

THE STRUCTURE AND ORGANIZATION OF COMMUNITY
EDUCATION RELATED TO THE RECREATION
AND LEISURE NEEDS OF SPECIAL
POPULATIONS IN OKLAHOMA

By

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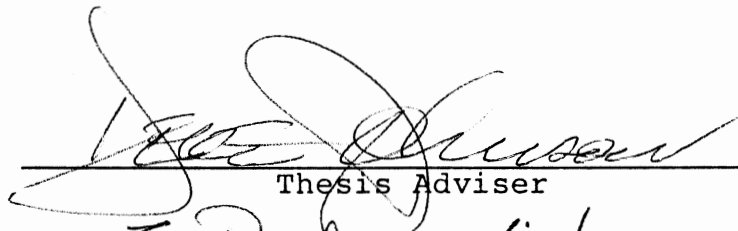
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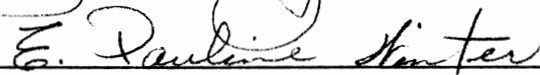
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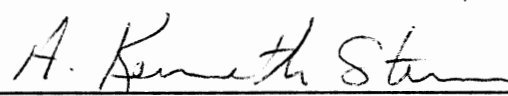
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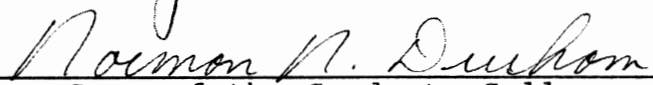
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CHAPTER I

INTRODUCTION

Community education does have great implications for the special populations, and if promoted properly, should result in the same advantages for the handicapped as it does for all other members of a community. Specifically, Minzey (1979) listed the key components of community education as: 1) an educational program for school-age children, K-12; 2) maximum use of facilities; 3) additional programs for school-age children and youth; 4) programs for adults; 5) delivery and coordination of community services; and 6) community involvement. To be 100 percent effective, the widespread growth of community education must include the handicapped.

Current statistics indicate that, of the total population of special citizens, only three percent are either in institutions, nursing homes, or other similarly structured program facilities, as documented by various accreditation organizations such as: The Joint Commission for Accreditation of Hospitals; American Council for Developmental Disabilities/Mentally Retarded; and Council for Accreditation of Rehabilitation Facilities. This would leave 97 percent of the citizens still in the community

where the level of services in recreation they are receiving was not documented (See Appendix A).

Until the late 1960's research in recreation had been fragmentary and superficial. During the past two decades, however, with the establishment of over 350 college and university curricula in recreation and leisure, programs have emerged (Stein, 1985).

Research shows that recreation and/or leisure programs are far more than children's play or light-hearted amusement. Instead, they are seen as an important aspect of social life involving significant community goals and values (Nesbitt, 1979).

Lightfoot (1979) suggested that people of all ages desire to improve their communities and their lives by enriching their leisure and social activities. He suggested that community education is a means of fulfilling these desires through involving citizens in the identification of their needs, defining their goals, and participation.

Leisure activities are non-work activities in which the individual has a free choice as to whether to participate or not. These activities range from active sports or outdoor activities, to sedentary watching of television or reading.

Leisure is a construct of elements that can be found in any activity. It is a social role and process whose elements spill over into other life situations and

structures. Leisure, as the perception of freedom, pursuit of pleasure and personal growth, is a life-long developmental process. It is a product of life-long experiences conditioned by personal composition and interpretation of life events (Foret, 1985).

Recreation and leisure programs are capable of contributing to the well-being and quality of life for everyone. However, there are many individuals who do not have the knowledge and skills for wise selection of leisure pursuits. What these individuals need is creative programming that allows everyone the opportunity to enjoy appropriate recreation and leisure (Crawford, 1985).

Olsen (1975) stated:

Our purpose and goal is the quality of living for all people, handicapped or not. Let us use our communities as living laboratories for functional learning and genuine recreation (p. 7).

In Oklahoma, it has not been determined whether, or how, the recreation and leisure needs of the special populations are being met, even though recreation and leisure pursuits have been established as needs and rights of every American citizen. No concrete information or data was found with regard to how Oklahoma Community Education was involved with the recreation and leisure needs of the special populations. As a result, this researcher developed an interest in what was being done in the state. Gaps existed in the literature on recreation and leisure for the special needs population. Over the past 73 years, the National Society for the Study of Education has

published 146 yearbooks. Not one volume was devoted to recreation and leisure programs, services, or activities for the special populations. In the few authoritative books which dealt with community education, there was no mention of the disabled or handicapped (Gordon, 1975).

The literature indicated that all 50 states have laws providing some kind of education or educational services for handicapped children and youth, persons between the ages of zero and 21, but provisions for recreation and leisure were often ignored. These rights for the handicapped were developed from the 1971 *Parc v. Mills*, the Pennsylvania decision that retarded persons between the ages of four and 21 be given a free public education. This decision was the beginning of Public Law 940142, concerning the educational services for the handicapped.

There is a need to link together the basic concepts and processes of community education, the special populations, and recreation/leisure services. There exists the right to recreate for all persons handicapped or not. Thus the need for this study.

Further, the study dealt with community education programs broken down by community size, length of program operation, and full-time director equivalency to determine if any played a role in the participation of special populations in community education. For the purpose of this research, communities were divided into five group sizes but collapsed into three groups for data analysis.

Statement of the Problem

Although the literature dealt with recreation and leisure needs of citizens in general through community education, no data was available on whether community education was addressing the recreation and leisure needs of special populations.

Purpose of the Study

The purpose of this study was to investigate the structure and organization of community education related to the recreation and leisure needs of special populations in Oklahoma. This was accomplished through a review of literature and a survey of Oklahoma community education programs.

The joy of living comes from actions, from making the attempt, from the effort, not just from the success.

Christopher Brasher

Specifically, answers to the following research questions according to size of community, length of program operation, and full-time director equivalency were sought:

1. What media are employed to inform the community of community education class offerings?
2. What facilities are utilized for community education program offerings?
3. What outside school agencies are involved in community education programs?
4. What are the community education director's perceptions of recreation/leisure programs for the special populations?

5. What is the involvement of community education in special recreation/leisure program efforts?
6. What is the involvement of special populations on community education advisory councils?

Limitations of the Study

This study was designed to examine the structure and organization of community education related to the recreation and leisure needs of special populations in Oklahoma. The data collected for analysis, and the information resulting from such analysis was accurate only to the extent that the participants' answers were: 1) limited to community education programs in the state of Oklahoma; 2) responses were primarily focused on the special populations; and 3) information obtained cannot be generalized to other states' community education programs because Oklahoma is unique.

To help familiarize the reader with the terms used in this study, the following definitions have been supplied:

Definitions of Terms

Access - The totality of the delivery system to provide for the inclusion of persons with handicapping conditions (Nesbitt, 1979).

Barriers - Any obstacle, whether attitudinal, environmental, architectural, intrinsic, or extrinsic which prevents persons with disabilities from participation in recreation and leisure programs (Jordan, 1987).

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 concepts 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, 1979).

Community Education Director - For purposes of this study, Community Education Director shall be designated as persons responsible for administering the community education program.

Community Programs - Vehicles that provide opportunities for community involvement and decision-making. They are for the entire community and are often located in neighborhood schools. There are major distinctions between the neighborhood school and the community school program. Both may offer similar programs, services, and activities, yet the community school program is premised on the ultimate goal of community involvement and participation and is not necessarily based in the individual's neighborhood (Baas, 1973).

Disability - Any residual impairment of physiological, anatomical, or psychological functioning that results from an illness, injury, or birth defect (Vash, 1981).

Handicap - Refers to the interference a disability creates in an individual's efforts to perform in a given life area (Vash, 1981).

Leisure - That portion of time not obligated by subsistence or existence demands. It represents discretionary or free time, time in which one may make voluntary choices of experience (Carlson, MacLean, Deppe, and Petersen, 1979).

Leisure Education - A process through which individuals acquire the appropriate attitudes, skills, knowledge, and behaviors that will allow them to benefit from their leisure choices (Carlson, et al, 1979).

Lifelong Learning - Continuation of personal growth and life enrichment throughout an individual's lifetime (Held, 1988).

Participation - Entry into and/or identification with a recreation activity. Participation may be active, passive, or secondary (Gunn, 1975).

Recreation - Any activity voluntarily engaged in during leisure and motivated by the personal satisfactions which result from it (Minzey and LeTarte, 1979).

Rehabilitation - To restore; to rebuild; to return to as near normal as possible (Gunn, 1975).

Special Populations - Individuals with handicapping conditions, mental and/or physical, who are potentially capable of attending regular recreation and leisure programs but who may need guidance, encouragement, or assistance in order to participate (Edwards, 1979).

Therapeutic Recreation - A generic term designating services in the field of recreation with a special emphasis on the needs of the ill or handicapped individual (Gunn, 1975).

Summary

The rationale for recreation and leisure programs, activities, and services for the special populations is to enhance function and fulfillment for the handicapped individual at the highest level possible through play, recreation, and leisure. The basic objectives of recreation and leisure for the special populations are: 1) achievement of individual enjoyment, satisfaction or fulfillment by the participant at the highest level possible; 2) achievement of equality of opportunities in the arts, recreation, parks, and culture by the participant who is handicapped; 3) achievement of mainstreaming and a normal life cycle by the participant who is handicapped based on individual needs, interest, and desires (Nesbitt, 1983).

The purpose of Chapter One was to create a framework in terms of background and need for the proposed study and

to develop the research problem into a means to achieve the purpose of the study. Chapter Two will deal with a historical significance for the development of recreation and leisure therapies for the disabled, recognition of recreation, programs serving special populations, and a look at the development of community education.

CHAPTER II

REVIEW OF LITERATURE

Historical Significance

A historical perspective is necessary to have informal understanding of the significance of recreation and leisure activities and their beneficial therapeutic effects on individuals. This significance can be better appreciated and its objectives can be more effectively actualized if the history and development of rehabilitation are traced.

In the earliest period of human history it was generally assumed only the fittest survived. Each person was concerned with self-protection and self-preservation in order to stay alive. Life was hard; surrounded by the hostile forces of nature that were not understood, humans developed supernatural explanations for the unknowns of life. Great systems of religious and magical beliefs and practices developed. History reveals that many, if not all, primitive people used recreation activities in the form of dancing and music to drive away the evil spirits of disease. There is also some documentation that the sick and disabled were thought to be representatives from a

hostile world and were treated accordingly (O'Morrow, 1976). As civilization developed, social life became more complex. Larger social groups were formed as families joined to one another by living and working together and following definite sets of rules.

At this level of human history, there seems to be some inconsistencies in beliefs and actions toward the sick, disabled, and aged. There is some evidence that while many cultures did not destroy the disabled as a general practice, they did subject them to other types of personal and social abuses and torment. On the other hand, there were groups that practiced the extreme opposite and considered an individual's disabilities a mark of distinction which brought special privileges of consideration to the individual or tribe. This shift seemed to be the beginning of a new approach to human differences and infirmities, a shift from automatically terminating life to the idea that there might be some worth and value in preserving the disabled (Snow, 1988).

Research indicates that rehabilitation may have developed at this stage in history. Archaeological findings reveal that certain mineral and hot water springs were used for special purposes other than drinking. It can be assumed that the water was used in the treatment of ailments, much the same as it is today in action therapies. Other methods of treatment seem to have sprung up out of human instinct. An individual who hurt a leg

spontaneously, without thinking, rubbed it. This rubbing developed into a systematic method we now practice as massage. Another individual, suffering from arthritis, may have crawled to the fire and discovered the comforts of heat for relief from pain. These simple instinctive reactions may have then developed into more controlled methods of using heat, water, cold, steam, or other common materials. Today, physical therapists use similar methods for rehabilitative purposes (O'Morrow, 1976).

As civilization progressed further and people invented writing, and the art of recording practices and traditions, explanation of the phenomena of nature, including disease, disablement and old age were recorded. The explanations in all ancient civilizations have a similarity, based on religious-magical concepts that precede even the oldest written records. Two persons were primarily concerned with these concepts and practices: the medicine man and the minister of religion. Eventually, these two persons became united into one person called the Priest-Physician.

This medicine man, or Priest-Physician, was probably the first professional. He was considered to be the wise man who possessed the learning and specialized knowledge of the community. Practices became a mixture of superstition and fact, of natural remedies and religious rituals. These practices were logical for these societies; they were in accordance with their philosophy and religion. Although much early care was purely magical in nature, it

nevertheless included elements that are found in rational therapy (O'Morrow, 1976).

In 1962, Virginia Frye wrote about the early Egyptian writings that indicated that to receive forgiveness from the gods, one must "walk in the gardens which surround the temple, row on the majestic Nile, and embark upon . . . planned excursions, . . . dancing, listening to concerts, and acting in representation." According to Frye, "priests are said to have been aware that the dispelling of morbid moods was aided by the temple atmosphere, the beauty of the lotus gardens and the ritual songs and dances of the temple maidens." From the very beginning, therapy seems to have been an interwoven combination of empirical, rational, magical, and religious elements.

The Greeks' desire for a good mind in a good body seemed to be responsible for a shift in the philosophy for the care and treatment of the sick and disabled. This seemed to be the first recognition that a person's mind and emotions played an important role in his treatment. The idea of the whole man philosophy apparently began at this time.

The healing arts were practiced in temples. These temples were located in tranquil areas. It has been reported that the temples of Aesculapius were built in healthful pastoral settings, usually with mineral springs at hand; they were equipped with bathing pools, gymnasiums, and gardens. At Epedauros, the temples included exercise

grounds, a race track, a library, a stadium, and a theater seating 20,000 persons. The positive effect of the environment and recreation activities were recognized as having a positive rehabilitative effect on patients (Martinez-Ibanez, 1962).

The genius of ancient medicine was a Greek named Hippocrates, the philosopher-physician. His oath, defining the ideas, duties, and responsibilities of a physician, is still used today in the medical profession. Hippocrates believed that illness and defects of the body were due to natural causes. In this way he helped to convert the field from superstition to an empirical art to be studied and mastered by the slow process of trial-and-error learning. For the first time, the patient became the center of attention; he was studied as an individual, and records were kept so that the same signs might be recognized in another person (Walker, 1955).

Following Greece, Rome became the master of the Western world. The Roman system of care for the sick and disabled was very primitive and unscientific when compared with that of the Greeks. Rome made few, if any, contributions to the healing arts. Romans were suspicious of, and reluctant to use the medical knowledge they took from the Greeks. However, in the story of modern rehabilitation, they contributed greatly with their organizational genius in public health measures. The greatest Roman innovation was the hospital system. Patients were moved outdoors to

enjoy the healing effects of the sun. In a later period of Roman history, a physician named Galen prescribed recreation activities to assist in relaxation of the body and mind. The later type of care is one of the modern approaches to rehabilitation (O'Morrow, 1976).

Jesus, the great teacher of Christianity, emphasized the human, individualized approach to care and treatment for those who suffered from physical, mental, and social problems at the hands of their fellow man. His teachings were based on the Jewish faith of one God, which emphasized the dignity of each human life regardless of race, class, or infirmity. This concept has been present since the beginning of the recreation movement.

The philosophy that all care and treatment should be based on love and brotherhood of mankind is directly responsible for much that is included in modern rehabilitation practice. The Christian church as a social organization often failed to live up to these teachings, but it has served to preserve the concept of the individual's importance, which is at the heart of Western democratic culture (Sullivan and Snortum, 1926).

With the downfall of the Roman Empire came the downfall of medical practices; health efforts reverted to a primitive level. The Christian church became the strong central authority of European society. For about eight centuries classical learning and science were kept alive by the church. This was fortunate; for the information may

have been lost forever. However, the intellectual independence of the individual was sacrificed to the authority of the church. The church also took over the role of physician of the body as well as the mind and soul, and again it was a strange mixture of physical remedies, magic, and ritual that was dispensed. Hippocrates had freed treatment and care from religion and superstition and had taught that illness and disability were not sent as punishment by the gods, but as natural phenomena to be studied. Under the church rule the view of supernatural origin of disease was revived. Little progress was made in theory and research during the Middle Ages (Snow, 1988).

The idea of the hospital was rejuvenated by the Arabs and the Christian church. Islamic hospitals became models of human kindness, especially in the treatment of the mentally ill. Cairo's Mansur Hospital cooled its fever wards by fountains, contained lecture halls, a library, chapels, and a dispensary. It employed reciters of the Koran, musicians to lull patients to sleep, and storytellers for their distractions (Marti-Ibanez, 1962).

The Arabic hospitals impressed Christian pilgrims to the Holy Land so much that in the eleventh century a hospital was founded in Jerusalem. Crusaders later expanded and formed the kernel of the religious Order of the knights of St. John of Jerusalem, the famous Knights Hospitalers who played a major role in the Crusades.

Hospitals were then opened for the care of orphans, the aged, crippled, and blind (Marti-Ibanez, 1962).

During the medieval period, medicine and surgery were separate practices. The physician traced his art to scholars, a man of dignity who served the upper classes. On the other hand, the surgeon who worked with his hands was of a low social status; his professional ancestry was in barbering. It was not until the seventh century that surgery became a profession acceptable to the upper classes. Ambroise Pare developed a partnership relationship between the scholar physicians and barber surgeons whom the people relied upon. Pare believed in treating the complete individual and was known for his ability to inspire his patients. Reports state that he attended to all details of a patient's treatment and recovery, even to methods of relieving boredom through games, music, and reading during convalescence. He is credited with the construction and development of artificial limbs and the glass eye. He is also credited with the statement: "I treat them, God cures them" (Sellew and Ebel, 1955).

A cultural transition from medieval to modern civilization occurred during the fourteenth through the sixteenth centuries. The Renaissance, the Reformation, Nationalism, the discovery of a new world, and the diffusion of knowledge through the printed word were some of the forces that changed the existing medieval social

order. All of these factors had an impact on the healing arts in one way or another (Sullivan and Snortum, 1926).

It was during this period that the crippled and the mentally retarded came into prominence as "fools" or "jesters." The greater the deformity the greater the laughter it provoked. The demand for jesters created a scarcity of them, increasing their value to such a degree that some parents are thought to have crippled their own children to enhance their value. For the first time, individuals with disabilities were able to earn their own living, however distasteful the method must have been to some (Snow, 1988).

Previously, there had not been any systematical educational opportunities or training for the needs of physically disabled and intellectually handicapped people. The church, which provided custodial care in monasteries, served as the center for both physical care and education. Education and training of the handicapped, however, was to occupy a minor role until the eighteenth and nineteenth centuries (O'Morrow, 1976).

As scientific medicine grew and was refined during the late eighteenth century and throughout the nineteenth century, the concept of the dignity of man was emphasized more and more. Many persons began to treat the mentally and physically disabled with pity and to treat them with special care (Sullivan and Snortum, 1926).

It is recorded that during this period, a renewed interest in recreation activities in helping the mentally ill resurfaced. Doctors began to prescribe physical exercise, handicrafts, reading, and music for their patients. The first American psychiatrist, Dr. Benjamin Rush, advocated the use of many domestic tasks, such as weaving and spinning for therapeutic effect. He also recommended playing chess and checkers, listening to flute or violin music, reading, and making trips into the community (Thomas, 1973).

Most of the essential ideas basic to the philosophy of modern comprehensive rehabilitation had been developed by 1900. These ideas were profound and have deep roots in human cultural history. It has been left to the twentieth century, however, to fuse the ideas of rehabilitation, therapeutic recreation, recreation activities, and humanitarianism into a working model (O'Morrow, 1976).

The first half of the twentieth century saw a gradual trend toward organizational development of recreation services for special populations in various institutional settings. Community based programs were also developed to meet the varying needs and interests of the physically disabled, mentally retarded, aged, and other special populations. It was during this period that the National Therapeutic Recreation Society was formed. It established standards and a national voluntary registration program and

the appearance and development of therapeutic recreation curricula in colleges and universities (O'Morrow, 1976).

Community services to special populations have not received the same attention that they have in institutional settings. Historians note the formation of the Playground Association of America in 1904. This was the result of recreators' concern for the effects of the slum environment on children. Despite the shortcomings of municipal recreation agencies in offering recreation services to special populations during the first half of this century, a number of national organizations concerned with various disabilities did provide services (O'Morrow, 1976).

It was during the 1920's and the early 1930's that the public school systems began to get involved in recreation programs for disabled children. Initially, these programs were started after the school day. Today, two of the nation's most extensive year-round community education programs for the physically disabled and mentally retarded can be found in the Milwaukee Public Schools Division of Municipal Recreation and Adult Education and Flint Michigan Community Schools. Today, more and more public schools are forming partnerships with municipal recreation agencies to offer programs for people with disabilities.

In the 1950's a small number of cities established special centers to offer recreation services for special populations. Since the late 1950's municipal recreation centers have employed therapeutic recreation specialists to

initiate and develop comprehensive recreation programs for those with physical, emotional, and social limitations.

While recreation and leisure services have expanded since the 1950's, there is still much to be done. Some recreators, educators, and administrators feel that service to these groups has just begun. John Nesbitt, President of Special Recreation Incorporated, provides an answer to the question of what can happen if more services are provided for the handicapped.

Nesbitt (1980) said,

Recreation and leisure professions can perform a major role in overcoming disadvantage. They can make a major contribution to the nation by making the lives of the disadvantaged as rich as possible in terms of recreation and leisure. First, this is a meaningful end unto itself. It will enhance the quality of America's recreational, cultural and leisure environment. Second, this will also contribute significantly to the health, education and welfare of the disadvantaged. Bringing the disadvantaged into the mainstream of American experience increases their ability to function in many settings, educational, work and the local community (p. 7).

Recognition of Recreation Needs

The estimated number of individuals in the United States with disabilities ranged from 29 to 36 million in 1981. Much of the difficulty in determining the prevalence of special populations is the fact that the line between "average" and individuals most often considered to be special population members cannot always be agreed upon (Deloach and Greer, 1981).

The current national estimate is that only five percent of the population with disabilities receive community recreation services. Available leisure time during an average person's week ranges from four to 13 hours daily and is usually 13 hours each day on the weekends. However, for the person with a disability, available hours for leisure are often at the upper end of this range or higher. Specialized recreation and leisure services are crucial for healthy social, physical, cognitive, and emotional growth and development (Nesbitt, 1977).

Recreation and leisure pursuits have long been established as a need and a right of American citizens. Persons with special needs should be entitled to the same opportunity for the highest possible quality of programming in recreation and leisure experiences. The need for quality experiences is inherent in the Education For All Handicapped Children, Public Law 94-142 (Gunn, 1984).

Goals and objectives of recreation programs for people with special needs should focus on the individual first and foremost as a person with rights, needs, desires, and aspirations the same as any other person. They need to reject the medical model and embrace the whole person approach. Every person should be and can be recreationally able to the fullest extent of his or her talents and aspirations.

Recreation and leisure has often been perceived as a secondary social need of persons with disabilities. However, in 1974, Congress mandated the White House Conference of Handicapped Individuals. The purpose of the White House Conference was: 1) to provide a national assessment of problems and potentials of individuals with mental or physical handicaps; 2) to generate a national awareness of these problems and potentials; and 3) to make recommendations to the President and Congress which, if implemented, would enable individuals with handicaps to live their lives independently, with dignity and with full participation in community life to the greatest extent possible.

In various ways, the White House Conference represented many advances in recreation and leisure for the person who is handicapped. The conference workshops demonstrated a growing awareness of the importance of leisure, the arts, recreation and parks, and culture in the life of the individual.

The first conference yielded new awareness and insights. A renewed awareness of self-determination as a goal was set. The observations about the future included: 1) the need for initiation and/or expansion of recreation and leisure programs for persons with handicaps; 2) equal opportunity in leisure, recreation, and basic fulfillment of fun and leisure activities; 3) new federal legislation and programs which address specifically and solely the 170

million daily hours of enforced leisure for handicapped to help void the tremendous recreation and leisure deficits that exist; 4) a new era in recreation for the handicapped which utilizes the whole person model rather than the institutional approach; a reorientation of philosophy in terms of client-participant who wishes to pursue self-determination in leisure, who want equal opportunity in leisure, and who desire to live a normal lifestyle similar to and comparable to other people; 5) federal government planning, coordinating, funding, long-range objectives, and enforcement of federal regulations to ensure that persons with handicaps may achieve leisure fulfillment, equal opportunity in a normal leisure lifestyle; 6) the need for a national effort, possibly a national organization that would represent those with broad interests in the needs and interests of individuals who have disabilities; 7) emphasis on community recreation models for handicapped individuals; and 8) the greatest need from the conference called for greater public awareness of the recreation and leisure needs of the handicapped.

The Conference pointed out the advances that had been made up until 1974 for recreation and leisure. It was also shown that the leisure and recreation needs of the nation's 35 million handicapped has had low priority on list after list. The leisure needs of the handicapped are on the low priority list of every national voluntary health agency.

Only groups such as the National Wheelchair Basketball Association, or the National Blind Golfers Association put leisure needs and aspirations of handicapped individuals as number one, and these organizations do not deal by definition with the broad recreational, cultural, and leisure needs of all 35 million handicapped individuals. There is a need for a national organization that would serve the needs and desires of the special population (Nesbitt, 1977).

This literature supports the philosophy behind the identification and class offerings for special populations, as posed through the research questions found starting on page six, Chapter One.

Volumes of professional literature support the proposition that recreation and leisure participation are vital life contributions to persons with disabilities. Some of the underlying needs might include: 1) enhancing the person's chance for success and development of a feeling of self; 2) providing experiences to help maximize health, growth, development, maintenance, and social-play leisure enjoyment; 3) creating a sense of belonging to the community; 4) a feeling of responsibility to the community; 5) identifying and clarifying personal leisure values and goals, and 6) recognizing the potential in themselves to enhance the quality of their lives through recreation and leisure (Joy, Reynolds, and Tisshaw, 1984).

The 1980's to 1990's can be considered a recreation for the handicapped revolution. The revolution needs to continue to take place at the local level. There are some 400 local park and recreation departments over the past 20 years that have provided some type of program for handicapped people. One of the problems facing some of these local agencies is the lack of participation by special populations. People who have been locked out of recreation centers for 10, 20, 30, 40, or even 50 years do not come running when the door is opened. An entire lifestyle has been created, based on the fact that architectural barriers, program barriers, service barriers, and attitudinal barriers all say, "Stay out." Emotionally, the sponsors have felt like people who have thrown a party but no one showed up (Nesbitt, 1979).

Based on this literature it is important that community programs take a close look at facilities for barriers to see how they might conform to Public Law 94-142 and meet the needs of the special populations.

The initiative at the local level to increase recreation opportunities is making a significant difference. These local initiatives need to be joined together with the goals, objectives, and progress of the federal programs (Nesbitt, 1979).

All the legislation up to this point recognizes the need for recreation and leisure programs, but recognition is not enough. Programs must be started. Cooperation and

partnerships must exist for action to take place. The framework for the delivery of recreation and leisure programs has been built at the national level with the support of the Congress of the United States and the United States Bureau for the Handicapped (Nesbitt, 1983).

In 1982, the National Organization on Disability (NOD) was formed. NOD grew out of the 1981 International Year of Disabled Persons which emphasized the participation of disabled persons in American life. In an attempt to urge all nations to work together toward the full participation of disabled persons, the United Nations proclaimed the period 1983-1992 as the Decade of Disabled Persons (National Organization on Disability, 1984).

However, it takes more than the law to ensure the enforcement of recreation and leisure education in an individual's life. While recreation and leisure activities have been deemed imperative for persons with special needs, there are still major deficiencies in these programs in Oklahoma (Gunn, 1984).

It has been noted that as Americans spend more and more time in leisure and recreation activities, there is a profound consequence on the economy. Ten years ago, it was estimated that one-fourth of the national income was based on recreation. The appetite for recreation seems unlimited, and the expenditures soar year by year. In 1986, it was estimated that 9.4 billion dollars were spent by the government on parks and recreation. In the same year

it was estimated that 157 billion dollars were spent on personal consumption expenditures for recreation.

The important question to consider here was: Does the special populations have the same economic expenditure for recreation and leisure activities? Larry Mildren, Oklahoma Department of Human Services, says, "No." In Project Playmate, Dr. Scout Gunn stated, "There is no evidence of leisure education for the handicapped child in the formal educational setting in the State of Oklahoma."

The number of unserved handicapped citizens is phenomenal. According to the United States National Center for Educational Statistics, in 1984, there were approximately 4,298,000 students enrolled in educational programs for the handicapped. This figure does not include the out-of-school population. Thousands of citizens do not have the opportunity to participate in their community's recreation and leisure programs.

Programs Serving Special Populations

Recreational programming within community education, like any other well-planned program, requires much thought and planning. The establishment of objectives and an understanding of why recreational opportunities are important to the health of the community is vital in most program areas.

It is a premise of community education that the nature of the services it provides should be based upon the

community members' needs and desires. Agencies should provide for the lifelong, integrated pursuit of personal enjoyment and competence in all aspects of living (Olsen and Clark, 1977).

In many parts of the country, professional recreation leaders are joining community educators in implementing and operating community education programs. Since recreation is an important part of the total community education concept, it is vital that recreation resources are well integrated and coordinated in efforts to meet the leisure needs of all community members.

Most experts in the field of recreation tend to disagree on which agency or agencies should provide the bulk of recreational opportunities in the community. Community education can act as a catalyst to keep two-way communication channels open among agencies to air problems and to coordinate projects. In establishing this partnership, competition and duplication of services are reduced. However, in order to secure these benefits, problems or areas of concern must be overcome. Some of the new community education programs being developed not only are working toward eliminating competition, but also are becoming examples of a high degree of cooperation and inter-agency linkages (Parson, 1976).

Recreation is defined as any activity voluntarily engaged in during leisure time and motivated by the personal satisfaction which results from it. Recreation

can be physical, mental, social, or a combination of all three. It can be organized or unorganized, undertaken by individuals or groups, and sponsored or provided by public, private, voluntary, or commercial interests. In any event, it is always a form of human expression and an influence on personality development. A recreational activity may be engaged in by any age individual with the particular action being determined by the time frame, the condition and attitude of the person, or the environmental situation in which it occurs (Minzey and LeTarte, 1979).

In 1978, the University of Kentucky's College of Education, with funding from the United States Department of Education, Office of Special Education, began a three-year research and development project. The primary purpose of the Outdoor Education for the Handicapped Project was to develop, field test, and disseminate a comprehensive instruction program model to assist educators, park and resource management personnel, and parents or guardians of handicapped children to cooperatively plan and implement outdoor education programs designed to meet the needs of handicapped children and youth.

The development of the instructional programs model involved extensive research. A comprehensive review of literature was completed, along with a survey involving over 600 outdoor educational programs and centers, identifying competencies to determine the design and approach to the instructional model and developing a system

model. The research subsequently led to a publication describing 12 outdoor educational programs and centers which serve persons with disabilities in their program curriculum (Outdoor Education for the Handicapped Project, 1983).

Babler Outdoor Education Center is located in suburban St. Louis County, Missouri. The center, a part of the 2,540-acre Dr. Edmund A. Babler Memorial State Park, was opened in 1975. The purpose of the center was to eliminate barriers that prevent handicapped children and adults recreational opportunities, thus enabling campers to have the freedom to learn about and experience the out of doors in a relaxed, comfortable environment.

The Babler Outdoor Center is a rental facility for school organizations and agencies concerned with disabled persons. The primary user group during the school year is the Special School District of St. Louis County, Missouri. This is an independent, tax-supported district that provides educational and evaluative services to all residents of St. Louis County between the ages of five and 21. The district is composed of 15,000 students and includes every type of disability and every degree of severity. The main emphasis of the Special School District program at Babler is participation in adventure-type activities (Sauerwein, 1983).

The State of Georgia, in partnership with the Georgia Department of Natural Resources, has a commitment to

providing and improving innovative programs for the special populations living within the state. The program which seems to exemplify this commitment in the area of outdoor recreational programs is the Georgia State Camping Program for the Handicapped. Begun in 1975, the program originated the notion of providing mentally handicapped individuals the opportunity to attend camp. The program is co-sponsored by the Georgia Department of Natural Resources and the Georgia Association for Retarded Citizens, Incorporated.

The programs were designed to provide mentally handicapped persons in Georgia an "opportunity for outdoor recreation through a resident camping program." It offers "camping experience keyed to the individual needs and new learning possibilities relative to nature, outdoor sports, and activities." The program attempts to provide the campers with a camping experience that is as "normal" as possible and to "provide an opportunity for the disabled person to be on his own." Activities which encourage independence and allow individuals to achieve their maximum potential are included. It is unrealistic to think this could all be done in a one-week camp session, but it may be a beginning for some (Fitzgerald, 1984).

The Mt. Hood Kiwanis Camp is a specialized program in the State of Oregon that provides summer residential camping for handicapped persons varying in age, type, and

level of disability. The camp facility was originally founded in 1933 by the Montavilla Kiwanis Club. Since 1972, Portland State University has been responsible for the overall administration and supervision of the camp program. The program focuses on educating both handicapped campers and their counselors through a camping experience.

The overall purpose of the camp is two-fold; 1) to provide disabled children, youth, and adults a meaningful outdoor recreation and camping experience, and 2) to provide high school and college students a meaningful training experience counseling persons with disabilities in an outdoor recreation and camp environment.

The camp is unique in that it represents and serves the handicapped individual, provides training, and represents a community approach. Approximately 40 Kiwanis Clubs in the Portland area have joined in a unified effort to support the camp as a primary service project.

The Mt. Hood Kiwanis Camp Program helps handicapped persons: 1) to participate in life experiences often not afforded them and the opportunity to go camping in the great out of doors; 2) to experience a unique program of mountain camping designed for persons with special needs; 3) to experience fun and enjoyment in a one-week camping session; 4) to gain new experiences, skills, and interests in a success-oriented program stressing a wide variety of outdoor activities; 5) to participate in residential camp living that promotes personal and social development; and

7) to gain an aesthetic and spiritual appreciation of the natural environment and to develop positive feelings and memories about camping as an enjoyable and worthwhile leisure experience (Brannan, 1983).

In community education, the Sherburne-Wright Adult Handicapped Program, located in Buffalo, Minnesota, is in the business of "Opening Doors" of opportunities for adults with special needs and interests. The processes used are education, recreation, and socialization. Additionally, in the spring of each year, the center promotes a "Handicap Awareness Week."

The governor proclaims a week in April of each year to be observed as a state-wide observance of handicap awareness. Sherburne-Wright seeks support from local agencies to help remove barriers that prevent fullest participation of all citizens.

Sherburne-Wright's goal is total community integration and participation. The center offers a variety of programs, activities, and services to adults with "visible and invisible handicaps." Classes range from fitness for all to fishing. In total, the community center offers over 20 different activities during the summer months. Programming is limited only by the imagination and convictions of the recreation and educational providers (Held, 1988). Recreation and leisure participation are important life experiences which help each individual achieve his or her maximum potential.

Development of Community Education

Community education became a movement between 1900 and 1940 when John Dewey and others experimented with integrating the school and the community. The Mott Foundation became involved in community education soon afterward. The Mott Foundation's work in community education was begun in 1935 in Flint, Michigan. The attempt was to use school facilities more fully for learning and recreation. The idea took root when Frank Manley, then physical education director for Flint Public Schools, persuaded Charles Stewart Mott of the wisdom of opening schools for young people's recreational programs after school, on weekends, and during the summer months to help reduce juvenile delinquency and improve safety. A proposal for a pilot program was submitted to the Flint Board of Education that would enable five schools to open for recreational programming with community involvement in planning course offerings. The response was overwhelming, and the growth and spread of community education continued to other schools, districts, towns, and eventually to other states. There are now over 9,000 established community education school programs in the United States.

The federal government played an important role in spreading community education. In 1974, Congress passed the Community Schools Act which appropriated three million dollars a year for community education programs for local, state, and higher education institutions, and established

a federal office of Community Education. In 1978, Congress expanded the legislation as indicated by the title of the law, The Community Schools and Comprehensive Community Education Act. The funding for community education was consolidated into Chapter Two funds in 1982 along with 27 other federal programs (EAHED 4223, 1987).

The federal community education acts of 1974 and 1978 set forth the accepted criteria known as the eight minimum elements of community education. The minimum elements are: 1) SCHOOL INVOLVEMENT. The program must provide for the direct and substantial involvement of a public elementary or secondary school in the administration and operation of the program. 2) COMMUNITY SERVED. The program must serve an identified community which is at least coextensive with the school attendance area for the regular instructional program of the school. 3) COMMUNITY CENTER FACILITIES. Program services to the community must be sufficiently concentrated and comprehensive in a specific public facility, such as public schools, a public community or junior college, a community recreation or park center, in terms of scope and nature of program services, to serve as a community center. 4) SCOPE OF ACTIVITIES AND SERVICES. The program must extend the program activities and services offered by, and uses made of, the public facility in terms of the scope and nature of program services, to serve as a community center. 5) COMMUNITY NEEDS. The program must include systematic and effective

procedures for identifying and documenting on a continuing basis the needs, interests, and concerns of the community served with respect to community education activities and services, and for responding to such needs, interests, and concerns. 6) COMMUNITY RESOURCES AND INTERAGENCY COOPERATIVE ARRANGEMENTS. The program must provide for the identification and utilization to the fullest extent possible of educational, cultural, recreational, and other existing and planned resources located outside of the school, and it must encourage and use cooperative methods and agreements among public and private agencies. 7) PROGRAM CLIENTS. The program must be designed to serve all age groups in the community as well as groups with special needs. 8) COMMUNITY PARTICIPATION. The program must provide for the active and continuous involvement, on an advisory basis, of institutions, groups, and individuals in the planning and carrying out of the program, including involvements in the assessment of community needs and resources and in program evaluation.

Community education is a concept that stresses an expanded role for public education and provides a dynamic approach to individual and community improvement. Community education encourages the development of a comprehensive and coordinated delivery system for providing educational, recreational, social, and cultural services for all people in the community. Communities vary greatly in size and with regard to financial resources, but all

have tremendous human and physical resources that can be identified and mobilized to obtain workable solutions to problems. The philosophy advocates a process which produces essential modifications as times and problems change (Decker, 1980).

Community education programs come in a variety of shapes and sizes. This is true because the communities which they serve vary, both in terms of existing program needs and in terms of the resources which are available to meet those needs. To address the needs of the individual and the community are generic obligations of all human service agencies and organizations. The process of fulfilling these obligations may be perceived as the catalytic force underlying the process of community education.

Recreation and leisure services have been prominent in the assessment of citizens' needs, and the parks and recreation professionals have usually been the primary delivery agents for services to meet these needs. However, disjointed and segregated programs have been inefficient and ineffective. Recreation and leisure programs must be integrated with other services to meet the total cadre of human needs in the community. To achieve the most efficient and effective delivery of services to all segments of the community, a cooperative and shared process must be developed. This process not only should encourage interagency cooperation but also provide for citizen input

if their needs are to be addressed effectively (Decker and Rubright, 1979).

Community education concepts are applied in a variety of settings, and thus there is no single model for the developmental process. Because of the complexity of community school development, no index of development is equally applicable to all situations. Determining whether a community education program contains the necessary elements to be successful is a difficult task.

Despite the diversity of practice, however, a national cross-section of community educators agreed that a well-developed community education program includes: 1) the expanded use of school facilities for a variety of programs and activities beyond the traditional school program; 2) school facilities being open during school and non-school hours for community use; 3) the presence of a paid professional or professionals to coordinate the community education program; 4) the involvement of citizens through school or district councils; 5) the presence of individuals who volunteer time to the program; 6) cooperation with other local agencies for planning and implementing programs; 7) the utilization of needs assessment, resource assessment, and evaluation activities; and 8) school board financial support and support through resolution or policy. A community education program may not need to have all of these elements to be successful, but the probability of success is almost certainly

enhanced by the presence of each of these elements (Hopstock and Fleischman, 1984).

In 1982, the Charles Stewart Mott Foundation contracted the Developmental Associates to conduct a census of community schools in the United States. Information was collected from 2,622 community schools, and the results indicated that there were dramatic differences in the size and nature of programs. One of the products of the census was a Community School Development Index (CSDI). This index was designed for the purpose of gathering data in order to make comparisons among groups of community schools concerning their levels of community education development.

The purpose of the index was used to establish norms for local community school programs based on their responses to the CSDI. According to Hopstock and Fleischman (1984), normative comparisons can be helpful in assessing the strengths and weaknesses of local programs and in developing plans for future development activities.

Although there has been much discussion of the importance of various elements to community education programs, there has been relatively little information published on the extent to which the elements are actually present in local community education programs. Each of the eight components listed on pages 38 and 39 can be related or adapted to the research questions and variables developed in Chapter One.

Community education can be the process by which the needs of the special populations can be identified and served. The intent of this chapter was to give a brief account of the past which helps to provide an understanding of changes and the impact of recreation and leisure participation for all citizens.

The literature suggested that communities and community agencies have the responsibility to work together to serve the special populations in each community. This philosophy supports the role of community education in meeting the recreation and leisure needs of special populations.

CHAPTER III

METHODOLOGY

The purpose of this study was to investigate the structure and organization of community education related to the recreation and leisure needs of special populations in Oklahoma. This chapter to describes the research population, the development of the instrument, the data-gathering procedures, and to describes the analysis of data.

Population

The population for this study was 98 of the community education programs and cooperatives in the State of Oklahoma. Three of these, two full programs and one center site, were involved in the jurying of the questionnaire to determine content validity and were not included in the total population count. Further, one metropolitan district had a diversity of centers, and only one of these centers was used in the pilot study. The other centers were used in the population as one program. The population was determined by a list furnished by the Community Education Center located at Oklahoma State University. This list

contained the location of all community education programs and persons responsible within the State of Oklahoma.

To be associated with the community education center, the local program must be funded by the State Department of Education and/or school officials must respond to state and center surveys indicating the presence of community education. At the time of this study, the list of all local Oklahoma community education programs was complete.

For each of the remaining 95 community education programs, the person responsible for community education was asked to respond to the 21 selected items. This type of subject response is known as the self-report method.

This study was administered in connection with the Community Education center at Oklahoma State University, a center that is involved with all community education school officials. Therefore, it was considered unlikely that an official would exaggerate when responding to the questionnaire.

Instrumentation

A researcher-developed questionnaire was designed for this study since there was no available standardized instrument known to exist that would be appropriate. A secondary purpose of the questionnaire was for it to stimulate an awareness to community education directors of special populations and their recreation/leisure needs through community education. The questionnaire yielded

information about problems and potential growth for the participation of special populations through community education programming.

The questionnaire was developed by incorporating ideas generated from the review of literature and existing questionnaires. More specifically, ideas were generated from literature and studies for special recreation such as those done by Nesbitt (1983). Additional ideas were generated by the research methods used in recreation and leisure by Pelegrino (1979). The questionnaire was developed to assist in the collection of data in the following areas: 1) facilities, 2) agency involvement, 3) perception of recreation/leisure programs for the special populations by directors, 4) advisory council involvement, 5) program effort, and 6) media. (See a copy of instrument in Appendix C.)

This questionnaire was titled "Common-Unity." Survey item one was collapsed from five groups to three to represent community education programs by community size. Survey items two and three were designed to assess community education facilities. Items five, six, seven, 18, 19, and 20 were designed to assess agency involvement in terms of services, agencies, and interagency linkages.

Items eight, nine, 11, and 21 were designed to assess the perceptions of community education directors regarding special recreation and leisure programs in terms of services provided opportunities, potential for programs,

and whether recreation/leisure programs for the special populations would work in community education. Items 13 and 14 were designed to assess program efforts in terms of the number of community education programs that had offered services and how successful or unsuccessful they had been.

Items 15, 16, and 17 were designed to assess the advisory council involvement in terms of how many programs had councils, how many were represented by the special populations, and how many had representation from outside school recreation/leisure agencies.

Each part of the survey was calculated and tabled using descriptive statistics involving a frequency count. Most of the assessment areas were tabled according to community size, length of program operation, and the full-time director equivalency.

The questionnaire was designed to be: 1) non-threatening, 2) brief, 3) clear and complete with instructions and definitions. It also had a deadline, adequate space for responses, a variety of items, and a cover letter.

Content validity was accounted for in this study by impaneling expert judges in the field. Five expert judges (see Appendix D) in the field of community education and/or recreation were impaneled and asked to review the questionnaire. The judges were selected because they represented different community sizes. Their programs had been in operation for varying amounts of time, and not all

were full-time directors. The programs were also proximal enough for the researcher to have personal interviews with each judge.

First, the panel of experts was oriented about the nature of the study. They were then asked to participate in the study by reviewing the content of the questionnaire. Each confirmed by telephone and was hand delivered an instrument containing the 21 questions selected by the researcher. The panel was asked to read and respond to the questions and indicate whether they felt the items were important or unimportant in surveying Oklahoma's community education programs for: facilities, agency involvement, recreation/leisure programs for the special populations, and media. The panel was also asked to modify any items to enhance the questionnaire.

All members of the panel responded to and returned the questionnaire as requested. A follow-up interview was conducted to note any additional comments of the panel. All changes which the panel recommended were considered in the final questionnaire (see Appendix C). Sufficient content validity was established from the panel to accept the questionnaire.

Data Gathering Procedures

The following procedures were used in the data collection:

1) On January 31, 1989, one questionnaire was sent to each of the 95 community education programs identified as the population in this study (see Appendix F). The recipients were asked to complete the questionnaire and return it to the researcher within 14 days.

2) A self-addressed, stamped envelope was enclosed for the convenience of the respondents who were encouraged to return the questionnaire by February 14, 1989;

3) All return envelopes were individually coded with an identification number prior to the mailing. A cover letter (see Appendix B) accompanied the questionnaire, which defined the term "special population" and explained the need for responding.

4.) For questionnaires not returned within the allotted 14 days, a follow-up letter was mailed to encourage a response (see Appendix E).

The response rate (69.4 percent) was relatively high which might indicate an interest in the study. Because yes/no questions were used, there was no averaging of results, since homemade questionnaires do not have a baseline data for comparisons.

Data Analysis

The data collected from the questionnaire were analyzed by utilizing frequency counts, percentages, and by tabulating open-ended responses. These were analyzed with

regard to the following variables: community size, length of program operation, and full-time director equivalency.

Utilizing the 21-question research instrument, analysis was done in Chapter Four using the following research questions with regard to community size, length of program operation and full-time director equivalency:

1. What media are employed to inform the community of community education class offerings?
2. What facilities are utilized for community education program offerings?
3. What outside school agencies are involved in community education programs?
4. What is the community education director's perceptions of recreation/leisure programs for the special populations?
5. What is the involvement of community education in special recreation/leisure program efforts?
6. What is the involvement of special populations on community education advisory councils?

CHAPTER IV

FINDINGS OF DATA

In this chapter, the purpose was to present the data. The purpose of the study was to investigate the structure and organization of community education related to the recreation and leisure needs of special populations in Oklahoma. Analysis was done using the following research questions with regard to community size, length of program operation, and full-time director equivalency.

1. What media are employed to inform the community of class offerings?
2. What facilities are utilized for community education program offerings?
3. What outside school agencies are involved in community education programs?
4. What are the community education director's perception of recreation/leisure programs for the special populations?
5. What is the involvement of community education in special recreation/leisure program efforts?
6. What is the involvement of special populations on community education advisory councils?

Response Data

On January 31, 1989, the "Common-Unity" questionnaire was mailed to each of 95 Oklahoma community education

directors involved in the study. A self-addressed, stamped envelope was enclosed. Respondents were encouraged to complete and return the completed questionnaire by February 14, 1989. Within this two week period, 48 or 50.5 percent of the population returned a completed questionnaire.

In keeping with accepted data gathering procedures, a second mailing was made on February 14, 1989, to each of the 47 (remaining) non-respondents. The non-respondents were encouraged to return the completed questionnaire by February 21, 1989. Within the following three-week period, 18 (19.0 percent) of the remaining population returned a completed questionnaire. This brought the total number returned to 66 for a total of 69.4 percent return rate.

Of the 66 returned questionnaires, 8 of the respondents indicated that their community no longer had active community education programs. Therefore, the usable number was reduced to 58. A comparison of the total number of programs and those responding are presented in Table 1. Respondents by community size appeared to be representative of populations in Oklahoma communities. The highest return rates were from programs in groups two and three. The lowest level of return was from population areas of 100 - 2,000 citizens. See Table 1 on following page.

TABLE 1
NUMBER OF COMMUNITY EDUCATION PROGRAMS AND
THE NUMBERS AND PERCENTAGES PARTICIPATING
IN THE STUDY BY SIZE OF COMMUNITY

Size	N	Responses		Unusable Rtns		Usable	
		N	%	N	%	N	%
Group 1 100-2,000	39	23	59.0	4	10.3	19	48.7
Group 2 2,001-10,000	39	29	74.3	3	7.7	26	66.7
Group 3 over 10,000	20	14	70.0	1	5.0	13	65.0
TOTALS	98	66	69.4	8	12.1	58	59.1

Description of the Programs

The community education programs surveyed were analyzed with regard to the following variables: 1) size of community, 2) length of program operation, and 3) the full-time equivalency of the director.

The size of the community was determined by reviewing the statistics in the 1985 United States Census Update. The groups from survey item one were collapsed into three sizes: 1) group one, with a population from 100-2,000; 2) group two, with a population from 2,001-10,000; and 3) group 3, with a population over 10,000. The responses from each group are presented in Table 2 on the following page.

The second variable considered was length of program operation. The Oklahoma State University Community Education Center conducted a survey in the fall of 1988

that produced information concerning length of Oklahoma community education programs and full-time director equivalency. This information was used to analyze the questionnaire by length of program operation and full-time director equivalency.

TABLE 2

NUMBERS AND PERCENTAGES OF USABLE RETURNS
FROM COMMUNITY EDUCATION PROGRAMS BY
SIZE OF COMMUNITY

Size	Number of Programs	Percentage
100-2,000	19	32.8
2,001-10,000	26	44.8
Over 10,000	13	22.4
TOTALS	58	100.0

The length of operation was divided into three groups: 1) first and second year programs; 2) programs in operation three to five years, and 3) programs in operation more than five years. The highest return rate was from first and second year programs (43.1 percent). Next came programs in operation five years (37.9 percent) and programs in operation three to five years reported the lowest return rate (19.0 percent). See Table 3 on following page.

TABLE 3
NUMBERS AND PERCENTAGES OF COMMUNITY
EDUCATION PROGRAMS BY LENGTH OF
OPERATION

Years in Operation	Number of Programs	Percentages of Programs
0 - 2	25	43.1
3 - 5	11	19.0
Over 5	22	37.9
TOTALS	58	100.0

The third variable utilized to analyze data was full-time director equivalency based on the study conducted through the Oklahoma State University Community Education Center (See Table 4). For purposes of analysis, directors were divided into three categories based on full-time equivalency as follows: 1) full-time, 2) half-time, and 3) less than half-time. The largest percentage of respondents (44.8 percent) came from the less than half-time category. The next highest return rate came from directors with full-time equivalency (32.8 percent), and the lowest return rate came from the half-time directors group (22.4 percent). Fifty-five percent of the responding programs were represented by half-time or full-time equivalency. See Table 4 on following page.

TABLE 4
NUMBERS AND PERCENTAGES OF COMMUNITY
EDUCATION PROGRAMS BY FULL-TIME
DIRECTOR EQUIVALENCY

Full time Equivalency	Program Numbers	Percentages
Full	19	32.8
Half	13	22.4
< Half	26	44.8
TOTALS	58	100.0

Descriptive Presentation of Data

Media

Item four of the survey instrument, related to media, stated: Which of the following media do you employ to inform the community residents of class offerings? The respondents were able to select from the following categories: 1) newspaper, 2) brochures, 3) word of mouth, 4) television announcements, and 5) other. The three variables did not seem to differ in responses to this question. It was found that all community education programs used the newspaper as a resource for informing the community of class offerings. Next came word of mouth with 52 programs (89.6 percent) reporting utilizing this medium. The third most commonly utilized form was brochures with 46 (79.3 percent).

Facilities

Community education facilities were considered under items two and three in the instrument as follows: 2) Are all of the classes offered by your community education program held in school buildings? and 3) If no, please specify where other classes are held. Table 5 summarizes the numbers and percentages of community education programs using school and non-school facilities for class offerings, by size. Twenty-eight (48.3 percent) of the respondents reported that community education classes were held in school buildings exclusively. Thirty respondents (51.7 percent) reported that other locations were utilized in addition to school facilities such as: church facilities, local businesses, and libraries.

TABLE 5
NUMBERS AND PERCENTAGES OF PROGRAMS
USING SCHOOLS AND OTHER FACILITIES
BY COMMUNITY SIZE

Community Size	School Use Only			Use Schools and Other Facilities	
	N	N	%	N	%
100 - 2,000	19	12	63.1	7	36.9
2,000-10,000	26	10	38.5	16	61.5
Over 10,000	13	6	46.2	7	53.8
TOTALS	58	28	48.3	30	51.7

In sum, 12 community education programs (63.1 percent) in group one held classes exclusively in school facilities; while 10 programs (38.5 percent) from group two held classes exclusively in school facilities.

Table six summarizes the numbers and percentages of community education programs using schools exclusively and those using other facilities in addition to schools by length of program operation.

TABLE 6
NUMBERS AND PERCENTAGES OF PROGRAMS
USING SCHOOLS AND OTHER FACILITIES
FOR CLASS OFFERINGS BY LENGTH
OF PROGRAM OPERATION

Years in Operation	N	Schools Only N	%	Schools and Other N	%
0 - 2	25	16	64.0	9	36.0
3 - 5	11	4	36.4	9	63.6
Over 5	22	7	31.8	15	68.2
TOTALS	58	27	46.6	31	53.4

In sum, 16 community education programs (64.0 percent) in the first two years of operation held classes exclusively in school facilities, while four programs (36.4 percent) in operation three to five years used school facilities exclusively, and only seven (31.8 percent) programs in operation greater than five years reported using school facilities exclusively for class offerings. According to the data, programs in operation greater

lengths of time utilized community facilities to a greater extent.

Table seven indicates the number of community education programs using school and other facilities by full-time director equivalency. It was reported that 14 programs (73.7 percent) with full-time directors used other facilities in addition to schools. Nine programs (69.2 percent), represented by half-time directors, used other facilities in addition to schools, but only seven programs (26.9 percent) represented by less than half-time directors utilized facilities outside of schools.

TABLE 7
NUMBERS AND PERCENTAGES OF PROGRAMS
USING SCHOOLS AND OTHER FACILITIES
BY FULL-TIME EQUIVALENCY OF THE
DIRECTOR

Full Time Equivalency	N	School Facilities N	School Facilities %	Other Facilities N	Other Facilities %
Full	19	5	26.3	14	73.7
Half	13	4	30.8	9	69.2
< Half	26	19	73.1	7	26.9
TOTALS	58	28	48.3	30	51.7

Agencies

Six items on the survey instrument pertained to agencies and their involvement in community education programs. Questions five, six, and seven were as follows:

5) Does any agency outside of your school system provide services in your program? 6) If your response to number 5 is "yes," what services does it provide? 7) Please list the agencies that provide services to your community education program. Items 18, 19, and 20 of the instrument dealt with agencies that serve the recreation/leisure needs of the special population as follows: 18) Have you ever been approached by another agency in your community that serves the recreation/leisure interests of the special populations requesting more information about the concept of community education? 19) If your response to number 18 is "yes," was there an offer from the agency to provide services to clients through your programs? 20) If your response to number 19 was "yes," what types of services were offered?

Forty-three respondents (74.1 percent) reported that outside school agencies provided services to community education programs while the remaining 15 (25.9 percent) reported no agencies providing services to community education programs. It might be noted that as community size increased so did the percentage of programs utilizing other agencies. It was reported that agencies that serve the recreation/leisure needs of the special populations were not approaching community education programs. Eight programs (13.7 percent) did report having been approached by these special recreation/leisure agencies. Of the eight contacts, seven (87.5 percent) offered community education

programs services. Those services were: 1) classes offered (71.4 percent) and 2) teachers offered (28.5 percent).

Table eight reports the numbers and percentages of community education programs, by size, that were involved with agencies in addition to schools. The total number of programs with agency involvement was 43 (74.1 percent). It might be noted that as community size increased so did the percentages of programs utilizing other community agencies.

TABLE 8
NUMBERS AND PERCENTAGES OF PROGRAMS
CONTACTED BY OUTSIDE AGENCIES
BY COMMUNITY SIZE

Size	Yes Agencies		No Agencies	
	N	%	N	%
100 - 2,000	19	57.9	8	42.1
2,001-10,000	26	76.9	6	23.1
Over 10,000	13	92.3	1	7.7
TOTALS	58	74.1	15	25.9

The most commonly reported services through all programs sizes were: teaching and facilities. It was reported that 38 (88.3 percent) community education programs were provided teaching services by agencies. Next, the most frequently reported service was facility usage with 23 (54.7 percent) respondents reporting.

Of the 43 community education programs reporting agency involvement, 26 (60.4 percent) reported hospitals,

service clubs were reported by 21 (48.8 percent) programs, and colleges and park/recreation centers tied for third with 12 (27.0 percent).

Agencies involved in community education programs by length of program operation were: 1) programs in the first two years of operation reported 15 communities (60.0 percent) with some agency involvement; 2) programs in operation three to five years reported eight (72.8 percent) with agency involvement; and 3) programs in operation longer than five years reported 20 programs (91.0 percent) with involvement from outside agencies.

Table 9 reports the number and percent of community education programs, by length of program operation, that had involvement with agencies other than schools.

TABLE 9
NUMBERS AND PERCENTAGES OF AGENCIES
INVOLVED WITH COMMUNITY EDUCATION
BY LENGTH OF PROGRAM OPERATION

Years in Operation	Number of Programs	Agency Involvement		No Involvement	
0 - 2	25	15	60.0	10	40.0
3 - 5	11	8	72.8	3	27.2
Over 5	22	20	90.9	2	9.1
TOTALS	58	43	74.1	15	25.9

Table 10 summarizes the numbers and percentages of community programs with full-time director equivalency that

had agency involvement. In sum, 18 programs (94.7 percent) with full-time director equivalency reported agency involvement, 11 (84.6 percent) with half-time equivalency reported outside involvement, and 13 (50.0 percent) with less than half-time equivalency directors reported outside agency involvement. The programs represented by full-time director equivalency reported higher agency involvement.

TABLE 10
NUMBERS AND PERCENTAGES OF AGENCY
INVOLVEMENT BY FULL-TIME
DIRECTOR EQUIVALENCY

Equivalency	Yes Involvement		No Involvement	
	N	%	N	%
Full	19	94.7	1	5.3
Half	13	84.6	2	15.4
< Half	26	50.0	13	50.0
TOTALS	58	72.4	16	27.6

Perceptions of community education
directors

Community education directors' perceptions of special recreation/leisure participation through community education were addressed on four survey items: Items 8, 9, 11 and 21. Those items stated were as follows: 8) As director of community education do you feel you provide enough opportunities for participation by your community's special populations? 9) How would you suggest ways of

improving program offerings? 11) As director, do you feel recreation/leisure programs for the special population will work in your center? 21) What potential do you see for programs to more actively involve your community's special populations?

Overwhelmingly, 47 (85.5 percent) of community education directors reported that recreation/leisure programs for the special population would work, and only eight sites (13.7 percent) reported that recreation/leisure programs for this population would not work through community education programs.

Thirty-one (55.4 percent) respondents believe they did not provide enough opportunity for recreation/leisure participation by the special populations. Twenty-five (44.6 percent) believe enough opportunities were provided, while two respondents did not reply to the question.

Question number 21 was reported in narrative form (see Appendix J for all comments). A representative number of community education directors, through all variables, reported that the potential for classes to serve the recreation/leisure needs of the special populations existed. The largest positive response was reported from group two, with a community size between 2,001 - 10,000 (52.9 percent). Programs in operation three to five years reported 62.5 percent, and programs with half-time director equivalency reported 60.0 percent.

Suggestions for special recreation/leisure program potential included but were not limited to the following: 1) more and better evaluation and assessment procedures; 2) more resources; 3) more staff; and 4) more total community participation.

Table 11 reports the numbers and percentages of community education directors' perception, of whether they believe recreation/leisure programs for the special populations would work, and whether the opportunities for participation were available.

TABLE 11
NUMBERS AND PERCENTAGES OF COMMUNITY EDUCATION DIRECTOR'S PERCEPTIONS OF WHETHER RECREATION/LEISURE PROGRAMS FOR THE SPECIAL POPULATION WILL WORK AND WHETHER ENOUGH OPPORTUNITIES FOR PARTICIPATION EXIST BY SIZE OF COMMUNITY

Size	<u>Will Work</u>			<u>Won't Work</u>			<u>Enough</u>		<u>Not Enough</u>	
	N	N	%	N	%	N	N	%	N	%
100-2,000 N=19	18	16	88.9	2	11.1	19	9	47.3	10	52.7
2,001-10,000 N=26	25	21	84.0	4	16.0	26	13	50.0	13	50.0
Over 10,000 N=13	12	10	83.3	2	16.7	11	3	27.3	8	72.7
TOTALS	55	47	85.5	8	14.5	56	25	44.6	31	55.4

In sum, size of community was not an apparent factor in the community education directors' perception of whether programs for the special populations would work or whether

enough opportunities were offered. The responses were fairly evenly distributed among the three group sizes.

Since some community education programs have been in operation a longer period of time than others, it was necessary to look at community education directors' perceptions of whether the programs would work and whether enough opportunities for participation existed. To determine if the length of program operation made a difference in perceptions the information was tabulated. Table 12 summarizes the numbers and percentages of community education directors' perceptions of recreation/leisure programs by length of program operation.

TABLE 12
NUMBERS AND PERCENTAGES OF WHETHER RECREA-
TION/LEISURE PROGRAMS WILL WORK AND
PARTICIPATION OPPORTUNITIES BY
LENGTH OF PROGRAMS OPERATION

Years in Operation	Sp. Rec. Will Work			Sp. Rec. Won't Work			Opportunities			
	N	N	%	N	%	N	N	%	N	%
0 - 2 N=25	24	19	79.1	5	20.9	25	9	36.0	16	64.0
3 - 5 N=11	11	10	91.0	1	9.0	11	4	36.3	7	63.7
Over 5 N=22	20	18	90.0	2	10.0	20	12	60.0	8	40.0
TOTALS	55	47	85.5	8	14.5	56	25	44.6	31	55.4

Overwhelmingly, 47 (85.5 percent) community education directors reported that recreation/leisure programs for the

special populations would work in community education programs.

In sum, of programs in operation during the first two years, nine (36.0 percent) of the respondents reported enough recreation/leisure opportunities were provided through community education. For programs in operation three to five years, four (36.3 percent) program directors believe that enough opportunities for recreation/leisure were provided through community education programs. Programs in operation longer than five years reported 12 (60.0 percent) community education directors who believed enough recreation/leisure opportunities were available.

Since some community education programs have full-time directors or the equivalent, it was necessary to look at perceptions based on full-time equivalency. These findings are reported in Table 13.

TABLE 13

NUMBERS AND PERCENTAGES OF COMMUNITY EDUCATION DIRECTOR'S PERCEPTION ON WHETHER RECREATION/LEISURE PROGRAMS WILL WORK AND WHETHER ENOUGH OPPORTUNITIES FOR PARTICIPATION EXIST BY FULL-TIME DIRECTOR EQUIVALENCY

Equivalency	N	<u>Will Work</u>		<u>Won't Work</u>			<u>Enough</u>		<u>Not Enough</u>	
		N	%	N	%	N	N	%	N	%
Full	17	13	76.5	4	23.5	17	8	42.1	9	47.3
Half	13	11	84.6	2	15.4	13	8	61.5	5	38.5
< Half	26	23	88.5	3	11.5	26	9	34.6	17	65.4
TOTALS	56	47	83.9	9	16.1	56	25	44.6	31	55.4

The percentages of reported responses for not enough recreation/leisure programs being offered were distributed among the three groups. Half-time directors reported not enough opportunities (38.5 percent), while full-time directors reported not enough opportunities (47.3 percent), and less than half-time directors reported not enough opportunities (65.6 percent).

Program efforts

Survey items 13 and 14 were designed to assess the community education programs for efforts in the area of recreation/leisure for the special populations as follows:

- 13) As a director have you tried recreation/ leisure programs for the special populations in your community?
- 14) If your response to number 13 was "yes," please explain their success or failure.

Twenty-nine (50.9 percent) programs responded that recreation/leisure programs for the special populations had been tried, while 28 (49.1 percent) reported that recreation/leisure programs for the special populations had not been tried. One director did not respond to the question.

The perceived success or failure of these programs were recorded in narrative form from survey question 14. All responses are located in Appendix F. The following trends were noted: Many successful classes and program expansions occurred in the areas of recreation/leisure and many programs served the senior citizens.

Table 14 summarizes the numbers and percentages of the community education programs that had tried recreation/leisure programs for the special populations as reported by community size.

TABLE 14
NUMBERS AND PERCENTAGES OF PROGRAMS HAVING
TRIED RECREATION/LEISURE PROGRAMS
FOR THE SPECIAL POPULATIONS
BY COMMUNITY SIZE

Size	Number	Tried		Not Tried	
		N	%	N	%
100 - 2,000	19	7	36.8	12	63.2
2,001-10,000	25	15	60.0	10	40.0
Over 10,000	13	7	53.8	6	46.2
TOTALS	57	29	50.9	28	49.1

The frequency of community education programs offering recreation/leisure programming for the special populations was as follows: group one reported seven (36.8 percent) programs having tried recreation/leisure classes; group two reported 15 (60.0 percent) having tried recreation/leisure programs; and group three reported seven (53.8 percent) programs that offered such programs for the special populations. The overall frequency showed 29 (50.9 percent) having tried recreation/leisure programs for this population.

It was necessary to look at length of program operation and the numbers and percentages offering options

in recreation/leisure programs. This information is recorded in Table 15.

TABLE 15
NUMBERS AND PERCENTAGES OF COMMUNITY
EDUCATION HAVING TRIED RECREATION/
LEISURE PROGRAMS BY LENGTH OF
PROGRAM OPERATION

Years of Operation	N	Tried N	%	Not Tried N	%
0 - 2	24	9	37.5	15	62.5
3 - 5	11	5	45.5	6	54.5
Over 5	22	15	68.2	7	31.8
TOTALS	57	29	50.1	28	49.1

Community education programs in operation zero to two years reported 9 sites (37.5 percent) that had tried recreation/leisure programs. Five programs (45.5 percent) in operation three to five years reported having tried recreation/leisure programs for the special populations. The overall count was 29 (50.1 percent) programs which had tried recreation/leisure programs for the special populations.

Some programs had full-time directors and it was necessary to look at full-time director equivalency for programs having tried recreation/leisure activities for special populations. The information is presented in Table 16 on following page.

TABLE 16
 NUMBERS AND PERCENTAGES OF PROGRAMS
 HAVING RECREATION/LEISURE ACTIVITIES
 FOR THE SPECIAL POPULATIONS BY FULL-
 TIME DIRECTOR EQUIVALENCY

Equivalency	N	Have Tried N %	Have Not Tried N T
Full	18	12 66.7	6 33.3
Half	13	6 46.2	7 53.8
< Half	26	11 42.3	15 57.7
TOTALS	57	29 50.9	28 49.1

Directors with full-time equivalency reported 12 programs (66.7 percent) had tried recreation/leisure programs for the special populations. Six programs (46.1 percent) with the equivalency of half-time directors had tried special recreation/leisure programs as had 11 (42.3 percent) programs with directors less than half-time equivalency.

Advisory Council Involvement

The survey instrument assessed items 15, 16, and 17 related to advisory councils as follows: 15) Does your center have an advisory council? 16) If your response to number 15 was "yes," is the special populations represented on your council? 17) Do other recreation/leisure agencies have representation on your council?

The number of advisory councils, by community size, were: group one, 15 (79.0 percent); group two reported 24 (92.3 percent); and group three reported all 13 (100.0 percent) programs have advisory council involvement. See Table 17.

TABLE 17
NUMBERS AND PERCENTAGES OF ADVISORY
COUNCILS BY COMMUNITY SIZE

Size and Number	<u>Advisory Councils</u>		<u>No Advisory Councils</u>	
	N	%	N	%
100 - 2,000 N=19	15	79.0	4	21.0
2,001-10,000 N=26	24	92.3	2	7.7
Over 10,000 N=13	13	100.0	0	0.0
TOTALS	52	89.7	6	10.3

Table 17 revealed that 52 (89.7 percent) of the community education programs surveyed utilized advisory councils. As the community size increased, so did the number of programs reporting advisory councils. Of 52 programs with advisory councils, 30 (57.6 percent) had representation from the special populations and 26 (50.0 percent) had representation by special recreation/ leisure agencies. Table 18 indicates the numbers and percentages of programs with advisory councils and those having

representation from special populations and special recreation/leisure agencies.

TABLE 18
NUMBERS AND PERCENTAGES OF ADVISORY
COUNCILS THAT HAD REPRESENTATION
FROM SPECIAL POPULATIONS
AND SPECIAL RECREATION/
LEISURE AGENCIES BY
COMMUNITY SIZE

Size and Number	Special Citizens Rep.				Special Agency Rep.			
	YES		NO		YES		NO	
	N	%	N	%	N	%	N	%
100-2,000 N=15	11	73.3	4	26.7	3	20.0	12	80.0
2,001-10,000 N=24	10	41.7	14	58.3	12	50.0	12	50.0
Over 10,000 N=13	9	69.2	4	30.8	10	77.0	3	23.0
TOTALS	30	57.7	22	42.3	25	48.1	27	51.9

Programs reporting the use of advisory councils also reported the following numbers of advisory councils having special populations representation. Group one reported 11 councils (73.3 percent) with representation from special populations and three (20.0 percent) represented by special recreation/leisure agencies. Group two reported 10 councils (41.7 percent) with representation from special populations and 12 (50.0 percent) represented by special recreation/leisure agencies. Group three reported nine councils (69.2 percent) with representation from special populations and 10 (77.0 percent) represented by special recreation/leisure agencies.

First and second year programs reported 23 (92.0 percent) had advisory councils, while three to five year old programs reported 10 had advisory councils (91.0 percent) and programs in operation more than five years reported 19 (86.3 percent) had advisory councils. Table 19 reported the numbers and percentages of community education programs utilizing advisory councils by length of program operation.

TABLE 19
NUMBERS AND PERCENTAGES OF PROGRAMS
UTILIZING ADVISORY COUNCILS BY
LENGTH OF PROGRAM OPERATION

Years in Operation	Advisory Councils		No Advisory Councils	
	N	%	N	%
0 - 2 N=25	23	92.0	2	8.0
3 - 5 N=11	10	91.0	1	9.0
Over 5 N=22	19	86.4	3	13.6
TOTALS	52	89.7	6	10.3

The overall response showed that 52 (89.7 percent) community education programs utilized advisory councils. The programs having advisory councils by length of operation were evenly distributed.

Of those 23 programs utilizing advisory councils in the first two years of operation, 10 (43.5 percent) had representation from special populations and six (26.1

percent) had representation by special recreation/leisure agencies. Five (50.0 percent) programs in operation between three and five years had representation from special populations and seven (70.0 percent) had special recreation/leisure agency representation. Of the 19 programs in operation more than five years, 15 (79.0 percent) reported representation from the special recreation/leisure agency representation. Table 20 reports the numbers and percentages of advisory councils with representation from special populations and special recreation/leisure agencies by length of program operation.

TABLE 20

NUMBERS AND PERCENTAGES OF ADVISORY
COUNCILS WITH REPRESENTATION FROM
SPECIAL POPULATIONS AND SPECIAL
RECREATION/LEISURE AGENCIES
BY LENGTH OF PROGRAM
OPERATION

Years in Operation N	Special Citizen Rep.				Special Agency Rep.			
	YES		NO		YES		NO	
	N	%	N	%	N	%	N	%
0 - 2 N=23	10	43.5	13	56.5	6	26.1	17	73.9
3 - 5 N=10	5	50.0	5	50.0	7	70.0	3	30.0
Over 5 N=19	15	79.0	4	21.0	12	63.2	7	36.8
TOTALS N=52	30	57.7	22	42.3	25	48.1	27	51.9

Table 21 summarizes the numbers and percentages of community education programs with advisory councils by equivalency of a full-time director.

TABLE 21
NUMBERS AND PERCENTAGES OF ADVISORY
COUNCILS BY FULL-TIME DIRECTOR
EQUIVALENCY

Equivalency and Number Representation	Advisory Councils			
	Yes		No	
	N	%	N	%
Full N=19	19	100.0	0	0.0
Half N=13	13	100.0	0	0.0
< Half N=26	20	77.0	6	23.0
TOTALS	52	89.7	6	10.3

All programs represented by full-time equivalency directors utilized advisory councils. Those programs represented by the equivalency of half-time directors reported 100.0 percent had advisory councils, and programs with directors less than half-time equivalency reported 20 programs (77.0 percent) had advisory councils. Table 22 indicates the numbers and percentages of advisory councils with representation from the special populations and special recreation/leisure agencies.

Of the 19 directors with full-time equivalency reporting the use of advisory councils, 12 (63.2 percent) reported representation from special populations and 10 (52.6 percent) reported special recreation/leisure agencies

represented. Directors with half-time equivalency reported nine (69.2 percent) advisory councils with representation from special populations and 10 (77.0 percent) had special recreation/leisure agencies represented. For those programs having directors less than a half-time, nine (45.0 percent) reported the presence of special populations on advisory councils, and five (25.0 percent) had representation by special recreation/leisure agencies.

TABLE 22

NUMBERS AND PERCENTAGES OF ADVISORY
COUNCILS WITH REPRESENTATION FROM
SPECIAL POPULATIONS AND SPECIAL
RECREATION/LEISURE AGENCIES
BY FULL-TIME DIRECTOR
EQUIVALENCY

Equivalency and Number	Special Citizen Rep.				Special Agency Rep.			
	YES		NO		YES		NO	
	N	%	N	%	N	%	N	%
Full N=19	12	63.2	7	36.8	10	52.6	9	47.4
Half N=13	9	69.2	4	30.8	10	77.0	3	23.0
< Half N=20	9	45.0	11	55.0	5	25.0	15	75.0
TOTALS	30	57.7	22	42.3	25	48.1	27	51.9

The numbers and percentages were fairly evenly distributed among the three categories in reporting advisory councils.

Summary

Each of the instrument questions yielded a considerable quantity of data concerning the structure and

organization of community education as related to the recreation and leisure of special populations. Three variables were used in analysis. The variables used were: community size, length of program operation, and full-time director equivalency. Chapter five will conclude this study. Contained in it are the summary, discussion, conclusions, and recommendations.

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study investigated the structure and organization of community education related to the recreation and leisure needs of special populations in Oklahoma. It was grounded in a review of literature and an instrument developed by this investigator. The survey was conducted through the Community Education Center at Oklahoma State University. The population was the 95 Oklahoma community education programs. The instrument was designed to complement three sources of information used as variables: 1) size of community, 2) length of program operation, and 3) full-time director equivalency. These variables were used to analyze the information gleaned from the survey.

Chapter four presented the findings of this study. Each of the instrument questions yielded a considerable quantity of data concerning the structure and organization of community education related to the recreation and leisure needs of special populations in Oklahoma. Three variables were used for analysis. The variables were:

size of community, length of program operation, and full-time director equivalency.

Survey Response

A questionnaire was mailed to each of 95 community education program directors. Of those 95 questionnaires mailed, 66 responded. Forty-eight, or 50.5 percent of the population, returned the questionnaire within the given time. After the second mailing, another 18 questionnaires were returned for a total of 66. Of the 66 responses, eight community education programs were nonexistent or inactive. Thus, 58 programs (69.4 percent) produced usable responses.

Research Questions and Discussion

The most salient findings of the study and discussions are summarized in this section. These findings are generalized only to Oklahoma's community education programs. The data gathered from the survey were analyzed in relationship with the following variables: 1) community size, 2) length of program operation, and 3) full-time director equivalency. Each research question was analyzed with regard to the three variables. However, for research question one, which follows, the variables did not affect the responses.

1. What media are employed to inform the community of community education class offerings? After preliminary

findings, this item, from the 21-question survey instrument, reported there was no discrimination on utilization of media through the three variables. The three most commonly reported media utilized were: 1) newspapers (100.0 percent), 2) word of mouth (89.6 percent), and 3) brochures (79.3 percent). It was found that utilization of all listed media were evenly distributed through the range of each variable.

For the remainder 20 items of the survey instrument, preliminary findings showed differences in the groups; therefore, each research question was analyzed separately using the following three variables: 1) size of community, 2) length of program operation, and 3) full-time director equivalency.

According to community size:

2. What facilities are utilized for community education program offerings? All respondents reported utilizing school facilities for community education classes. Smaller communities were most often likely to utilize school facilities exclusively. Larger communities were most often likely to utilize other community facilities in addition to school facilities. Hopstock and Fleischman (1984) found, in applying the Community School Development Index (CSDI) to 2,622 community programs nationally, that as school size and/or geographic location increased so did the extent of school use. Refer to Table 5, page 55, for figures.

3. What outside school agencies are involved in community education programs? Ringers (1977) suggested that interagency programs are where two or more agencies share space, staff, costs and/or other resources. These cooperative arrangements are designed to make better use of community resources. The total number of programs reporting outside school agency involvement was high (74.1 percent) with the highest (93.3 percent) reported by the larger communities. The least outside agency involvement (57.9 percent) was reported by the smaller communities. Hopstock and Fleischman (1984), in applying the CSDI, found that as school size and geographic location increased so did the mean scores for community agencies providing input into community education programs. The findings of this study were supported by the Hopstock and Fleischman study.

4. What are the community education directors' perceptions of recreation/leisure programs for the special populations? This question was addressed through four instrument items. Briefly, the items asked whether recreation/leisure programs would work, whether enough participation opportunities existed, suggested improvements, and the potential for actively involving the special populations. Overall, 85.5 percent of the respondents felt special recreation/leisure programs would work, but only 44.6 percent felt enough opportunities for participation existed in programs. All three group sizes were generally in agreement that the potential to serve this population

through class offerings was good. Suggested improvements and potential were recorded in narrative form. The suggested changes included: 1) more evaluation and better assessment methods, 2) more available resources, 3) more staff, and 4) more total community participation in programs. The three groups were evenly distributed on the perception of whether special recreation/leisure programs would work as indicated by Table 11, page 63.

5. What is the involvement of community education in special recreation/leisure program efforts? Overall, 50.9 percent of the responding community education directors reported that recreation/leisure programs for the special populations had been tried, while 76.5 percent reported recreation/leisure programs for the special populations would work as indicated by Table 14, page 67. The Community School Development Index includes items concerning programs for handicapped persons, recreation and sports activities, and special programs for senior citizens as part of the questions in developing the extent of programming. The findings of this study agreed with the national norms from the Hopstock and Fleischman study that as size of programs or communities increased, so did the extent of programming.

6. What is the involvement of special populations on advisory councils? Communities with a citizen population between 100-2,000 reported the highest (73.3 percent) special populations involved on advisory councils, and the

lowest (20.0 percent) with special recreation/leisure agencies represented. Communities over 10,000 reported the next highest (69.1 percent) involvement of special populations and the highest (77.0 percent) for special recreation/leisure involvement on advisory councils. The lowest return (41.7 percent) for special populations involvement came from communities between 2,001-10,000 population. It was interesting to note that the largest community size reported the lowest proportion of advisory councils but the highest percentage of special populations involved on councils, as indicated by Tables 17 and 18, pages 70 and 71. As the community size increased, so did the advisory council involvement from special recreation/leisure agencies. This, in part, may be due to larger communities having more special recreation/leisure agencies in the community. The Hopstock and Fleischman study (1984) reported a mean score of 7.29 for advisory council involvement and, interestingly enough, as community size increased, advisory council activities did not always increase. Rural areas reported a mean of 7.36, suburban areas 6.79, medium-sized cities 7.14, and large cities reported a mean of 8.37 for advisory council activities. In part, this study agreed with the CSDI findings. Even though advisory councils were present in all group sizes, advisory council activities varied greatly among community sizes.

According to length of program operation:

1. What facilities are utilized for community education program offerings? All respondents reported utilizing school facilities for community education classes. The highest (68.2 percent) proportion of a group utilizing schools and other facilities came from programs in operation greater than five years. Next, programs in operation three to five years reported other facilities (63.4 percent), and programs in operation during the first two years of operation reported outside facilities used the least (36.0 percent). Minzey (1974) suggested that community education occurs in stages, and the level of sophistication depends in part upon the direction of development. Thus, programs just starting out would be more likely to utilize school facilities exclusively. More developed programs would be expected to use more community facilities in addition to schools. The findings of this study agreed with Minzey's (1974) perception of community education development occurring in stages.

2. What outside school agencies are involved in community education programs? Of the total responses, 74.1 percent of the programs utilize outside agencies. Programs in operation over five years reported the highest (90.9 percent); next came programs in operation three to five years (77.8 percent) and the least involvement was reported from first and second year programs (60.0 percent). It might be assumed that there is a relationship between

length of programs operation and agency involvement. Minzey (1974) suggested that the more established a program is in the community the more cooperation that exists. In the review of literature, Ringers (1977), Hopstock and Fleischman (1984) were in agreement that interagency cooperation is a critical component of community education.

3. What are the community education directors' perceptions of recreation/leisure programs for the special populations? This question was addressed through four survey items. Briefly, the items asked whether recreation/leisure programs for the special populations would work, whether enough recreation/leisure participation opportunities existed, suggested program improvements, and the potential for actively involving the special populations. Overall, 85.5 percent of the respondents believed special recreation/leisure would work, but only 44.6 percent believed enough opportunities existed. The response of whether recreation/leisure programs would work in community education was evenly distributed. However, there was a discrepancy in the respondents reporting whether programs would work and the existing opportunities. In a community education goals and inventory done by DeLargy (1978) he reported the same discrepancy. "Community educators perceived discrepancies between what exists in present programs and what they think programs should be." It should be noted as length of program operation increased, so did the number of program

participation opportunities, as indicated on Table 12, page 64. Minzey (1974) suggested that as a program matures so should the various elements composing community education, such as program development.

4. What is the involvement of community education in special recreation/leisure program efforts? Overall, 29 programs (50.1 percent) reported having tried recreation/leisure programs for the special populations. The largest return (68.2 percent) was reported from programs in operation over five years. It should be noted that more directors (81.8 percent) reported recreation/leisure programs for the special populations would work than those actually having tried programs. Programs in operation three to five years reported having tried recreation/leisure programs (45.4 percent) while 90.9 percent reported programs would work. First and second year programs reported having tried programs (37.5 percent) but recorded (76.0 percent) programs would work. There did seem to be a relationship between community education programs having tried recreation/leisure programs for the special populations and the length of program operation. It should be noted as the length of operation increased so did the percentage of programs having tried recreation/leisure programs for the special populations. Again, these findings support Minzey's (1974) perception of community education program development as a product of time.

5. What is the involvement of special populations on community education advisory councils? It was established that 52 respondents (89.7 percent) reported utilization of advisory councils and 30 of those (57.7 percent) had special populations represented, and 25 (48.1 percent) had special recreation/leisure agencies represented. Based on the premise that advisory councils are essential components of the community education process, then councils serve to facilitate the process of citizen participation and particular attention should be given to making it representative and open to all. Programs in operation over five years reported the largest percentage (79.0 percent) of special populations having representation on advisory councils, while programs in operation three to five years reported the highest (70.0 percent) for special recreation/leisure agencies representation. First and second year programs reported 43.5 percent of the advisory councils with representation from special populations and 26.1 percent with special agencies representation. An interesting note is that first and second year programs reported a higher proportion of advisory councils, as indicated in Table 19, page 72. However, as the length of program operation increased, so did the representation from special populations.

According to full-time director equivalency:

1. What facilities are utilized for community education program offerings? Programs with full-time

directors reported the highest return (73.7 percent) for using other community facilities in addition to using school facilities. Next came half-time directors (69.2 percent), and the least (26.9 percent) was reported from less than half-time directors. A relationship between full-time directors and the use of outside facilities was apparent. It might be of interest to note that programs with full-time directors had a positive relationship with the number of community facilities utilized by community education. It might be assumed that full-time directors have more time to work and plan cooperatively with other agencies in the community in order to share the use of facilities.

2. What outside school agencies are involved in community education programs? The highest proportion (94.7 percent) was recorded from full-time directors. Next, half-time directors (84.6 percent) and less than half-time directors reported the least (50.0 percent) involvement with outside school agencies. As the time of the director increased, so did the involvement of community agencies. It might be assumed from this finding that full-time directors have more time for developing interagency cooperation.

3. What are the community education directors' perceptions of recreation/leisure programs for the special populations? The percentages were fairly evenly distributed for recreation/leisure programs working with

the lowest (76.5 percent) recorded from full-time director equivalents and the highest (88.5 percent) from the less than half-time director equivalency group. The full-time director equivalency believed enough participation opportunities existed in eight programs (47.1 percent). Half-time director equivalency reported opportunities in eight programs (61.5 percent), and the less than half-time directors reported opportunities in 9 programs (34.6 percent). The presence of a full-time director did not seem to make a difference in the perception of recreation/leisure participation opportunities working for the special populations. It might be assumed from this finding that programs, in part, work because of the uniqueness of the community.

4. What is the involvement of community education in special recreation/leisure program efforts? The full-time director equivalency group reported 12 programs (66.7 percent) having tried recreation/leisure programs for the special populations while 13 (76.5 percent) reported programs would work. Half-time director equivalents reported having tried programs (46.2 percent) but recorded programs would work (84.6 percent). Programs with less than half-time directors had tried recreation/leisure programs (42.3 percent) but recorded they would work (88.5 percent). In programs with full-time director equivalency, there seemed to be a discrepancy between the feelings of recreation/leisure programs for the special populations

working and actually having tried programs. In all groups, the community education directors generally believed programs would work much more often than programs were tried. This may be due, in part, to directors not knowing what classes to offer for this population and not doing a specific needs assessment to target the special populations. Minzey (1974) stated that the degree of successful coordination is very limited. He stated that "people are expected to come where services are offered rather than taking the services to where the people are." Success of services is measured in terms of scheduling rather than community need.

5. What is the involvement of special populations on community education advisory councils? All of the programs with full-time director equivalency reported the use of advisory councils. Of those, 63.1 percent reported special populations represented and 52.6 percent reported special recreation/leisure agencies represented. Programs served by half-time directors reported all programs had advisory councils, and the special populations were represented on 69.2 percent of the councils, and special agencies were represented on 77.0 percent. Programs being served by less than half-time directors reported advisory councils (76.9 percent). Of those, 45.0 percent had the representation from special populations and 25.0 percent had special recreation/leisure agencies represented. The review of literature stated that advisory councils were critical

components of community education. All groups reported the use of advisory councils, but a critical element seems to be missing in the membership of some of these councils. Willard (1988) conducted a study on Oklahoma's community education programs and found that special populations have the most opportunities for growth. "A civilization knows where it is going only when it understands where it has been" (Alexander Winston).

Comparisons with Other Studies

Nesbitt (1979) reported that 25,000,000 handicapped people living in the community need some type of accommodation in their participation in recreation. About 10 percent or 2.5 million of this number are served through public auspices. In Oklahoma, Mildren (1988), suggested that only three to six percent of the special populations are being served. This study found that 51 community education programs (87.9 percent of the sample) were aware of the special populations. Only 48.2 percent, or 28 programs, had actually tried recreation/leisure programs for them. The actual number of participants was not determined.

Minzey (1979) reported a widespread concern for involving the handicapped persons in recreation/leisure programs, as did this study. However, few handicapped persons were found to be represented in the decision making or advisory portion of community education. Minzey

reported that this is very alarming when it is estimated that one of every 10 persons falls into the handicapped category. He suggested, for whatever reasons, the handicapped have not been represented, and community education programs have not been able to capitalize on that part of society. This study found that of 52 programs with advisory councils, 30 (57.6 percent) were represented by the special populations.

The National Community Education Association, the American Association for Leisure and Recreation, the National Recreation and Park Association, and the American Association of Community and Junior Colleges jointly share goals and objectives to effectively serve the needs of the total community. Jointly, they recommended that all communities and states engage in community school programs to 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 agencies. This study also found a need for more agency involvement in community education and a need for jointly developing, improving, and expanding effective interagency cooperation and working relationships to achieve common goals and to serve the total community in the most efficient manner.

The National Registry (1978) stated that having an advisory council to help with assessment, planning, and evaluation is a critical component of community education.

In Oklahoma, there is a tendency to have advisory councils since 52 of the 58 programs reported the use of advisory councils.

Decker and Rubright (1979) suggested that when advisory councils have representation by other community agencies, the likelihood of duplication of efforts and competition would be eliminated because all agencies would have a better working knowledge of all services being provided in the community. This study found that 26 of the 52 programs (44.8 percent) with advisory councils had outside recreation/leisure agency representation.

Johnson (1984) advocated, in a study conducted through Oklahoma community education programs, that:

1. Community advisory councils should be established.
2. The role of the advisory council should be to improve communication among community members, and to help community leadership by helping local officials develop goals and objectives of the community. After the goals have been developed, the advisory council should assist in helping to attain them.
3. The community advisory council should represent all segments of the community.
4. The council should determine the needs of the community and try to find a variety of channels to meet these needs.

This study stressed the importance of the advisory council for involving the total community in working together to resolve community problems.

Weistan (1975) noted that a large number of handicapped persons were not receiving adequate recreation/leisure services. He reported that federal,

regional, and state surveys showed that less than 40 percent of all handicapped students were being effectively served by special education. Similar findings were found in this study. Thirty-one, or 53.4 percent of the directors/coordinators agreed that there was not enough recreation/leisure opportunities offered through community education for the special populations.

In 1977, the board of directors for the American Association for Leisure and Recreation surveyed members to assess their opinions as to what they believed made up community education programs. The survey was composed of 11 questions and had a response of 387 members. Overwhelmingly, respondents believed community education schools should be open to all citizens (96.0 percent). Ninety-three percent believed that the National Community Education Association and the American Association for Leisure and Recreation should cooperate and coordinate program efforts. Twenty percent agreed that most community education programs were physical education activities and that community education did not do enough for special groups such as girls, women, and senior citizens.

In 1987-88, the Oklahoma State University Community Education Center's year-end report stated that recreation programs were reported (27.0 percent) as the most commonly utilized area of participation. Next was education with 25.0 percent. This figure would agree with the 1977 finding of the AALR survey. This study also agreed with

the findings found on the 1977 survey that program efforts are not adequate for the special populations.

Willard's (1988) study involved Oklahoma's community education programs. There were some similarities to the present study with respect to programming for the special populations. Willard reported a need for adequate program representation for the handicapped. He suggested that this group had the most opportunity for growth among most of the reporting program sites. Similar findings were found in this study. Only 50 percent of the directors had offered recreation/leisure programs for the special populations.

Nesbitt (1975) reported that community education has not in the past addressed itself adequately to the distinct recreation/leisure needs of the handicapped population. He said that 90 percent of all handicapped persons reside in the community. He argued that community education programs need to develop goals and strategies for this population. Although this study did not determine the percentages, it did agree with Nesbitt's findings that special populations live in the communities. Forty-nine percent of responding programs had actually tried recreation/leisure programs. Therefore, this study would be in agreement with other studies and existing literature that there is a need for developing recreation/leisure goals and strategies for the special populations. The compilation of these comparisons was necessary to help this investigator draw conclusions from the study.

DeLargy (1978) conducted a study to establish common goals in community education. It was hypothesized that the important goals of community education could be identified by the Delphi technique and insight into future trends could be gained. DeLargy selected 24 community education center directors located at universities and colleges. These directors were to select a sampling of community programs from the area. The process yielded 356 respondents nationwide.

The respondents listed what they believed should be the goals of community education. This process generated 75 community education goals. The relative importance was determined by the respondents' judgments concerning "present" and "ideal" values of the goals. The "present" goals described community education programs as they existed. The "ideal" goals indicated the kinds of programs that were wanted. The discrepancies between the means of the "ideal" and the "present" denoted the gap between existing programs and desired programs.

Out of the 75 goals that were generated from this study, two of the top 15 dealt with recreation. The goals were: 1) to provide the opportunity for people to use the recreational resources available within the community; 2) to use community resources to meet the people's recreational needs. Both goals were ranked third for "ideal," and twelfth for "present." The findings of this study found similar discrepancies between existing and desired programs.

Conclusions

The conclusions for this study were based on the findings of this study and presented in Chapter Four and discussed in this chapter. The reader should keep in mind the limited number of respondents (58). The conclusions are as follows:

1. Recreation/leisure programs for the special populations have not been tried in enough community education programs. Therefore, there is a need to provide for recreation/leisure participation opportunities for the special populations and especially in first- and second-year programs, and in programs with less than a full-time director.
2. Community education officials are willing to serve the special populations through regular recreation/leisure programming. However, they were hesitant to separate the special populations from the community at large. This was especially true in the smaller communities, in first- and second-year programs, and in programs served by less than a half-time director.
3. Advisory councils are important to the process of community education. Ninety percent of the programs surveyed were represented by advisory councils. However, there may have been a tendency to ignore a critical aspect of the advisory council in how membership was selected.

Recommendations for Further Research

With regard to further research, it is recommended that:

1. This study be replicated after reworking the survey instrument. Questionnaire improvements might include: experience of persons responsible for implementing community education, a description of the classes, utilization of a Likert-type scale instead of yes/no responses.
2. Further research be conducted to determine if additional training in education and recreation for special populations be required for community educators.
3. Further research be conducted to develop evaluative criteria for identifying the special populations.
4. Further research be conducted pertaining to the identification of problems and barriers that limit or block the access of special populations from recreation and/or leisure programs.
5. The Community School Development Index developed by hopstock and Fleischman (1984) be applied to all programs in Oklahoma.

Recommendations for Practice

The following recommendations based on the findings of this study and presented in Chapter Four, and based on the components of community education as stated by Minzey (1979): 1) An education program for school age children

(K-12); 2) maximum use of school facilities; 3) additional programs for school age children and youth; 4) programs for adults; 5) delivery and coordination of community services; and 6) community involvement. To be optimally effective, community education programs must be inclusive of all people. The recommendations for practice are that each community education program should:

1. Include all citizens when making regular needs assessments and ongoing evaluations.

2. Continually evaluate existing programs, activities, and services to determine if, and how, program offerings meet the needs of all individuals in the community.

3. Actively seek interagency linkages with community recreation/leisure agencies. This would help develop cooperative and comprehensive planning to assure a variety of well-integrated systems of recreation/leisure activities for all persons in the community.

4. Establish programs, activities, and services to include all citizens within the community. The goal and purpose of community education is the improvement of the quality of living for all persons, handicapped or not.

5. Develop, or find, ways for expanding funding in local community education efforts.

6. Develop training guidelines for staff and volunteers working with the special populations.

7. Incorporate information concerning the special populations into the year-end reports to the State Department of Education. This information would help to give a more accurate account of how the special populations can benefit from recreation/leisure programs in community education.

8. Administer the Community School Development Index in all community education programs for summarizing the levels of development. The results would enable local programs to compare the development of their program against national and/or subgroup norms.

Concluding Statement

The intent of this study was to bring about greater awareness of the structure and organization of community education programs related to the recreation and leisure needs of the special populations. This study was intended to be a stepping stone for future projects to help community education practitioners in assessing and evaluating their programs for serving the special populations. If this study, or the continuation, helps one person become more aware of the special populations and their interests and goals, then it will have been a success.

As a result of this study, this investigator gained a better understanding of the need for more recreation/leisure programming for the special populations via community education in Oklahoma. While participation exists

in some degree through community education programs, equal opportunities in recreation/leisure for the special populations do not exist.

There is some degree of urgency related to developing recreation/leisure programs for the special populations. For example, what are the communities going to do when the state institutions for the mentally retarded close their doors in 1991? These residents will return to the community. If barriers and obstacles exist now, what will happen when more special citizens arrive in the community? Now is the time for evaluating and developing programs, not when the institutions are closed. This investigator believes that if the strong principles of community education, as established by the research and practice and advocated by the Mott Foundation, are adhered to in Oklahoma community education programs, all persons, including the special populations, will be served through community education programs.

Participation in recreation and leisure activities is important to the well-being of all persons. They are at least equally important for the special populations, not simply in terms of the individual's health, but also in building self-confidence and in opening doors for fuller participation in the larger society.

In view of this, community educators would do well to identify special populations that would benefit from programs, services, and activities. The often quoted words

of John Donne (1614) serve as a reminder of the perspective the professional advocate should have about the special populations, that in fact, each of God's children are important:

No man is an island, entire of itself; every man is a piece of the continent, a part of the main; if a clod be washed away by the sea, Europe is the less, as well as if a promontory were, as well as if a manor of thy friends or of thine own were; any man's death diminishes me, because I am involved in mankind; and therefore never seem to know for whom the bell tolls; it tolls for thee.

The inspiration of these words should be a constant reminder that we must place cooperative action in perspective. To do so, all individuals in the community need to have their specific and expressed needs placed at the center of an action plan. This environment can be created through a process called community education where programs are brought into action to serve the needs of the special populations. This process will help to enhance the quality of lives for many special populations.

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APPENDIXES

APPENDIX A
LETTER FROM LARRY MILDREN
DEPARTMENT OF HUMAN SERVICES



COMMISSION
FOR HUMAN SERVICES
Burns Hargis, Chairman

State of Oklahoma
Department of Human Services

Sequoyah Memorial Office Building
P.O. Box 25352
Oklahoma City, Okla. 73125



DIRECTOR
OF HUMAN SERVICES
Phil Watson

August 11, 1988

Teresa K. Bohanon
1323 East 138th Place
Glenpool, OK 74033

Dear Teresa:

Thanks for your letter concerning the statistics that were presented at the Stillwater workshop on "Recreation for Citizens with Disabilities". I hope the information that I submit will validate your research on your thesis.

My figures that were quoted were based on actual findings by various accreditation organizations such as JCAH (Joint Commission for Accreditation of Hospitals); ACDD/MR (American Council for Developmental Disabilities/Mentally Retarded); ACA (American Correctional Association) and CARF (Council for Accreditation of Rehabilitation Facilities). Current statistics, particularly in Oklahoma indicate that of the total population of handicapped citizens, only 3% are either in institutions, nursing homes, or other similar structured program facilities. This would leave 97% still in the community and the level of services in recreation that they are receiving has not been documented. A prime example would be the mentally retarded. National statistics (NARC) indicate that approximately 3% of the population of any given state is classified as mentally retarded, based on the current IQ criteria. That would mean that Oklahoma should have at least 80,000 mentally retarded citizens. Today's population figures that I have obtained from DDSA on our institutionalized mentally retarded, which also includes those in group homes and foster care is 1,622. What the local school districts and local parks and recreation agencies and local community education programs are doing for the other 78,378 is unknown, but you know and I know it is not very much. We do have our Special Olympics and at one time had a "Families Play to Grow" program in conjunction with the Kennedy Foundation, but those are not the type where you develop individual plans and individual objectives so that we can provide services to meet the objectives. In the above programs, the activity is the end; in treatment, the activity is the process to meet the end (goals).

I did a much more extensive research for the city of El Paso, Texas which proved that the total population of that city who were handicapped, exceeded 18% (all handicaps from autistic to learning disabled). If you would care to look at it, please let me know. Any further info that you might need, please contact me.

Sincerely,


Larry J. Milden, CTRS

Help for Today - Hope for Tomorrow

APPENDIX B
SURVEY COVER LETTER

Terry Bohannon
1323 East 138th Place
Glenpool, OK 74033

Dear Community Education Educator:

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 in order to determine the structure and organization of community education as related to the recreation and leisure needs of special populations in Oklahoma. Please help us in this study. With your cooperation, we hope to provide valuable and useful information to school officials, legislators, community education directors, as well as other interested persons.

We have worked very hard to make the study as short as possible so only items critical to the study have been included. Please take time to carefully answer each question. Your answers will be kept completely confidential.

For this survey, special populations is defined as: individuals with handicapped conditions, mental and/or physical who are potentially capable of attending regular recreation and leisure programs, but who may need guidance, encouragement, or assistance in order to participate.

It would be greatly appreciated if you would complete the enclosed questionnaire and return it in the self-addressed, stamped envelope no later than February 14, 1989. If you have any questions related to any of the items, please feel free to call (918) 291-3139 - Terry.

Thank you for your cooperation in this study. You are making a valuable contribution to the growth and development of community education throughout Oklahoma.

Sincerely yours,

Terry Bohannon
Graduate Associate

APPENDIX C
SURVEY

"COMMON-UNITY"

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 response to number 2 is "no," please specify where other classes are held.

a.
b.
c.
d.

4. Which of the following media do you employ to inform the community residents of class offerings?

_____ newspaper	_____ word of mouth
_____ brochures	_____ other (please specify)
_____ television announcements	_____

5. Does any agency outside of your school system provide services in your program?

_____ Yes

_____ No

6. If your response to number 5 is "yes," what services does it provide? (Example: teaching, volunteers, facilities, etc.)

a.

b.

c.

d.

7. Please list the agency(s) (e.g., YWCA, city park and recreation department) that provide any service(s) to your community education program. If over 5, could you provide a list?

8. As Director of Community Education programs, do you feel you provide enough opportunities for participation by your community's special populations?

_____ Yes

_____ No

9. Please elaborate on number 8. How would you suggest ways of improving the program offerings?

10. As Director of Community Education, are you aware of persons in your community that would benefit from recreation and leisure programs?

_____ Yes

_____ No

11. As Director, do you feel recreation and leisure programs for the special populations will not work in your center?

_____ Yes

_____ No

12. If your response to number 11 is "yes," please explain.

13. As a director, have you tried recreation/leisure programs for the special populations in your community?

_____ Yes

_____ No

14. If your response to number 13 is "yes," please explain their success or failure.

15. Does your center have an advisory council?

_____ Yes

_____ No

16. If your response to number 15 is "yes," is the special populations represented on your council?

_____ Yes

_____ No

17. Do other special recreation/leisure agencies have representation on your council?

_____ Yes

_____ No

18. Have you ever been approached by another agency in your community that serves the recreation/leisure interests of the special populations requesting more information about the concept of community education?

_____ Yes

_____ No

19. If your response to number 18 is "yes," was there an offer from the agency to provide services to clients through your programs?

_____ Yes

_____ No

20. If your response to number 19 was "yes," what type of service(s) were offered?

21. What potential do you see for programs in your program to more actively involve your community's special populations? (Please respond in the space below.)

APPENDIX D
PANEL OF EXPERTS

PANEL OF EXPERTS

Mr. Keith Kashwer,	Director, Community Education Broken Arrow
Mr. Richard Anderson,	Director, Community Education Glenpool
Ms. Rosa Lee Powers,	Activity Director, Tulsa County Parks Bixby
Mrs. Jody Nichols,	Coordinator, Wright Community School Tulsa
Dr. Deke Johnson,	Teacher-Educator, Community Education Center Oklahoma State University

APPENDIX E
FOLLOW-UP LETTER

FOLLOW-UP LETTER

February 14, 1989

Dear _____,

This is a follow-up on the survey, "Common-Unity," mailed to you on January 31, 1989. I have not received a response for your center.

I would like to encourage you to take a few minutes to complete and return the survey today in the pre-stamped, pre-addressed envelope provided.

If you have already returned the survey, thank you for your time.

If you no longer offer community education, please indicate that on the survey and return it.

Thank you for your time and cooperation.

Terry Bohannon

APPENDIX F
POPULATION

Allen	Grove	Perkins-Tryon
Anadarko	Guthrie	Perry
Apache	Hartshorne	Prague
Ardmore	Haworth	Pryor
Atoka	Healdton	Purcell
Barnsdall	Heavener	Ripley
Bartlesville	Hennessey	Ryan
Battiest	Hollycreek	Salina
Beaver	Idabel	Sallisaw
Boley	Jenks	Sapulpa
Boswell	Kingfisher	Seiling
Bridgecreek	Langston	Shattuck
Bristow	Lawton	Skiatook
Broken Arrow	Leedy	Smithville
Broken Bow	Liberty	Southside
Chickasha	Little Axe	Stigler
Claremore	Lukfata	Tom
(Rogers State)		
Cushing	Madill	Tulsa
Davis	Marietta	Tuttle
Denison	McAlester	Valliant
Dickson	McCurtain	Vici
Duncan	Miami	Watonga
Durant	Moore	Watson
Eagletown	Mountain View	Waurika
Enid	Muskogee	Weatherford
Eufaula	Mustang	Wellston
Fairview	Noble	Whitebeard
Forest Grove	Oilton	Wright City
Forgan	Okarche	Wyandotte
Fort Gibson	Oklahoma City	Yarbrough
Freedom	Paoli	Yukon
Glenpool	Pauls Valley	Merritt
Glover	Pawhuska	

APPENDIX G
SUGGESTED WAYS OF IMPROVING
PROGRAM OFFERINGS

COMMENTS ON QUESTION NINE

"Don't know all needs (possibly better way of identifying these people and needs). Make classes available for those with such needs."

"We are applying for a grant to possibly help some physically and mentally handicapped."

"Special population groups informing us of their needs."

"Our classes have been limited to business education type offerings. Courses are open to the entire community. However, our schedule has not developed to the extent that we offer courses for special populations."

"All courses are open to all members of our community, and we have a residential home for adults _____. We have directed courses toward their staff and send them brochures on our other courses."

"Limited offerings are due to limited staff and their time commitments."

"We have not offered programs just for special needs people just because we have never been requested to do so. We do have special needs persons in our 'regular' classes and do whatever necessary to be sure they can successfully attend the class. i.e., school built a ramp to accommodate an advisory council member in a wheelchair."

"Need additional classes for men and for the elderly."

"Needs assessment."

"No evaluation yet. Program has just begun this month."

"As many as I can handle without more support help. Planning to offer bowling for handicapped (wheelchair)."

"We don't have specific programs or classes for the special needs population. However, our school is easily accessible to the physically handicapped; i.e., all buildings are on one level with no steps, or one small step."

QUESTION NINE (CONTINUED)

"I have 3 different types of art classes that could be participated in. They could also take part in aerobics."

"More funds."

"Other agencies in our community are providing these services. We prefer to concentrate our efforts on vocational areas and self-help classes."

"More detailed information regarding target groups need to be conducted to get a look at their needs."

"More courses, better use of facilities."

"We cannot offer college classes to our senior high students, because the classes would be off campus; yet our students have to drive 110 miles to take a college class while they are seniors."

"Summer youth programs--Adult drug education programs."

"It's hard to get things going. It's my first year and I am trying things that haven't been tried."

"Through needs assessments, listening to advisory council, going to special needs groups."

"We do not offer any classes or activities tailored to our special needs population. However, we would welcome any ideas on how we could do so."

"Better identification."

"I need more input from groups about their needs."

"I am always searching for more opportunities. More emphasis on program accessibility and facility accessibility is needed. Better awareness of programs is needed. Transportation needs are a big problem."

"We are in the process of expanding all aspects of our program."

"We are just beginning and special needs populations have not been identified in our community by our Advisory Committee yet."

"By adding more classes--more health related classes--job possibilities."

QUESTION NINE (CONTINUED)

"By soliciting community input to suggest program offerings."

"Would like to offer more programs geared toward the elderly."

"Being more aware of their needs and interests. Getting more response from them as to what they'd like offered."

"Reading and recreation programs."

"More staff in my office so I can do more."

"Survey the needs of these people; provide telephone callers; provide transportation."

"I'm setting up a health program which can be offered at schools and/or neighborhood associations. The program for special needs people will be offered at our special education secondary school. How many special needs people come is uncertain. Parent of special needs children will attend."

"All offerings are open to everyone, but we are not aware of what could be considered a group of people in this community that would need or respond to such offerings."

"Our community has a very active Senior Citizen Center which offers programs to senior special needs people."

APPENDIX H
COMMENTS WHY RECREATION/LEISURE PROGRAMS
FOR THE SPECIAL POPULATIONS WILL
NOT WORK

COMMENTS ON QUESTION TWELVE

"I don't think anything especially directed to this group of people would work because we don't have a large number of special populations and as they can and want to, they can join in and do not want to be singled out (or their parents don't want them singled out)."

"Lack of personnel to administrate special programs."

"Recreation and leisure are secondary in our overall goal. However, we believe these types of program will get special groups in and hopefully they will take advantage of the programs."

"Poor access to facilities."

"Current district policies restrict use of school facilities to community education."

APPENDIX I
SUCCESS OR FAILURE OF RECREATION/
LEISURE PROGRAMS

COMMENTS ON QUESTION FOURTEEN

"Youth Activity Council--Karate Tournaments--Gymnastics Tournaments."

"Working with _____ (center for developmentally disabled) on Saturdays--Good. Almost all our classes have people who possibly could and do not attend who are in this group."

"We are just now starting our programs. I'm sure we will be offering a wide range of classes which someone with special needs can choose from."

"Offered exercise class for Senior citizens. It did not draw a lot of enrollment."

"Very successful."

"The few that we have happily participated somewhat successfully, and they plan to attend future classes."

"It was great--but interest and response dwindled."

"This coming 1989 we are having Beginner Golf for young boys and girls, slow pitch softball games for boys and girls, water."

"WE had art class downstairs to accommodate a boy in wheelchair--cooking class."

"Very effective."

"Women's B.B. failed--Men's B.B. success."

"Class for ASL Basic Sign Language is offered, with success. Handicapped persons have attended regular classes (i.e., dog obedience)."

"Our area of expansion is in the senior citizen population. The group is difficult to get interested in any projects. We are currently trying some new approaches."

QUESTION FOURTEEN (CONTINUED)

"N/A--Currently in planning stages--our indoor swimming pool will open in two weeks."

"Classes for the hearing impaired have been offered. Other programs are open to persons with disability. They are not segregated programs. These programs have been successful."

"It has taken time to develop a group of sufficient size to offer class then interest will wane. One just has to be persistent."

"All courses are open but we have not established special courses just for them as they have woodshop, swimming, arts and crafts, horticulture, etc. on site." (residential home for adults).

"We have success with senior citizens, group home clients, handicapped students in classes geared for them in swimming, dance, recreation softball, exercise course."

"A walking group was started for senior citizens. This group is still walking and the number is increasing. Aerobics for young mothers."

"The students did not have the money to enroll in the classes."

"Swim programs--marginal response/success. Childcare program--marginal response/closed due to lack of response. Work with agencies--wheelchair BB groups, arthritis and polio groups in pool activities."

"Held successful day camps for Retarded Children and hearing impaired children, swimming for post polio--All successful and rewarding, however it is difficult for special populations to meet their program expense."

"I have encouraged some physically as well as mentally handicapped to participate in the art classes and aerobics."

"Fair success."

"They were successful."

"Great success."

"ARE just now getting underway--will evaluate in May 1989."

APPENDIX J
PROGRAM POTENTIAL TO ACTIVELY INVOLVE
THE SPECIAL POPULATIONS

COMMENTS ON QUESTION TWENTY-ONE

"Several programs are provided for special needs persons in our community now. I feel our Advisory Council members who represent special needs would let us know if there are programs we could offer these people."

"We have the potential to serve 'special needs' people, especially through our theater group. We hope to really involve all segments of our town's population. As we've only just begun, our success and ways to improve it remain to be seen."

"I think the potential is good. We are working hand in hand with the Senior Citizens of our community to meet their needs through our programs."

"Our program is just getting started. We will have to encourage everyone to participate. When we get good community involvement, then we may also get the special needs people."

"Work closely with the Senior Citizen Center to develop programs for older citizens. Offer more programs for youth and young children."

"Use of building space has unlimited potential. Much extra effort is required to make those programs profitable and since our program is required to pay its own way, in money-tight times we are limited."

"See a good potential if more staff time or council involvement were pursued. Otherwise, the present staffing just cannot handle any major undertakings at this time."

"Very little--I hope this is of some help. I have been very vague in my answers, but I have no special needs people to deal with."

"AT this time we need someone who could reach this group during the day."

QUESTION TWENTY-ONE (CONTINUED)

"I feel the 'special needs of our community' are the senior citizens and the young children. We truly have very few handicapped patrons. But we all are handicapped in the sense that any form of entertainment or recreation is 15 to 20 miles drive for our community.--Job skills for unemployed--latch key childcare for children of working parents--summer programs for children with reading problems --exercise and health programs for elderly--exercise and preventive care for young adults--community center for community and school activities: meetings, classes, plays, musical performances."

"We continually review our service , their needs or wants, and we try to accommodate."

"Very little. I am the whole department. I cannot drive until July. My primary duty is to set up driver education classes for our school students. I have been able to develop just a few classes for the general population. The Income Tax workshop will be held at _____ (special ed. school) for all people."

"We are not discouraging nor actively seeking participation from special needs persons. However, we are open to work with our local population if and when their facilitators see a need or opportunity. We do contact their director each session to see if there are any specific courses which would be beneficial to their staff. (C.P.R., Hospital training courses, First Aid). The option is always there for their population to participate in our regular courses such as aerobics, all craft classes, cooking, etc. Our facilities are accessible for handicapped persons." (residential adult home)

"Continuation of trying new classes and offerings and investigation of new areas."

"Good potential for self-help classes taught by volunteers, i.e., grooming, basic finances, nutrition, exercise, etc. Vocational classes are being considered."

"Ours is a new Community Education Program and the people are learning (along with me) what Community Education is all about. I feel that when more people become familiar with Community Education that the special needs population will become more involved also. Once the program gets a more solid foundation, I hope to have more volunteers."

QUESTION TWENTY-ONE (CONTINUED)

"The potential is good; a base has been established. Awareness techniques will need to be explored. More monies are needed to improve transportation and awareness programs."

"We believe our school is a community school and we invite and actively recruit the community to become involved in our programs."

"The potential is there, but we first have to find out how to approach them in order to get their interest."

"We have so few special needs people in our community that it is not worth the trouble. Our advisory council member is in a wheelchair and she participates in and teaches classes for us."

"The potential is present. There are handicap organizations in town which provide services. They have not asked the C. E. Program for direct services."

"Bowling--crafts--painting."

"Get more community participation."

"ADult Education Program did well. In Spring, 27 students. After Christmas holidays dropped off to 11-12 students. Computers classes most of the students go to _____ Vo-Tech. They can get grants. I moved my programs to _____. They have beautiful set-up for computers."

"Don't know."

"The potential is definitely there, but being a small community we have very few handicapped with special needs; response is low and I'm somewhat at a loss as to what to offer for them."

"First Aid and Babysitting are to be offered early this spring. Leather tooling is another leisure time course in the planning stage. Interior Decorating and Gardening will surely be of some interest to the special needs persons."

"We will have to identify the Special Needs individuals first. Contact with nursing homes and group homes may be the first step in finding out how many and who."

QUESTION TWENTY-ONE (CONTINUED)

"Not enough of any one group to warrant that I know about."

"We are a new program. Just offering and getting sufficient classes started has been a challenge. In future months, we can address more diverse populations."

"I would need a definition of special needs before I could answer that."

"Would like to see all agencies with the capacity to serve special populations work together to insure that special groups are served."

"I'm excited you have put together the survey to address the needs of our special population. As a new school in community education, we are offering no special programs, but offer several that would be workable for our special needs population. Although our special needs group is small, we are very interested in any ideas to better serve them."

"I would very much like to help this segment of our population. Possibly H.S. could give us names and needs. It takes two to tango. We will offer anything within our power. If we know what they want and will participate. Possibly problems they might have are: getting our brochure, transportation, cost."

"The school's community education is limited to providing activity classes, such as CPR, welding, typing, computer programs, reading to adults who see a need for basic skills."

"WE are in the process of developing a needs assessment survey that will better address their needs."

"We are targeting the Sr. Citizens and Black Community."

"We need to first establish a register of individuals or raw statistics of individuals with special needs. Our community is very small."

VITA

Teresa Kaye Bohannon

Candidate for the Degree of

Doctorate of Education

Thesis: THE STRUCTURE AND ORGANIZATION OF COMMUNITY
EDUCATION RELATED TO THE RECREATION/LEISURE NEEDS
OF SPECIAL POPULATIONS IN OKLAHOMA

Major Field: Educational Administration

Area of Specialization: Community Education

Biographical:

Personal Data: Born Fairbanks, Alaska, August 19, 1952
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Education: Attended public school in Tulsa, Oklahoma
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Rogers High School, Tulsa, Oklahoma, May, 1970.
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Teacher, Tulsa, Oklahoma, 1980-1981; Secondary
Teacher of the EMotionally Disturbed, Broken
Arrow, Oklahoma, 1983-1989; Consultant for Craig
County Cooperative, Vinita, Oklahoma, 1989.