can be obtained to give swimming and lifesaving classes this summer."

"Potential is great. More time is needed to coordinate efforts."

"Community Education is a valuable vehicle for joining all types of agencies together in a cooperative manner. Our community has been working together in an effort to serve as many people as we can, yet not duplicate services. We will continue to work for even greater effectiveness."

"I believe that targeted coordination between all service agencies would be beneficial to the community in general and would increase our level of competency and prevent needless duplicity in the services offered. It is my opinion that Community Education would be the most suitable agency to serve as the nucleus and link all other agencies together to work toward a common goal."

"We believe that continued emphasis on Community Education throughout the area will enable us to work more closely with all agencies in the \_\_\_\_\_ area. People are beginning to realize the potential that a good Community Education program can have in their town and the outlying areas."

"The potential for such efforts is good. Cooperative efforts would eliminate a lot of the duplication of work and effort put forth by all groups."

"Not much at the present! Each seems to want to 'do their own thing.'"

"I think there are numerous opportunities to work together to provide services and prevent overlap."

"I see this as a very effective possibility. The human service agencies have a lot to offer the people in our community; however, they are like most agencies. They need someone to organize and give them an opportunity to offer their services. Through Community Education we hope to do this."

"The Community Education Program in \_\_\_\_\_ has been well received by all local agencies. The Nutrition Center for Senior Citizens is working with our Community Education Program to provide courses for senior citizens to be conducted at the Nutrition Center next fall. The \_\_\_\_\_ Education Association has agreed to help provide instructors for the new classes of interest to local citizens. All local agencies have expressed a desire to have representation on the Advisory Council and have input in the Community Education Program."

"Due to the Department of Welfare changing its operations, I think that this should be a key target for Community Education to step in and take an active role in trying to help train these people or to help them in some way so in return they can help Community Education. I believe this is the opportunity that Community Education has been waiting on."

"In \_\_\_\_\_ this is best done at the individual school level as the community service council is the coordinating body for the greater \_\_\_\_\_ area. At the school level, agencies serving the people residing in the community surrounding the school have potential for cooperative efforts via the advisory council. This is done in a small way, presently.:

"Coordination of effort must be the direction that all agencies should move: (1) to more effectively address community problems, (2) pool resources, (3) avoid unnecessary duplication, (4) provide a more varied choice of activities, and (5) insure that all segments of the community are being involved and their needs addressed."

"There is tremendous potential for cooperative efforts among three (3) specific human services agencies through \_\_\_\_\_ Community Education that are currently in the planning stages. The three agencies are EODD area agency on ages, ministerial alliance, and county mental health organization. All three agencies are anxious to become involved with the \_\_\_\_\_ Community Education for the coming years in their specific areas of expertise. Please note that we are not limiting ourselves to just three agencies. They just happen to be the ones where strong groundwork has begun for some dynamic programs."

"The potential is good for our small community. Interagency linkages are actively sought. Allegiances have been formed which will lead to continuing and expanding cooperation. This is especially important for us, due to our limited economic resources."

"To better use the school plant to better serve our community need."

"We could help one another to provide more services and educational programs, know more of the problems and seek solutions to them. Also, more knowledge about both agencies and their activities would be publicized with joint efforts. Would generate more creative ideas for both agencies."

"Diversity gives people more choices--lets more people have ideas, do things their way; perhaps we could over-cooperate. Perhaps if we coordinate too much, it would eventually all look and function alike."

"I have just attended two meetings, one given by a business, the other by our closest junior college. The purpose of these luncheons (they provided the lunch) were to see how Community Education and these agencies could cooperate to provide better services to our community. I think right now agencies are aware of the need to cooperate. Such cooperation will bring benefits in the sharing of funds (which are being cut in many areas), the sharing of personnel, avoiding duplication of services, a cooperative effort to meet the needs of the community. As a community education director, information I would like to have on cooperating with these agencies includes: (1) how to work out funding of cooperative classes, (2) working through agency regulations so we can cooperate, and (3) working out a system so both agencies can meet their goals through the class."

"The potential for cooperative agreements to produce non-duplicated services to meet the needs of the community is limited only by the imagination of those involved in the program, and a person skilled in agreement negotiations who can be responsible for overseeing that the needs of all agencies involved are properly met."

"Potential is excellent; however, the determining factors are: time, money, desire, dedication."

"I would like to see a city and/or county service agency executive council developed to meet together as a unit to try to overlap in programs. Also, if such a council could be developed, a possible better and cheaper method of offering programs to our community could be developed. We are all basically trying to better help serve our community and meet their wants, needs, and desires."

"If a true cooperative spirit existed, many duplications could be eliminated, more people serviced, and a stronger 'community' feeling could be developed."

VITA

Eugene Louie Eleby, Jr.

Candidate for the Degree of

Doctor of Education

Thesis: THE STATUS OF INTERAGENCY LINKAGES IN COMMUNITY EDUCATION PROGRAMS IN ARKANSAS AND OKLAHOMA AS PERCEIVED BY PROGRAM DIRECTORS

Major Field: Educational Administration

Biographical:

Personal Data: Born in Mobile, Alabama, August 17, 1942, the son of Mr. and Mrs. Eugene L. Eleby, Sr.

Education: Graduated from Central High School, Mobile, Alabama, in June, 1961; received Bachelor of Science degree in English from Alabama State University, Montgomery, Alabama, in 1965; received Master of Education degree from Alabama State University in August, 1972; completed requirements for the Doctor of Education degree at Oklahoma State University in May, 1983.

Professional Experience: Teacher in public schools of Hernando County, Florida (Brooksville), 1965-78; intern in Arkansas-Oklahoma Joint Community Education Project, 1980; intern with the Arkansas-Oklahoma Joint Community Education Project at Southern Arkansas University Technical Branch, Camden, Arkansas, January-May, 1980; graduate associate, Community Education Center, Oklahoma State University, 1981-82.