# A MODEL OF COMMUNITY EDUCATION BASED ON A SELECTED COMMUNITY'S PERCEPTIONS OF COMMUNITY NEEDS

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# CHAPTER I

# INTRODUCTION

## Purpose of the Study

This study was designed, in part, to determine citizens' perceptions of the major problems and needs existing within a selected community. The study further proposed to determine:

1. Citizen's perceptions of Community Education as a viable option in addressing needs and problems.

2. Program components that would be desired and supported by community residents.

3. A model of Community Education that addressed concerns and needs of a described community.

## Background and Significance of the Study

A major impetus to a person's search for happiness is his/her need to experience a "sense of belonging." This sense of belonging helps ensure that his/her emotional needs are satisfied. Similarly, it can serve to bring a group of people together in mutual endeavors that will be of benefit to the entire group. Keys (1976) described the feeling of belonging as a "sense of community" (p. 17).

Throughout history, the need to feel a "sense of community" has propelled humans to establish relationships among those of their own species, especially when lonely or when threatened by environmental

factors or conditions. In many cases, this "banding together" took on a form of permanence through intermarriage and the constant imperatives of survival. Thus, the term "community" evolved to depict this intimate relationship between people.

Inherent in any community relationship are problems that must be addressed and needs that must be fulfilled through cooperative efforts. Problems of securing adequate sources of food, water, and shelter; problems of ensuring protection; problems of managing scarce community resources; and preparation of the young for adulthood are common concerns that have been experienced by people since the beginning of time. Massive changes that have been wrought through exploration, modern discoveries, inventions, and changes inherent in the establishment of formal governments and their ensuing agencies have caused people to experience an accelerated rate of change (Toffler, 1970).

During the time America was changing from a wilderness frontier to a conglomerate of small towns, and ultimately into cities dominated by corporate giants, people found their "sense of community" where they lived with the people among whom they eventually died (Keys, 1976). Within this relationship was an intimate "sense of community." Each person knew the other; the butcher, baker, and druggist could call their customers by name, could inquire of their families, and knew of their experiences.

Today, much of the intimate "sense of community" seems lacking. Kerensky (1971) listed the lack of a "sense of community" as one of the major problems facing society.

In 1970, Reich gave an alarming commentary on American communities. He stated:

> America is one vast, terrifying anti-community. The great organizations to which most people give their working day, and the apartments and suburbs to which they return at night, are equally places of loneliness and alienation. Modern living has obliterated place, locality and neighborhood, and has given us the anonymous separateness of our existence. The family, the most basic social system, has been ruthlessly stripped to its functional essentials (p. 7).

Newman and Oliver (1974) spoke of the missing community brought about by modern technological society which moves at such a pace that it breaks down conditions requisite to human dignity. Themes prominent in "the missing community" are:

1. Fragmentation brought about by modern society's tendency to accelerate a process of specialization, division of labor, and personal isolation, making it difficult for an individual to relate to other human beings outside the narrow social class or vocational group.

2. Americans' love of change, even during times when the rate of change in modern society tends to destroy the essential stability required to establish a sense of relatedness among people.

3. Idealogical and aesthetic bankruptcy--the tendency of modern society, through a reverence for technology, to cultivate excessive stress on the fulfillment of instrumental values and to pay scant attention to ends or ideals.

4. Depersonalization of experience, noted in humanist attacks upon the influence of automation and cybernetics--the tendency to delegate to machines vast numbers of activities formerly performed by humans, thus eroding our ability to discriminate among differences that make each person unique.

5. Powerlessness--the sense that no one is in control of his destiny (pp. 40-45).

Throughout history, citizens have looked to the public schools as the one institution adaptable to the task of giving directions and devising solutions to the new problems facing humankind. Dewey (1916) advocated social responsibility as one of the schools' functions. He believed that every community should view the acquisition of this attribute as a prime need of every citizen. Minzey and LaTarte (1972) addressed

the school's responsibility for developing an "educative community." Whitt (1971) advocated the need for schools and community to form a cooperative relationship to maximize the use of community resources for improving community conditions.

During the latter half of this century, the concept of "community-based" education has received increasing support as one means of building an "educative" community. It advocates a cooperative effort by all facets of the community in finding solutions to problems commonly faced by the entire community. Berridge (1974) saw community-based education (hereinafter referred to as Community Education) as a concept with unlimited potential. Included in that potential are possibilities of providing citizens the opportunity to live in a community where these factors exist: (1) there is a feeling of unity, (2) people know and are involved with their neighbors in projects for community improvement, (3) there is a positive attitude toward education, (4) people strive for self-improvement, (5) crime and delinquency rates are low, (6) tax dollars are spent wisely, (7) agencies and institutions coordinate their efforts to meet the wants and needs of people, and (8) community means unity.

An important function of Community Education is to develop a process through which the needs of the community can be met. It is the "process" which moves a community beyond the program stage into an in-depth involvement of individuals, agencies, groups, organizations, and institutions in the community (Berridge, 1974).

One of the early stages in this development process is the preparation and administration of a needs assessment. The needs assessment has the specific goals of developing a trust relationship among community members and the school; identifying the human climate existing within the

community; developing cooperation among agencies, the community, and the school; and involving community members in decision-making.

Perhaps the most important potential of a needs assessment, however, is its ability to identify accurately the levels of needs existing within the community as the basis for valid program determination (U.S. Department of HEW, 1976). This identification of needs levels is a most crucial step in community development, for it insures that resources invested in a program are focused on real needs of the community. Blake and Mouton (1980) pinpointed the issue of responding to real rather than felt needs and suggested that this is the number one problem that a careful assessment must address. If the real needs can be determined through the combined involvement of the school and the community, the next logical step is to sit down together, examine human and physical resources, then bring them to bear on the identified problems and needs that face the community. Such a joint effort could realize its goals through the development of a Community Education program.

Two theories that provide useful information for those change agents seeking to determine the real needs of a group of people are Herzberg's "Motivation-Hygiene Theory" (1964) and Maslow's "Theory of Human Motivation" (1954). Herzberg's theory suggested that a feeling of belonging does not depend wholly on perfect harmony existing within one's environment; rather, it depends more upon one's feelings that the environment does contain mechanisms through which citizens may satisfy some needs while avoiding the pain associated with the lack of fulfillment of other needs. Herzberg's theory is useful in many situations in which human environments are maintained.

Assumptions upon which Maslow's theory of human motivation is based include the notion that man has needs, the fulfillment of which are

interdependent upon the fulfillments of other needs. All needs are arranged in a hierarchy of prepotency and before "need B" can be satisfied, one must first satisfy "need A", etc. (Sergiovanni, 1971, p. 131). According to Maslow's theory, higher level needs, such as the needs for self-actualization or self-esteem, cannot be fulfilled before more basic lower needs are satisfied. Lower needs include such survival needs as the needs for safety, security, and food.

Using the assumptions proposed by Herzberg (1964) and by Maslow (1954) as a basis for planning and conducting an assessment, as well as for interpreting the data gleaned from the assessment, community educators can become more sensitive to the real needs that exist among a group of people. They can then establish a foundation for goal setting, program planning and development, evaluation, and a continuous cycle of growth and improvement within a community. It becomes obvious that community residents who lack proper housing, food, medical attention, and a sense of belonging (needs basic to human survival and well-being) are unlikely to respond wholeheartedly to programs which are totally oriented toward enrichment or self-improvement activities. On the other hand, Maslow reminds us that several levels of needs are in the process of being satisfied simultaneously, which provides direction for including within an improvement program a variety of activities that lend diversity and opportunities for citizen growth.

The program model developed for each community followed specified guidelines and included minimum elements, yet each was unique within itself. No two programs were exactly alike, but were mutually exclusive to the particular community served.

The community selected for this study is located in the northern part of Tulsa, Oklahoma, a city of approximately 374,000 people (U.S.

Census, 1980). Situated about four miles from downtown, and isolated from all major shopping, entertainment, and/or recreational centers, the community (referred to hereinafter as the Washington Heights community) covers approximately one square mile of territory.

Demographic data, gleaned from the 1980 U.S. Census report and from research data compiled by the Tulsa Public School System and the Greenwood Chamber of Commerce, revealed that the following conditions existed within this community:

1. There were 2,913 households within the census tracts that lie wholly within the Washington Heights community area.

2. Ninety-five percent of the citizens who live in the Washington Heights community were minorities.

3. More than one-half of the citizens lived below the poverty line, as established by federal guidelines.

4. There were 613 citizens who lived alone in the Washington Heights community.

5. Females headed 408 of the households in the area.

6. Nine hundred and one citizens were 65 years or older, while only 630 children under the age of 18 lived in the area.

7. Fifty-eight percent of the citizens had completed high school, and only 51% of the citizens who were 16 years of age or older were employed during the census year.

Data generated and reported on the dropout rates for school children living within the Washington Heights community could not be accurately interpreted. The Tulsa Public Schools determine dropout rates on a school-by-school basis, and because students who attend the high school located in the Washington Heights area are bussed from all parts of the

city, the dropout rate (which is the lowest in Tulsa Public Schools) does not reflect the actual rate of dropouts among the community's children.

Other conditions noted by citizens living within the community included the high incidence of teenage pregnancy, the ever-present threat of gang violence, and the high crime rate, which adversely influences this community's image.

Few businesses operate within the Washington Heights community, making it necessary for citizens to leave the community to work, shop, and find quality entertainment. As in most communities today, a variety of agencies offer vital services to needy residents of the community. In addition to the usual agencies (such as child welfare and human services agencies), other agencies serving the Washington Heights community included: (1) agencies that offer food, such as Neighbor-for-Neighbor, Meals on Wheels, the Salvation Army, and Food and Nutrition Food services; (2) agencies that offer job counseling, such as the Tulsa Urban League, Concentrated Employment Services, the Federal Manpower Training Program, and the Training Authority; (3) agencies that offer free or reduced medical services, such as the Moton Health Center, drug abuse centers, the Tulsa County Health Department; and (4) agencies that offer free or reduced personal counseling services, such as Youth Services, Credit Counseling of Tulsa, the Assistance League of Tulsa, the Star Community Mental Health Agency, and others.

Two parks, a library, health center, YMCA, several churches, fast food establishments, and service stations make up the other visible agency/business groups located in the community. There are no theaters; bowling alleys; skating rinks; grocery, clothing, or appliance stores located nearby.

The educational system that serves this community is the largest among the 16 school districts in Tulsa County. The average daily attendance is approximately 43,500 students. There are 75 school in the Tulsa Independent District #1, 52 elementary schools, 14 middle schools, and 9 senior high schools.

Most elementary schools once located in the area targeted for this study have been closed, and only one middle school operates within the community. This one school, however, is a magnet school which draws its students from throughout the city of Tulsa.

The high school, Booker T. Washington, is one of Tulsa's oldest schools. Opened in 1930 as an all-black school, it quickly became the hub around which the activities of the community revolved. Today, as a magnet school, it draws its students from across the entire city of Tulsa. Under court mandate, the school maintains a student population ratio of 50% black and 50% white. Through a screening process, many students are eliminated from attending the school. Some of these children, offspring of graduates, will have no opportunity to participate in the traditions and heritage of their parents.

A current administrator indicated that presently the school gathers little support from the community in terms of presence and involvement at school functions (Tibbs, 1988). The evidences of pride, once exhibited by former graduates, cannot be seen in the behaviors of the younger community members. Noticeably missing are those visible evidences of a "sense of community"; the relationships and activities that instill roots. Close, supportive family structures seem to be missing also. Small children can be seen on streets in the evenings or playing in unsupervised areas. Many children live in small apartment complexes with little or no playground space or equipment. Groups of teenagers are seen

sitting or lounging on the hoods of cars, or wandering through the neighborhood looking for something to do. Older citizens are seldom seen out-of-doors, except to attend church services.

Meanwhile, the doors of the school are closed at four o'clock in the afternoon, and except for hosting an occasional play or concert, the building remains uninhabited, with the exception of the gymnasiums, which are used often because of the school's sports programs.

It appeared evident that a multitude of circumstances has created a community lacking in visable direction and purpose. Apathy and a sense of hopelessness seemed to pervade the community. No central place was located where citizens gathered to share ideas and voice concerns about their condition. Politically, the power of the people to direct or have input into the direction of their lives appeared to be limited.

It also seemed clear that conditions existing within the Washington Heights community could not be addressed solely by the public school system. It is doubtful that traditional forms of education have satisfied the needs of these citizens and alternative forms are not always available. Few citizens exhibit confidence in the system's ability or desire to address the needs evident in the community. Furthermore, for the many citizens who live below the poverty line (those in female-headed households, the unemployed and elderly), the school may have the desire but not the means or expertise to intervene meaningfully to improve their quality of life. Citizen involvement and interagency cooperation may provide more suitable options for addressing needs of these citizens.

Research has shown that the community school concept has the potential of providing a forum through which a community can come together, share their perspectives and ideas for solutions to school and community problems, and then develop the leadership, programs, and funding

structure to bring their ideas to fruition. It is based on the belief that people want to be involved in making decisions that affect their lives.

No data were available to show the real needs and problems existing within the Washington Heights community. There were a number of descriptive articles and reports addressing these issues; however, they were not based on empirical data.

A number of studies have investigated effects of the Community Education concept on communities. A study by Decker (1971) assessed the effect of adopting the Community Education concept by surveying the perceptions of local school district superintendents and regional university center directors. Another study was conducted by the Ionia County Intermediate Office which evaluated the effect of Community Education in six school districts in the Ionia area (Ionia Intermediate District, 1970). This study established a lay and professional panel of judges and arrived at a composite rating as a result of their analyses. Assessment was found to be of the highest significance in programming in Community Education. A study useful to this effort was research conducted by the National Alliance of Black Community Educators which concluded that when citizens are involved, Community Education has the potential of helping community residents address serious needs in an attempt to alter public policy (Nance, Venable, and Kuluge, 1978).

It is believed by the researcher that the administration of a needs assessment questionnaire and the collection, analyses, and interpretation of the data will allow community citizens to express their concerns about problems and needs existing in the Washington Heights community, and will provide a basis for determining and planning a program which will involve all segments of the community in addressing real needs.

It would appear that the components of the study are:

1. A compilation of empirical data on the perceptions of needs and problems existing in the Washington Heights community.

2. The development of a projected program model of Community Education that is based on the prepotency of needs reflected by the community.

The proposed model was based on the assumptions that the needs perceived by the community were "real" needs.

## Theory

Community Education is a theoretical concept of a process through which all educational resources within the community are pooled to systematically address community concerns and needs. It is based on the assumption that all citizens must work together to create the type of community where each citizen can experience emotional, social, intellectual, and physical satisfactions.

Community Education is based on the premises that:

1. Learning is a lifelong process.

2. People have the capacity of working cooperatively to define, address, and solve their own community problems.

3. Community facilities belong to the community and should be used to accommodate citizens of all ages.

4. The "process" of Community Education utilizes all the human and physical resources of the community.

5. Community is a feeling, not just a place.

6. The public school has a responsibility to open its doors to the community and to offer leadership where needed.

## Review of Literature

The review of literature incorporated:

1. An examination of the development of Community Education during the last half of the twentieth century, its purpose, elements, and significance to communities.

2. An examination of program models of community-based education with emphasis on the major components that comprise viable Community Education programs.

3. An examination of theories of Human Motivation for determining the effects of prepotency of needs on behaviors and their significance to Community Education.

4. A search within the affected community to determine how citizens felt about the status and needs of the community.

This part of the review provided insight into the various interests of citizens and the kinds of activities and program features that would be supported by the community.

## Methodology of Research

The basic method used in this research was descriptive. The method was used to answer the questions posed in the research section and projects a descriptive profile of the needs and concerns of the selected community.

The major instrument used in the study was a comprehensive needs assessment questionnaire administered to randomly selected citizens living within the Washington Heights community.

## General Design

The design for this study was a status survey research design. The survey was administered to residents randomly selected from among the 2,913 households lying wholly within the Washington Heights school census tracts (U.S. Census Report, 1980). The size of the sample was 384 citizens based on Starks' (1978) assertion that this number from any population will give 95% reliability. The responses were compared by age and gender. Follow-ups were done through individual contacts.

## Research Questions

The following research questions were those examined in this study:

1. What are the major needs existing in the Washington Heights community, as perceived by community residents?

2. How can Community Education be used to address identified problems or concerns?

3. What type of programs would the community support?

4. What program model of Community Education would work best in the Washington Heights community?

5. Would the Washington Heights community support Community Education?

## Basic Assumptions

This study was based on the following assumptions:

1. Research into citizens' perceptions about their community and its relationship to the school is of significance to education.

2. The research should be of value to the city of Tulsa, the Tulsa Public Schools, and to other communities seeking to improve the quality of life for its citizens.

3. Improvements in citizens' perspectives about their community will bring about change in their willingness to seek solutions to community problems.

4. Citizens' perspectives about their community and the levels of needs existing will be diverse; therefore, a compilation of their perspectives will provide a panorama of the real needs existing within the community.

5. People have the desire and capacity to address and resolve community concerns.

6. Community Education can provide a design for citizen action.

7. Community Education is one viable method for bringing together the total resources of the community.

8. A needs assessment questionnaire will provide the community a forum through which citizens will articulate their concerns and needs, then be prepared to move beyond the assessment process into the planning and implementation of programs to overcome identified problems.

## Limitations

This study was limited to an identifiable community, the Washington Heights community, and all citizens who participated in the survey were residents of this selected community.

Discretion should be used by the reader in the generalizations gleaned from this study. Since each community is unique, the present findings may or may not be applicable to conditions existing within other communities.

## Definition of Selected Terms

The following definitions will promote better understanding of this study:

Community. A geographically determined area, where educative, social, civic, and political factors affect the membership and where a group of people live and work together toward common goals.

Community Education. The process that achieves a balance and use of all institutional forces in the education of the people--all of the people--of the community (Seay, 1953).

Citizen. A person who resides in a town, city, or community and is a legal resident of a country.

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

Concept. A thought, a notion, an idea. In Community Education, it is the relationship between program and process (Johnson, 1984).

Model. A design that includes all minimum elements of a Community Education program.

Conceptual. Based on mind-generated image of what constitutes an appropriate Community Education program that will address the needs and problems identified by a community.

Need. The gap between what is and what is desired.

Needs Assessment. A printed survey instrument designed to gather responses from community residents about their perceptions of needs, concerns, and problems existing within their community. It reveals the gap between what a community perceives to be true and what it desires to have exist.

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

## Overview of the Study

Chapter I included the statement of purpose and other background information necessary to the development of the purpose. This information provided the theoretical base from which the researcher explored the questions raised in the study. Chapter II provides a review of literature related to this study, Chapter III describes the design and methodology used in the study, Chapter IV presents the findings, and Chapter V provides the summary, conclusions, and recommendations of the study.

# CHAPTER II

## REVIEW OF LITERATURE

Education in the United States has a long historical basis for its existence (Frank, 1979). Almost from the first, it was assumed that schools would undertake the major responsibility and burden of being the universal coordinator and, as it were, universal amalgamator of American society (Commager, 1985). In its infancy, education supported the national priority of teaching people to read and write in order to interpret the Bible. By the late 1800's, national priorities had changed, and secondary schools were expected to prepare young people for skilled trades and major professions that would assure delivery of goods and services desired by a rapidly changing society. The rapid development of technology in the 1900's, plus new discoveries, advances in medicine, and changes in lifestyles created new national priorities, and education was expected to assume the task of preparing people to live in an ever-expanding global society.

Sizer (1983) pointed out that, since the 1930's, American education has experienced a series of cyclical reform efforts, each lasting about 10 years. The beginning of each cycle, he noted, is generally heralded by intense criticism, angry, expose-type books, and a search for scapegoats. Some of these reform efforts and their focus were:

1. The 1944 National Education Association report on "Education for All American Youth," which focused on "life adjustment."

2. James B. Conant's report on "Consolidated Comprehensive High Schools," issued in the 1950's.

3. James Coleman's (1974) "President's Science Advisory Report."

4. Reports by B. Frank Brown (1963) of the Kettering Foundation.

5. John H. Martin's (1969) report for the U.S. Office of Education.

The last three supported many of the high school practices that had surfaced in the 1960's and 1970's.

The era of the 1980's has seen the cycle of school reform continue. The proliferation of reports and panels (the Commission on Excellence, 1983; the Paideia Proposal, 1982; John Goodlad's "Reports on Schooling," 1983; and Theodore Sizer's books on the high school, 1984, among others) have indicated a critical need for improvements in schooling at all levels (Ayers, 1985).

In response to the increased awareness and public concerns generated by these reports, state and federal governments, school boards, and state departments of education have designed and produced an avalanche of mandates and programs for bringing about perceived improvements. In the state of Oklahoma alone, the legislature or State Department of Education has mandated such programs as: Minimum Competency Standards, Teacher Certification Tests, Staff Development Requirements, Entry-Year Teacher Program, and other requirements. Sadly missing from some of these improvement activities have been strategies for involving those who are users of educational services, as well as those who are the most direct providers of these services.

Marburger (1980) reminded us that:

> Whatever happens to reshape schooling must take place where the child is, where the parent, citizen concern exists, and where educators can demonstrate their caring. That place is the individual school (p. 108).

Boyer (1985) asserted that we are still improving from the top down, bypassing the local school in the process. Education is a human enterprise, Boyer insisted, and renewal must take place in the hearts of people.

Of course, the local school is only one part of the educational environment. Commager (1985) called this fact to attention by stating:

> . . . for it is, after all, the community which performs the major job of education, not the school; performs it through a hundred miscellaneous instructions from family to farm, from government to playing field, from churches to labor unions, from newspapers and journals to comics and radio, and above all, television (p. 14).

Commanger's remarks remind us that the neighborhood, all agencies and organizations, churches, the nation, and the world are all impinging upon the modification of the human experience. They too must be considered appropriate suppliers of educational services. Dialogue must be established and partnerships forged between schools and communities, especially within those communities where trust and dialogue have not been cultivated and where citizens feel they have been denied access to educational opportunities and/or quality services.

The forging of partnerships must, of necessity, begin with open communication and dialogue that is based on honest desire to find solutions to existing problems. Yet, dialogue is not enough. Silverman (1970) reiterated this point by asserting:

> The making of America will not be possible without a new kind of public dialogue in which all interested parties join. It will not be possible, moreover, unless we go beyond dialogue. Parents, students, teachers, administrators, school board members, college professors, taxpayers--all will have to act, which means that all will have to make difficult decisions. The road to reform is always uphill (p. 1).

## Need for Citizen Involvement

Experts in the field of Community Education agree that citizen involvement is desirable when implementing Community Education. Reed (1982) noted that one of the more consistent themes of Community Education is the value of citizen involvement. It is this theme that requires continued negotiations between various segments of the school and community. Dubey (1970) presented four reasons why citizen participation is important: "1. the irrelevance and inadequacy of problems, 2. the creation of a power base, 3. improved service delivery for the community, 4. the value of participating in a democracy" (p. 76).

This call for citizen involvement in school reform is not a new idea. Since colonial times, citizen involvement has taken on many forms (Wooms, 1970). The most popular has been through such formal organizations as the Parent-Teacher Associations, or informal groups such as committees or task forces set up for particular purposes. In 1951, Yeager indicated that the school and home cannot get along without each other because they must work together in the interest of childhood and desirable living conditions for all community residents.

The call for involvement must include an offer of commitment, also. The public schools need much more than cursory involvement and a few extended activities; they need a thorough overhaul to catch up with individual and community needs and advanced technology (Winecoff, 1978), or in Toffler's (1970) words, to cope with future shock. If a trust relationship is to be established that will enthuse energy, ideas, and actions into the school-community relationship, each actor must have full appreciation of the needs, and full participation and responsibility rights. Hiemstra (1972) concurred with this thought and stated:

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

Perhaps the greatest need of all is to heed the call of those who suggest that we put all available resources and energies into developing the "educative" community. The concept of the educative community is based on the simple premise that the community itself is educative (McClusky, 1967). It proposes that most persons and agencies of the community have a potential (if not actual) capacity for education, and even more importantly, these same persons and agencies should assume responsibility for their educative role and implement that assumption by making their educational contribution to the community as excellent and effective as possible. Goodlad (1986) indicated the school's role in this "educative" community as one part of an educational matrix, joining other agencies, in clarifying their educating functions and promoting educational collaboration.

The people, then, as the heart of the community, must be actively engaged in deciding what they want in their schools and their communities if education is to have an impact upon their quality of life. The need for citizens to be involved in making decisions that will affect them or their children seem even more crucial in this age when great emphasis is being placed on carving out new directions in education. In 1981, Gladdis, Paige, and Maiberger noted:

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

People must be involved if good decisions are to be made. Fantini (1970) spoke of this need and the desire for people to be involved in decisions that affect their well being. He believed that people are no longer willing to be receivers of things done to and for them; rather, they are seeking self-determination and control over their destinies. This self-determination and control must extend into all activities of the community, for the nature of the community largely determines what goes on in the school (Conant, 1963). Therefore, to attempt to divorce the school from the community is to engage in unrealistic thinking, which might lead to policies that could wreak havoc on the school and the lives of the children. The community and the school cannot function separately, but must work cooperatively to build a better world. The recognition of this need for citizen involvement is one of the central themes in the Community Education concept.

## Community Education Concept

Community Education is one concept that offers society a chance to address its concerns within its local community. The idea, as we know it, emerged in the 1930's when Frank Manley and Charles Stewart Mott pioneered Community Education in Flint, Michigan ("In Memoriam," 1972). Their philosophy included the notion of expanding the role and function of the public schools to include lifelong learning experiences for the entire community. Frank (1979) stated that the concept of Community Education had major significance and implications for a world reaching out and grasping for alternatives to the self-destructive paths that mankind had, at times, followed. The concept forwarded by Manley and Mott was based on a belief in community and sought to develop partnerships between the school and the community. Its major strength was seen

in its ability to provide a process through which each community could open dialogue, assess its needs, and forge partnerships between all facets or segments of the school and community.

Kowalski (1986) pointed out that the acceptance of the new concept was limited at first, but with persistence by Manley and the unrelenting support of Mott, the dream became a reality in the Flint community. By 1940, the Flint community schools were models for other communities, and by 1975, over 700 school systems were involved in implementing Community Education on a planned, organized basis (Kaplan, 1975).

By 1966, Community Education had expanded to the degree that the National Community Education Association (NCEA) was formed as a parent professional organization for local and state groups. As early as 1975, nine states had enacted legislation supporting Community Education. The Community School Development Acts, a part of the 1974 amendments to the Elementary and Secondary Education Act, was passed by congress and signed by President Gerald Ford on August 21, 1974 (Decker, 1980).

Oklahoma became involved in the Community Education movement in 1972-73, with the first programs introduced through a cooperative effort of the Tulsa Public Schools and Tulsa Park and Recreation Department. Soon, the communities of Yukon, Stigler, and Broken Bow established programs and gradually, Community Education programs spread into other Oklahoma communities. By 1974, there were many Community Education projects operating within the state (Johnson, 1987).

Initial funding for establishing Community Education programs in the state of Oklahoma came through grants supplied by the United States Office of Community Education, set up under Title III and Title IV of the Elementary and Secondary Education Act. The Oklahoma legislature acted to provide funds in 1979-80. Important direction was supplied by the

Center for Community Education at Oklahoma State University and the Center for Community Education at the University of Oklahoma.

## Community Education Defined

Community Education is a nebulous concept to many (Berridge, 1974). Because of its many facets, it defies exact definition. Some may define Community Education as an array of learning experiences or programs. Others see it as a process. Becker (1979) spoke of the goal of Community Education as lifelong learning for all persons. It embraced an all-encompassing approach, including home, school, and community. Its development advocated a "holistic" approach to education with a "life-centered" theme. Based on the assumption that learning is a lifelong process and that environments outside the school are vital factors in the learning of a child, this concept advocated that to maximize learning, a full school-community partnership relationship was imperative. All parts of the school and community should be used as a learning laboratory, with all its human and physical resources working together to develop the community in the most wholesome environment possible.

Seay (1953) spoke of the process nature of Community Education. Community Education was viewed as a process that achieved a balance and use of all institutional forces in the education of the people--all of the people--of a community. The community school was described as having a vision of a powerful social force, a vision capable of being transformed into reality. This transformation of "vision into reality" is done through efforts to fulfill the purpose of Community Education, the development of a process through which the needs of a community can be met. Hanna and Naslund (1953) noted that this process is one that does

not do things for people, but through people--a process that is continuous and somewhat different in every community.

Weaver (1969) saw Community Education as an attempt to marshal all the educational resources within the community to create a laboratory for the management of human behavior. Such a concept requires the involvement of people of all ages, races, creeds, and socioeconomic levels in the process of education and community improvement. Community Education as a means for communication which affords citizens a vehicle to have their needs and wants met and to improve their quality of life, was the view advocated by Becker (1979).

It is apparent that the concept of Community Education has been seen as a viable attempt to address the need for educating all citizens at all periods within their lives. Inherent in its design is the imperative of involvement of the residents of the community in devising ways to accomplish program ends.

## Minimum Elements of Community Education

The generally accepted criteria used to identify a comprehensive Community Education program are the eight minimum elements set forth in the Federal Community Education Acts of 1974 and 1978. These elements are very important for a full understanding of the total community school concept. The elements are as follows:

1. Role of the School. 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 a public elementary or secondary school, a public community or junior college, or 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, the target population served, and the hours of service.

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; 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 involvement in the assessment of community needs and resources, and in program evaluation.

## Strengths of Community Education

Community educators mention many reasons why people grow and thrive within the Community Education process. Many of these reasons are found among the particular strengths outlined by the Community Education Advisory Council to the United States Department of Education and reported by Schoeny and Decker in 1983. They include the following traits:

1. The programs are diverse in that they are responsive to the needs of individual communities.

2. The programs can adapt to changing needs, since the decision-making mechanism is relatively small and programs are subject to change without major dislocation of people.

3. Existing resources are used, including programs already in operation in various agencies, buildings previously used only part time, and expertise of people already working in the community. In a time of financial constraints, such cooperation and avoidance of duplication are particularly important.

4. Participating individuals feel an identification with the community and are more committed to improving it.

5. Participating in community efforts and programs expands the horizons of individuals, increases their concern for the needs of others, and makes them more understanding of people different from themselves.

6. The integration of all community elements recognizes that most children and adults receive a major part of their education from the community, rather than just from the school.

7. All elements of the community are involved in the Community Education process, including people from minority cultures.

## Concept Community

Community is one of the basic facets of Community Education; therefore, a brief review and explanation of community as a concept seems in order. Most definitions of community are dependent on a view of population patterns or geographic locations. The concept for an urban area may be entirely different than that of a rural community because of different experiences, living styles, and other factors. Seay and Crawford's (1954) definition of community included the factor of location. They stated:

> A community is a population aggregate, inhabiting a continuous delimitable area, and having a set of basic service institutions; it is conscious of its local unity and is able to act in a collective way to solve its problems (p. 27).

Dewey (1916), on the other hand, developed a definition of community that included the notion of dialogue and communication:

> There is more than a verbal tie between the words common, community and communication. Men live in a community by virtue of the things which they have in common, and communication is the way in which they come to possess things in common. What they must have in order to form a community or society are aims, beliefs, aspirations, knowledge--a common understanding--like-mindedness, as the sociologists say (p. 5).

## Need for a Sense of Community

Perhaps even more important than the physical boundaries and characteristics that identify a community are those intangible attributes that give citizens a feeling that they belong and that they have ownership in the community. A feeling of belonging or a sense of community is necessary if one is to become a full participant in improving his community or quality of life. Manning and Levine (cited in Winters, 1972) indicated that a sence of community is developed through giving people a real voice in local decision-making, while Amyx and Milliken (1971) considered

schools to be places where, through communication, neighborhoods establish this sense of community.

## Herzberg's Motivation-Hygiene Theory

Herzberg (1964) maintained that feelings of satisfaction are different from feelings of dissatisfaction; they are not opposite extremes of one emotion. The removal of conditions that cause dissatisfaction do not necessarily result in a state of satisfaction; rather, it results in lack of dissatisfaction, according to Herzberg. In this theory, human needs are classified into two basic classes: the need to avoid pain and the need for psychological growth, a need to be distinctly human.

Pain-avoidance needs are found in physical drives and include the need to avoid hunger, cold, illness, or malfunction and danger. Psychological-growth needs are needs associated with mental development, such as the need to acquire knowledge, to be creative, to be an individual, and to see how events are interrelated. Pain-avoidance needs are concerned with our well being while psychological-growth needs help one become self-actualized.

According to this theory, people are seeking constantly to fulfill both types of needs in all situations because the opportunity to gratify both types exists in each situation. Those situational elements that gratify psychological-growth needs cause feelings of satisfaction when present and adequate; these elements are referred to as "motivation factors." Those situational features that gratify pain-avoidance needs cause feelings of dissatisfaction when absent or inadequate; these elements are referred to as "hygiene factors."

Herzberg's (1964) theory has relevance for Community Education which has as its main focus the goal of providing experiences and opportunities

which will allow citizens to identify and address needs existing within their local community. The theory allows one to make several assumptions:

1. People want to live in an environment free from hunger, pain, illness, malfunction, and danger.

2. If these pain-avoidance needs are predominant within the environment, citizens will not be dissatisfied and will be free to devote more attention to the satisfaction of other needs.

3. Given the opportunity, people who are dissatisfied will seek ways to improve their environment.

4. The need to fulfill pain-avoidance needs and the need to fulfill psychological-growth needs coexist and are active in all situations.

5. People want to grow psychologically; they want to learn, create, function well, and understand and participate in their world.

6. If people are provided the opportunity and encouragement, they will respond to programs and activities that allow them to develop as self-actualizing individuals as they work with other citizens to create a community where they can experience the feelings of ownership and togetherness.

7. Community Education has goals that are compatible with the desires to satisfy their need for a sense of belonging.

8. The feeling of belonging does not depend upon a feeling of perfect harmony existing within a community; rather, it depends upon the feeling that the environment contains ways through which citizens can satisfy some needs and avoid the pain associated with the lack of fulfillment of others.

Another theorist which is of major importance to this study is Maslow (1954). He, like Herzberg, contributed greatly to our understanding

of human needs. In 1954 Maslow described the need to belong as one of the basic needs of mankind. This need, along with the other physiological needs such as the need for food, shelter, and safety, are primary needs that must be at least partially fulfilled before a person is ready to work toward the fulfillment of higher order needs such as the need for self-actualization or the ego need. Maslow's theory has relevance for community educators who seek to involve citizens in resolving their own problems, for often it is the level of need which will determine one's view of self, as well as how one will respond in any given situation. The theory can serve as a base for determining the deficiency of needs existing within a given community. A short discussion of Maslow's theory and the concept of self will aid in the furtherance of our research.

## Concept of Self

Fundamental to an understanding of human motives and behaviors is the concept of self. Why people behave as they do and what motivates them to change their perceptions are two important questions that must be considered by those who would work with people to affect changes within their environment. Sergiovanni (1971) discussed several factors important to this research. Included were:

1. The self-concept is learned--people learn who they are and what they are by the ways in which they have been treated by those around them in the process of growing up.

2. Perception is selective. We do not see everything in our surroundings, but choose that which the self feeds upon.

3. The inner core, or self, grows into adulthood only partly by discovery, uncovering and acceptance of what is "there" beforehand. Partly, it is a creation of the person himself.

Gellerman (1963), in his comments on the concept of self and its relationship to supervision, indicated that the average individual does not know himself very well, yet remains faithful to his inaccurate view of self and will be reluctant to cooperate with anyone who does not accept his slanted view.

Herein lies one of the major problems encountered by those who would initiate community change. If a person's self-concept has a high degree of inertia, the opinions or desires of others are unlikely to change his/her perceptions or his/her behaviors. Therefore, the key to initiating change seems to lie in the realization that there are many self-concepts within a community and a conceptual framework must be found that will allow citizens to identify, acknowledge, interpret, and accept differences in perceptions, then be willing to cooperatively plan programs that will allow the optimum level of need fulfillment in all citizens. The theory that best offers a conceptual basis for building such a framework is Maslow's (1954) Theory of Human Motivation.

## Maslow's Theory of Human Motivation and Its Significance to Community Development

Maslow's theory of human motivaton integrates a common-sense approach to human needs (cited in Sergiovanni, 1971). It takes a group of universal needs, examines them in relationship to all others, then classifies and arranges them into a hierarchy of prepotency.

Maslow (1954) postulated that the needs of all people could be arranged in a hierarchy of five levels. The most basic needs to the highest needs are: physiological, safety or security, social or belonging, esteem or ego, and self-actualization or self-fulfillment. Each of these five levels and the prepotency features of the theory were

described in 1960 by McGregor in terms that can be understood and used by those who desire to assume the role of change agent. The levels are:

1. Physiological Needs. Man is a wanting animal--as soon as one need is satisfied, another appears in its place. The process is unending, continuing to death. Man's needs are arranged in a hierarchy of importance. At the lowest level are physiological needs--when hungry, man lives to eat, but when he eats regularly and adequately, hunger ceases to be an important motivator. The same is true of other physiological needs, such as rest, exercise, shelter, and protection from the elements. A satisfied need is not a motivator of behavior.

2. Safety Needs. When physiological needs are reasonably satisfied, needs at the next higher level begin to dominate a person's behavior. These are safety needs and needs for protection against danger, threat, and deprivation. When these needs are reasonably satisfied, a person is more willing to take risks.

3. Social Needs. When a person's physiological and safety needs are satisfied and he is no longer fearful about his physical welfare and safety, social needs become important motivators of behaviors. These include needs for belonging, acceptance, for giving and receiving friendship, and love. When man's social needs--and perhaps his safety needs too--are not satisfied, he behaves in ways which may appear antisocial. He becomes resistant, antagonistic, and uncooperative.

4. Ego Needs. Above the social needs are the ego needs, needs which have great significance to a person. Ego needs are of two kinds: (1) needs that relate to one's self-esteem--needs for self-confidence, independence, achievement, competence, and knowledge; and (2) needs that relate to one's reputation--needs for status, recognition, appreciation,

and for deserved respect of one's fellows. These needs are rarely satisfied; man seeks constantly for more satisfaction of these needs.

5. Self-Fulfillment Needs. These are the needs for realizing one's potentials, for continued self-development and creativity (McGregor, 1960).

McGregor and Maslow differed somewhat in their analyses of needs. While McGregor forced the needs into specific steps, Maslow considered them as being interdependent and overlapping. For purposes of this study, Maslow's view will dominate the analysis.

Maslow (1954) prefaced his theory of human motivation with 12 propositions, some of which are relevant to this study. These propositions include the following:

1. The integrated wholeness of the organism must be one of the foundation stones of motivation theory.

2. There are usually available various cultural paths to the same goal. Therefore, conscious, specific local-cultural desires are not as fundamental in motivation theory as the more basic, unconscious goals.

3. Such a theory should stress and center itself upon ultimatic or basic rather than partial or superficial, and upon ends rather than means to these ends. Such stress would imply a more central place for conscious rather than unconscious motivation.

4. Any motivated behavior must be understood to be a channel through which many basic needs may be simultaneously expressed or satisfied.

5. Almost all organismic states are to be understood as motivated and as motivating.

6. Human needs arrange themselves in hierarchies of prepotency.

7. Motivation theory should be human-centered rather than animal-centered.

8. The situation or field in which the organism reacts must be taken into account, but the field alone can rarely serve as an explanation for behavior.

9. Not only the integration of the organism must be taken into account, but also the possibility of isolated, specific, partial, or segmental reaction must also be considered.

## Maslow's Theory and Community Education

The significance of Maslow's (1954) theory for Community Education lies in its potential for providing a theory base to use in determining and understanding the deficiency of needs existing within the selected community, as perceived by citizens who reside there. As one approaches the problem of determining needs through both an informal and formal assessment procedures, questions that will be of vital concern during the examination are: (1) which levels of needs are adequately provided for? and (2) where do the largest gaps exist? These are important issues that will decide not only the content of the Community Education program (U.S. Department of HEW, 1976), but also the intellectual, social, personal, and productive goals of the program (Frank, 1979).

A study that attempted to measure need levels of subjects was one conducted by Trusty and Sergiovanni (1966), in which teachers were asked to respond to a 13-item need deficiency questionnaire modeled after the Maslow theory. Each respondent was asked to indicate: (1) how much of the particular characteristic was presently available in his/her job (actual), and (2) how much of this same characteristic he/she thought should be available (ideal). Results showed that the esteem level

accounted for the largest need deficiencies. In all cases for both age and sex categories, esteem, autonomy, and self-actualization items accounted for larger need deficiencies than did items which composed the security and social needs levels.

Porter (1963) used business management personnel as subjects and tested for job attitudes and perceived deficiencies in need fulfillment. He found that respondents showed larger need deficiencies at the autonomy and self-actualization levels and lowest at the security and social needs levels. No study was found relating Maslow's hierarchy of needs theory to Community Education.

In conducting a needs assessment within a community, it must be remembered that the sophistication levels of the respondents must determine the nature of the language used in the measuring instrument. White-collar and college-educated workers such as teachers and managers would have the "educationese" (Byrne and Powell, 1976, p. 12) to understand and respond to more complex questions than many in the general public, especially those who have been deprived of educational opportunities, such as residents who were surveyed for this study.

## Community Assessment

A planned needs assessment is an essential part of any successful Community Education program (Louchs and Hergent, 1985). The purpose of a needs assessment is of a multiple nature. It helps to determine the wants and needs of the people for whom the educational process is intended to serve. It contributes to building a sense of community through a problem-solving venture and it helps determine the content of the Community Education program.

The needs assessment is concerned with two basic issues: (1) where the community is now, and (2) where it wants to go. Finding the answers to these two concerns will allow planning, goal setting, and program building activities to move toward filling the gaps between what citizens perceive to be in existence and what they think should be in existence.

The community needs assessment has the potential to fulfill several of the minimum criteria for viable Community Education programs such as citizen involvement, creating a sense of community, determining community physical and human resources, building cooperation between the school and community, and initiating the Community Education process.

## Process in Community Education

Process is a word commonly used in discussions about Community Education. It is used in several ways worthy of consideration. Each meaning had relevance for Community Educators. Those meanings are:

1. To describe the steps one follows to implement Community Education.

2. To describe what happens to people as they become involved in decision-making.

3. The movement of a community beyond the program stage into an in-depth involvement of individuals, agencies, groups, and institutions (Berridge, 1973).

Voorhees, King, and Cwik (1977) advocated the need for citizens to "work the process" in order to make citizens politically aware. Steele (1975) asserted that the standard criterion for measuring the "process" of Community Education was citizen involvement, and Rogers (1974) stated:

> People must be able to increasingly live in a process manner. The public, like the physicist, must put their trust in the process by which new problems are met, not in the answers to

> problems of the past. The need implies a new goal for education, learning how to learn, involvement in a process of change . . . these become the primary aims of an education fit for the present world (p. 83).

## The Program Planning Process

Program planning, like all phases of Community Education, is a process. Koontz and O'Donnell (1972) defined it as a systematic and continuous process which prepares for change, and Bernier (1968) referred to it as the art of describing the use or management of such basic resources as time, people, money, and material which are needed to accomplish a desired set of goals and objectives. Basically, it is making early decisions about what is to take place, how it will happen, and who will be responsible for seeing that it happens.

The process of planning is totally dependent upon having available a system that allows one to collect, analyze, interpret, and utilize relevant data. Information must be available about existing conditions, as well as about conditions desired by the community. Winecoff and Powell (1980) developed a seven-phase model that described the program planning process from the problem recognition stage through the evaluation stage. Those phases are:

1. Recognize the problem (accomplished by informal questions asked randomly).

2. Assess the problem (problem indicators are identified and shared-data collected).

3. Clarify the problem (set goals--collected data analyzed and a determination made of the gap between what is and what is desired).

4. Identify constraints and resources (barriers, such as money, time, policies, feasibility, or other factors are determined).

5. Develop planning guide (specific objectives based on goals identified are developed).

6. Design activity plan to implement (identify tasks that must be completed in order to meet objectives: decide on persons responsible for completion off each task; set date by which task should be completed).

7. Check to see if the problem is corrected (provide periodic checks on the plan, its implementation, and its effectiveness).

Research suggests that the process of program planning and the involvement of people is often as important as the final outcome and that it is through involvement in the process that changes in perceptions, attitudes, and performance take place.

## The Program Model

Community Education program models are as varied as the communities in which they are located. Each is uniquely designed to fit the circumstances of the particular community. Sometimes, the entire structure of Community Education is called the "program"; other times, the individual classes, activities, and services are called "programs." For the purposes of this study, the latter meaning applies to programs, while "model" applies to the entire structure of Community Education.

## Models of Community Education

Parsons (1979) gave descriptions of several models of Community Education which lent insights into the Community Education diversity of existing models. Several important facts must be noted in any discussion about models of Community Education:

1. Models may emerge, become established, and then be surplanted by newer models.

2. Models can seldom be transplanted verbatim from one community to another.

3. A model is only a model. Until the energies and imaginations of persons activate the "process" of Community Education, a model has no real life.

4. Each model is unique within itself.

A discussion of several models of Community Education follows.

## The Flint Model

The Flint Model has been referred to as program-based and school-centered, as opposed to a recent movement toward Community Education models that are more process-centered and community-based (Weaver, 1972). In the Flint program, the community school director was paid by the school system, housed in the school, and was administratively responsible to the principal (Winters, 1972). (Program emphasis was on recreational programs designed to get people into the school, hoping to create an interest in the problems of the community and ultimately to have people become involved in helping solve those problems.)

The Flint Model is considered to be the earliest organized model of Community Education. Established in 1935 by Manley and Mott (In Memoriam, 1972), the original model has been affected by changes taking place in Flint, and many alternative models have emerged from the original Flint model. Some of the more innovative listed and described by Parsons (1979) include the following:

## The No Extra Bucks-No Extra Bodies Model

The No Extra Bucks-No Extra Bodies (NEB-NEB) model applied to Community Education programs implemented without additional funds or

additional paid professional staff. It was born, not out of the desire to implement Community Education, but despite frustrating economic conditions when financial resources were not available.

Common ingredients in the NEB-NEB model include:

1. An education leader (usually a building principal) who believes in the Community Education concept and is ready to expand his or her leadership role from the traditional principal to that of an educational leader for the entire community.

2. Community members who are willing to get involved and volunteer their time and effort to work for solutions to community problems.

3. Community agencies and institutions which can cooperate to provide programs to meet the needs of the community members yet receiving credit for their efforts and retain their identity.

Indications are that Community Education programs require very little additional utility usage. In the NEB-NEB model, a community council is given the responsibility of developing a process to access and identify the needs of the community, and programming is met in one or two methods:

1. If needs can be met by existing agencies or institutions, programs are developed by these groups for people in the area served by the community school.

2. When no agency or resource exists in the community to meet a particular program need, members of the community must find, examine, and utilize resources represented by people within that community.

The Community College Model

The community college models of Community Education tend to fall into two categories:

1. In one model, the community college plays a very central role in the initiation, administration, and development of Community Education programs.

2. In the other model, the colleges play a more supportive role. They coordinate, facilitate, and develop Community Education programs being operated within their service area (Weiss, 1972).

The Community College as a Central Agency. In models where the community college plays a central role in the development of Community Education, the following characteristics can be found:

1. The Community Education staff is paid by funds provided by the community college.

2. The community college assigns field staff to work with local districts on the development of their programs.

3. The community college receives state reimbursement for all adult education classes that qualify for state aid.

4. The community college prepares all reports to the state department of education, collects all fees, and pays for supplies and salaries.

5. The community college is active in setting up in-service training programs for community school coordinators.

The Community College in a Supportive Role. Characteristics of the community college are the following:

1. It takes on the role of catalytic force, bringing things together and helping make things happen.

2. It assists in the recruitment and training of instructors.

3. It generally facilitates and coordinates promotional efforts for the community school.

4. It provides coordination for some joint program efforts between the districts in their service area.

5. It assists in the development of in-service training programs for instructional and administrative staffs.

The Recreation/School Model

In the Recreation/School Model, professional recreation leaders join with community educators to implement and operate Community Education programs. Funds which public recreation agencies derive from federal, municipal, or county budgets are used, along with community school funds, to provide greater benefit to the community. Sharing of staff, facilities, planning, and joint budgeting work to provide a wider array of services than would be possible if used separately (Parsons, 1979).

Parsons (1979) pointed out the necessity of careful planning and coordination to avoid such pitfalls as:

1. Administrative conflicts inherent in any venture where two agencies contribute to a combined budget.

2. Lines of responsibility (to whom and in what degree is a community school director responsible?).

3. Return on the dollar. Each person wants to get the most for each dollar spent, and when two agencies' dollars are being spent, each is concerned that his or her agency is receiving equal and fair benefit.

4. Equipment purchase and maintenance (who should purchase what?).

5. Fear of identity loss--a fear that the Community Education program may become the "recreation" program or that the recreation program may be slighted by other programs.

Benefits of the Recreation/School Model, as outlined by Rasendin (1973) are the following:

1. A more effective system for the recreation agency to communicate to the people to be served by being a part of the advisory council will be possible.

2. The recreation agency will receive a source of volunteers of all ages to help in all programs.

3. Facilities will become more readily available, and often responsibility for those facilities will be assumed by the community school director.

4. The process of arranging for facilities and the follow-up needed after problems are caused will be simplified.

5. The recreation agency will gain from the improved public support by an enlightened community.

6. The community action programs developed by the community school program will help make additional community resources available to the recreation agency, providing expanded program possibilities.

## The Community Human Resource Center

The Community Human Resource Center is a facility planned and operated to provide a base for delivery of human services by a number of agencies. Educational services are provided in the same facility. A study made by the Educational Policy Research Center at Syracuse University reached the conclusion that the integration of schools with some social services offers an opportunity for sizeable dollar cost savings, based on efficient utilization of facilities, use of public funds, and the leasing of facilities only partially used, with a resultant increase in public revenue (Baille and O'Leary, 1972).

Other obvious benefits resulting from bringing a wide range of service agencies together include cost savings, brought about through

increased cooperation among agencies where separate autonomous agencies have a normal tendency to perpetuate themselves and usually do it by isolation in communications and proximity, leading to frequent corrosive competition and backbiting between agencies (McCoy, 1974).

Problems that may be connected with the Community Human Resource Center are the following:

1. Fears, especially on the part of heads of social agencies, that their power and authority will be diminished.

2. Bureaucratic immobility--bureaucrats do not rapidly respond to change, and this effect is multiplied when an attempt is made to involve several bureaucracies.

3. Obtaining cooperation of all employees and professional groups.

4. Defining the service boundaries of service center components.

5. Community participation in planning.

6. Legal and financial barriers.

Decker (1974) gave a basis for a Community Human Resource Center:

> . . . the belief that education should provide leadership and assistance as communities and individual citizens seek to meet their needs and solve their problems. The community educator must be idealistic enough to believe that solutions may be found through effective utilization of existing resources, and pragmatic enough to recognize that only solutions tailored to current and specific problems will meet the needs of a particular community (pp. 20-22).

## The Cooperative Extension Service Community Education Model

The Cooperative Extension Service is a partnership involving a state land-grant university, the U.S. Department of Agriculture, the county, and sometimes the city extension service. The university becomes the major site for the staff of specialists who work in many areas such as

family resources, community development, marketing, environment, agriculture, and other subject areas. Resources for Community Education development are placed in university centers who work with communities within the state to develop programs. Two other models of Community Education which add perspective and depth to the present investigation are the Tucson Model and the Nevada Process Model.

## The Tucson Model

The Tucson Model, unlike most Community Education models, emphasized initiating community education during the regular school hours in order to impact upon the instructional program of students and teachers before moving to encompass the entire community (U.S. Department of Health, Education, and Welfare, 1974). This approach was designed to establish an operational base within the existing system by building the personal commitment needed to fully develop all elements of Community Education.

In this model, the school becomes the "neighborhood opportunity center" for all ages of citizens. The educational program for school-age youngsters is enhanced during the day, and additional programs and services are provided beyond regular school times for other citizens. The principal of the school is the primary administrator of both programs, and all school personnel become involved in the process of Community Education to ensure realization of the concept. Existing resources, both financial and human, are utilized to accomplish the internalization of community education and the regular school program as one total educational philosophy. Traditional functions and job responsibilities of educators are examined and redefined to provide leadership opportunities for all segments of the school community. Principals, teachers, and

community members are encouraged to assume greater responsibilities for conducting Community Education.

The strongest factor in the Tucson Model is its thrust on developing leadership. The principal of the school must be a committed leader who indicates that commitment by making a written request for a Community Education program. The staff and community members are solicited to provide leadership in ensuring the success of the program. Day-long workshops are held with all teachers, staff, and community members to encourage a unifying force for closer working relationships within the group.

The model is developed in four phases, which include:

Phase I--Internal (school). The program of the school curriculum is strengthened to establish a foundation for the Community Education program.

Phase II--External (community). The concept is expanded to involve the total community with emphasis on encouraging community members to assume greater responsibilities for program operation to assist school personnel.

Phase III--Implementation and assessment of new leadership roles. Components of phases one and two are developed further and efforts are made to increase the leadership involvement of school and community personnel. Evaluation of staffing patterns evolve during this period.

Phase IV--Restructure management concepts for maintenance and expansion of Community Education. During this phase, staffing patterns are established to unite existing school personnel and community members for effective leadership; elements of Community Education are developed and a management plan is formulated which serves as a guide for future expansion of the Community Education concept.

## The Nevada Process Model

The Nevada Process Model of Community Education places emphasis on process, not programs, as the most important factor in Community Education development (Horyna, 1979). This model was developed as a result of a year-long assessment of Community Education development and represents contributions from school administrators, public and private agencies, organizations, citizens, the Nevada Community Education Advisory Council, and the Nevada Department of Education Community Education Service Team.

The model is a simplification of the processes a community undergoes to implement Community Education. Included are all minimum elements to be found in a viable Community Education program. These include:

1. A definition that covers the context in which the program is operated.

2. Awareness--the ability of the community to communicate with itself and remove any blockages that may hinder full implementation of the process of Community Education.

3. Leadership--the roles vested in those who will identify needs and develop solutions within the community, rather than impose it from outside. Leadership may come from an individual or a group and may be school-based or community-based. Regardless of its source, leadership is the keystone in the development of the process model.

4. Process--all phases of the model are a part of the process: definition, awareness, and leadership. Other essential processes are: (a) citizen involvement which is based on the assumption that people have the right to participate in decisions that affect their lives; (b) training, which lays the foundation for continuing citizen involvement and skill development; (c) coordination, which brings all service agencies

together with representatives of the population that they are designed to serve, and in the process eliminates costly duplication of services; and (d) assessment, which has the purposes of determining needs, interests, concerns, and resources demographic information to provide a profile of the community from which a plan of action can be developed.

5. Programming--the most visible aspect of Community Education which serves as a vehicle used to implement the basic philosophy.

The process model is a means of integrating many concepts into a manageable whole, a guide that hopefully will generate ideas and stimulate the imagination of the community toward developing a model that will meet their unique needs.

The program model recommended for the Washington Heights community is a process model that was conceptualized through information derived from the instruments used in this study. Responses from the Comprehensive Community Survey suggested the need of a model emphasizing "process" as a means of developing community awareness, involvement, cooperation, and leadership. Through "process," citizens learn decision-making skills that allow them to select those programs and activities that best address immediate needs, while determining those resources and direction that will be used to move the total community toward an improved quality of life.

Computer searches undertaken for this study revealed the kinds of programs existing in other community schools and were used as a basis for recommending a representative group of activities for the proposed model. Other features of the model were suggested from the examination of research which revealed minimum elements recommended for inclusion in any viable Community Education program.

The successful implementation of a new program model depends, in large part, upon the acceptance by the community. If the process of Community Education is used effectively, programs will be responsive to the needs and interests expressed by the community (Russell, 1977), and programs will cover a wide range of topics that address the needs of all age and interest groups.

An examination of the program content of 25 Community Education models located in Oklahoma in 1987 gave insight into how programs may be designed to address classes of needs that Maslow (1954) labeled "lower-order needs" and "higher-order needs." Lower-order needs are the security, social, and to some extent, esteem needs; higher-order needs are the esteem, autonomy, and self-actualization needs. Further examination of the programs offered at these centers revealed that the preponderant activities were such that would satisfy the lower needs levels. These classes are grouped under general headings, along with examples of the types of programs and the needs they address as they will be categorized in this study: (1) Health Services (first aid, CPR, death and dying, problems of aging, women's health--needs addressed are safety or security, and, to an extent, ego needs); (2) Academics (GED, literacy, taking tests, basic English and mathematics, English as a second language--needs addressed are safety or security, and to some extent, ego needs); and (3) Recreational/Social (arts, crafts, and hobbies; dance; music; sports, cake decorating--needs addressed are social, and to some extent, ego and self-fulfillment needs).

Few classes were identified at the higher-order needs levels. Leadership, and to some extent, hobbies, may address autonomy and self-esteem needs. It is important to reiterate that, based on Maslow's (1954)

theory, needs may be at different stages of fulfillment, and several may be in the process of being fulfilled at the same time.

## Overview of the Chapter

Chapter II has covered the literature dealing with three major areas of concern:

1. Community Education, its developmental process, elements, and significance to communities.

2. Maslow's (1954) theory of human motivation and what the researcher believes to be its significance to Community Education.

3. An examination of existing program models of Community Education and their applicability to the need hierarchy of Maslow's theory.

Chapter III describes the sources, data used, the data-gathering process, and the treatment of the data.

# CHAPTER III

## METHODOLOGY

The primary purpose of this study was to gather empirical data on citizens' perceptions of the needs and problems existing within a selected community. The secondary purpose of the study was to determine citizen's perceptions of Community Education as a viable option to use in addressing needs and problems as well as to project program components that would be desired and supported by community residents, as indicated by citizen response. A descriptive study and survey type of research seemed most appropriate for these purposes.

> A survey may be occasioned simply by a need for administrative facts on some aspects of public life; or be designed to investigate some cause-effect relationship or throw some fresh light on some aspect of sociological theory. When it comes to subject matter, the only factor common to surveys is that they are concerned with the demographic characteristics, the social environment, the activities or opinions and attitudes of some group of people (Moser, 1958, p. 1).

Several alternative methods of research were available and could have been used for this study: public hearings, person-to-person interviews, telephone interviews, or mail-out surveys (U.S. Department of HEW, 1976). The person-to-person interview method was selected for the following reasons:

1. More insight into problems and needs could be obtained by asking direct questions.

2. The highest percentages of responses are yielded through this method (U.S. Department of HEW, 1976).

3. More families in the selected community could be reached by the person-to-person interview than by the telephone interview.

4. Verbal responses from the community were more likely to be received than written.

5. The opportunity to establish rapport and respond immediately to questions was present.

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

## Sources of Data Used

Data for this study were obtained from the following sources:

1. Research of the literature relative to the research questions to be explored in this study.

2. Computer searches conducted through the Community Education Center at Oklahoma State University, Stillwater, Oklahoma.

3. Community Education surveys developed, field tested, and modified for use in this study by the researcher and a community advisory committee.

## Computer Search - I

Computer data were generated by the Community Education Center at Oklahoma State University for the purpose of updating programs currently offered in Oklahoma Community Education Centers. Fifty-seven sites were surveyed, yielding a total of 3,843 individual classes or programs for study. The program offerings, activities, or services which were offered at the identified sites were attended by 58,334 citizens. Programs were divided into eight categories that reflected the general content area in each category (Appendix A). Data reflected a wide variety of courses and

activities that addressed the needs and interests of all age groups in the community. The search was limited to these 57 Community Education centers. An analysis of program preferences revealed that the majority of citizen-selected programs and activities were geared toward fulfillment of safety, social, and to some extent, esteem needs. This search provided valuable insights into the kinds of courses and activities offered in a variety of Community Education models, as well as information to be used as a basis for determining the program model recommended for the Washington Heights community.

## Computer Search - II

A second computer search was made by the Community Education Center at Oklahoma State University for the purpose of identifying Community Education programs based in local high schools. Sites in eight states were identified, and of these, 30 were selected for study.

The survey questionnaire was prepared and field tested by the researcher and a group of community and school leaders interested in Community Education. Questions were designed to solicit information that would indicate if differences existed in Community Education programs and activities that were based in high schools and those programs based in elementary, middle level, or junior high schools. Ten community members were asked to complete the survey after which they were encouraged to suggest needed revisions. No revisions were suggested.

The survey and a cover letter were mailed to selected Community Education directors on August 10, 1988. Respondents were asked to complete and return the questionnaires on or before September 15, 1988. Twelve completed questionnaires were returned by the deadline. Follow-up

telephone calls elicited an additional six responses. A total of 18 completed questionnaires were returned. The response rate was 54%.

The significance of the survey to this study was to obtain direction and input into the program-planning process. The survey and an analysis of data are shown in Appendix E.

The study showed that in communities in which Community Education centers were located in both high schools and schools at other levels, programs differed in terms of focus and activities. Major differences noted were:

1. Activities in high schools were geared more toward adult interests and abilities.

2. High school models included a greater number and variety of activities.

3. High schools were open for longer hours.

4. More members of the local school staff served as instructors in the high school programs.

## The Commmunity Survey

The comprehensive community assessment survey used in this study was developed, field tested, and validated by the researcher and a community advisory committee, with guidance from the project adviser, practicing community education experts, and agency representatives. The survey was developed based on:

1. The review of literature related to the objectives of community assessment and Community Education.

2. Review of literature related to survey construction.

3. Consultation with practicing directors of Community Education.

4. Consultation with the chairman of this research study.

Steps suggested by Gay (1981) were used as guidelines for formulating the questions for the survey:

1. Questions must be well written and must solicit easy responses.
2. Each question must directly relate to the objectives of the study.
3. Alternatives must include all possible responses.
4. Each question should deal with a single concept.
5. Questions must be worded as clearly as possible.

Questions concerning the age and occupational status of respondents were included in the survey. At the time of the 1980 census, there were 300 more senior citizens than children under 18 living in the Washington Heights community, and the median number of school years completed was 12. The Tulsa Public Schools Research Department reported in 1988 that, even though more students were completing high school in the city of Tulsa, the median number of school years completed for all citizens in the Washington Heights community was estimated at 11 years. Although education is compulsory through the age of 18, efforts at dropout prevention have not yet made a noticeable difference in the number of youngsters leaving school.

To determine the number of persons in various age categories, respondents were asked to indicate the number of persons of different age groups living in the household. This information was needed for program planning purposes. To determine occupational status and special training, the respondents were asked to indicate their occupational category on the survey. At the time of the last census, the greatest number of workers in the community were classified as clerical or clerical-related workers. There were also a large number of craftsmen and workers. It is the consensus of educators and personnel workers in job training centers

that the largest number of workers at present fall into the bluecollar, clerical, sales, and domestic categories (Evans, 1988).

Questions were included on the survey to determine the types of courses and activities citizens would be interested in taking if a Community Education program were opened in their neighborhood. This information was needed to formulate recommendations for program options. A wide variety of selections was made available so as to provide some choices for all age or interest groups in the population. College level courses were not included because of the ready availability of junior and senior level college options in the greater Tulsa community. The trend now is the discontinuance of college courses at local school sites.

Questions concerning the length of time respondents had lived in the community, and information on whether they were renting or buying their homes provided information necessary to project continued interest and commitment in improving the community and quality of life for all citizens. Information was requested on the days and hours most convenient for respondents to engage in courses or activities. This information was necessary for scheduling purposes.

Respondents were asked to indicate needs existing within the community which they felt were most pressing. They were asked to make three choices and list them by priority in terms of degree of seriousness. This information was needed to determine how citizens perceived the needs and concerns existing within their community. Citizens were also asked about their knowledge of Community Education and whether they would support a Community Education program in their community. This information was required to determine the need for further orientation and the degree to which a Community Education program would be supported by respondents. Citizens were given the opportunity to indicate their interst in becoming

a paid instructor or a volunteer worker. This information ascertained the human resources available in the community.

## Field Testing

Field testing was conducted at Washington High School using the following method suggested by Borg (1963):

> In addition to the preliminary check that you make of your questions in order to locate ambiguities, it is very desirable to carry out a thorough pretest of your questionnaire before using it for your study. For your pretest, you should select a sample of individuals from a population similar to that from which you plan to draw your research subjects (p. 211).

The following steps were followed:

1. A sample was selected that was very similar to the intended population. The sample was comprised of volunteers (10 adults and 4 teenagers) from the community. Six members of the sample were males and eight were females.

2. Each participant was asked to complete the questionnaire and to indicate (a) how long it took to complete the questions, and (b) any questions they felt were ambiguous, irrelevant, too long, or too complex.

3. The collected data were tabulated and analyzed (Appendix B).

Data from the field test were used to finalize the revision of the questionnaire. Several questions were eliminated as irrelevant, one question was revised to solicit a more definite response, and other questions were modified to ensure clarity of intent.

## Research Sample

The sample for the actual research consisted of 234 subjects (58 males and 176 females), randomly selected from among those citizens who lived in census tracts five, six, and seven during the summer and fall of

1988. The respondents were administered the survey the third week in July, and follow-up activities took place in August and again in October. The Tulsa City Telephone Directory, Tulsa Public Schools bus route schedules, trips through the neighborhood, and a table of random numbers were used along with the census data to identify and select households for the survey. All data were saved for future reference and use.

A total of 384 surveys were prepared for distribution. Of these, 234 were returned in usable condition after two follow-ups. The deadline for responses was October 15, 1988.

## Data Collection

The following procedures were used in securing data:

1. Volunteers, including members from the advisory committee, community members, a class of young adult Sunday School students, and high school students attending summer classes agreed to administer the questionnaires. Ten volunteers were assigned as block leaders and were paired with three other surveyors. A total of 40 volunteers participated in data collection.

2. A training session was held to provide information about the mechanics and purposes of the survey, Community Education, block and route assignments, procedures to be used, subject selection, timelines, and responsibilities of surveyors. Practice in interviewing technques was also part of the training.

3. All questionnaires were coded with identification numbers and were matched with block leader numbers. A letter of introduction and 10 stamped, self-addressed envelopes were carried by each surveyor, and a cover letter was attached to each questionnaire (Appendixes B and C).

4. A total of 384 questionnaires were prepared for administration to community residents.

5. Of the 384 questionnaires, 194 were returned in usable condition after the first administration. Twenty-five questionnaires were returned through the mail, and 15 questionnaires were returned following several follow-up telephone calls. Some residents refused to respond, or returned such incomplete data that it was unusable.

## Statistical Treatment of the Data

The data presented for this survey were frequency counts and percentages. Data presented included the following information:

1. Overall number and percentages of respondents.
2. Percentage of scores showing interest in Community Education.
3. Number and percentages of responses by gender.
4. Number and percentages of responses by age group.
5. Occupations by respondents.
6. Numbers and percentages of courses and activities preferred by respondents.
7. Numbers and percentages of respondents selecting alternative choices of days and hours for participation.
8. Number of years that respondents had lived in Tulsa County.
9. Number and percentages of problems respondents perceived existed in the community.
10. Overall count of program choices made by respondents.
11. Number and percentage of major problems reported by gender.

## Summary of the Chapter

Chapter III has provided the sources of data used, the data

gathering procedures, and the treatment of the data collected. Chapter IV presents the findings. Testing of the questions and the application of appropriate reporting are covered in greater detail and the testing results are analyzed.

# CHAPTER IV

## FINDINGS

There were a total of 234 respondents in the study (58 males and 176 females). The 13- to 17-year-old group included 10 males and 19 females, while the 18- to 35-year-old group included 16 male participants and 38 female participants. Males in the 36- to 55-year-old group numbered 21, and females in this same group numbered 73. The last group, with 11 males and 46 females, was the 56- to 70-year old group. Overall, females outnumbered males in the sample (75% for females to 25% for males). Twelve percent of the respondents were in the 13- to 17-year-old group, 23 were in the 18- to 35-year old group, 48% of the respondents were in the 36- to 55-year-old group, and 24% were 56- to 70-year olds. The data reflected in Figure 1 shows the ages, gender, percentages, and numbers of respondents represented in the survey.

Table I reflects the occupational status of the respondents in the survey. The highest percentage of occupations reported was "unemployed," the second highest was "student," and the third highest was "professional, managerial, and technical." Following, in order, were: "laborer," "housewife," "clerical and sales," "retired," "craftsman and foreman." The data reflected an increase in unemployment among citizens living in the Washington Heights community since the 1980 U.S. Census.

Table II shows the number of years respondents had lived in Tulsa County. Sixty-one percent of the sample responded to this question. Sixty-six percent of those who responded had lived in Tulsa County for 11

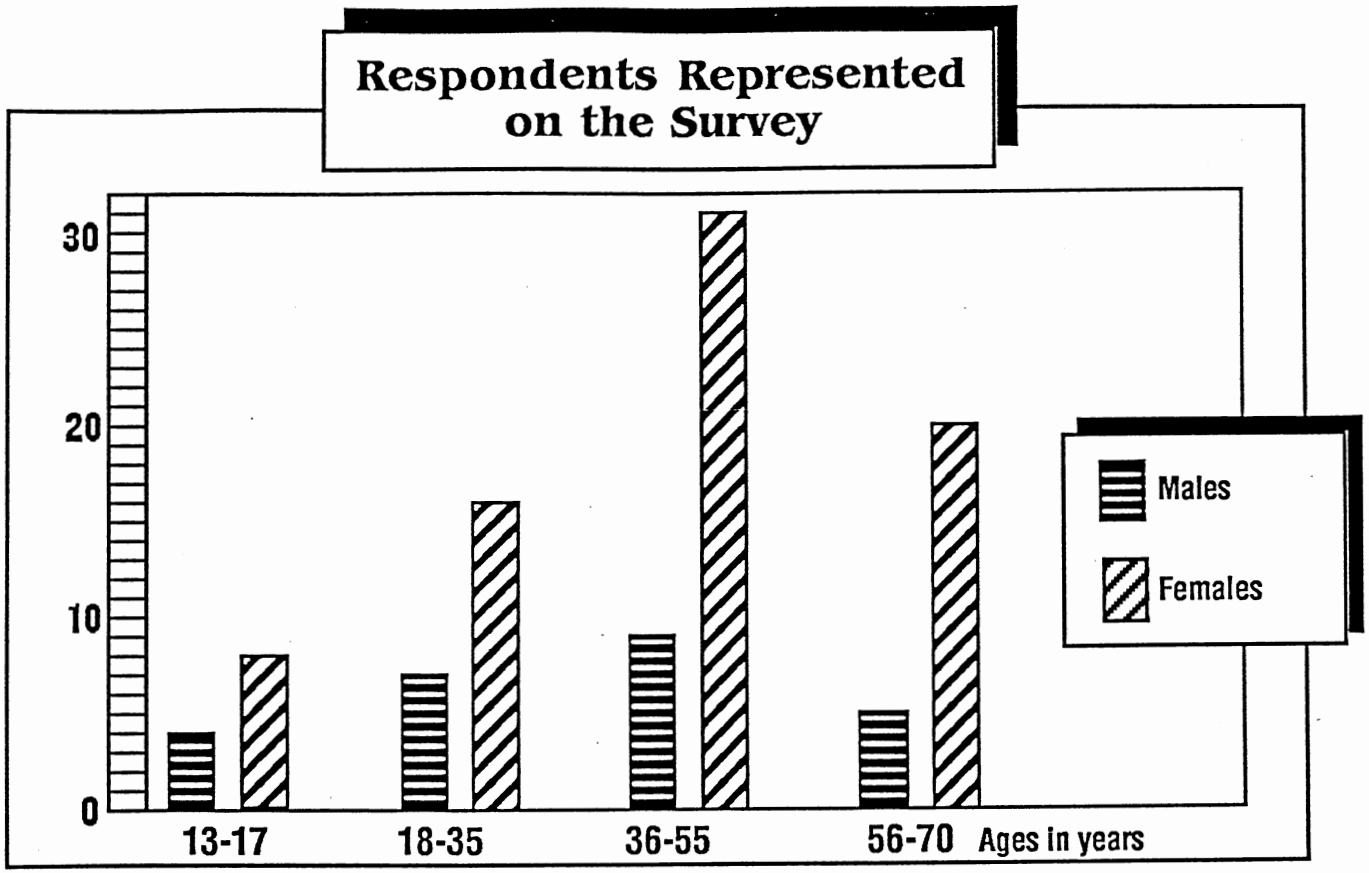


Figure 1. Respondents Represented in the Survey

years or more; 19% of the respondents had lived in Tulsa County for 6 to 10 years, 10% for 2 to 5 years, and 4% had resided in Tulsa county for less than 2 years.

TABLE I

OCCUPATIONAL STATUS AS REPORTED IN THE SURVEY

| Occupation | Age Groups 13-17 | 18-35 | 36-55 | 55-70 | N | % |
|---|---|---|---|---|---|---|
| Professional, Managerial, Technical | | 8 | 10 | 8 | 26 | 16 |
| Clerical and Sales | | 2 | 5 | 6 | 13 | 8 |
| Craftsman and Foreman | | 3 | 5 | 2 | 10 | 6 |
| Laborer | 1 | 3 | 12 | 5 | 21 | 13 |
| Housewife | 1 | 9 | 8 | 2 | 20 | 13 |
| Retired | | | 4 | 7 | 11 | 7 |
| Student | 15 | 8 | 4 | | 27 | |
| Unemployed | 2 | 7 | 14 | 7 | 30 | 19 |
| Totals | 19 | 40 | 62 | 34 | 158 | |

Note: The response rate was 67.5%; nonrespondents = 76.

Table III reflects the general class of courses and activities that respondents indicated they would take if the courses were offered in the community. All responses were counted in the tabulation. If a respondent selected two or more classes or activities, all choices were counted

TABLE II

NUMBER OF YEARS RESPONDENTS HAD LIVED
IN TULSA COUNTY
(N=144)

| Age | Years in Tulsa County | | | |
|---|---|---|---|---|
| | 0-1 | 2-5 | 6-10 | 11+ Years |
| 13-17 | 3 | 3 | 2 | 9 |
| 18-35 | 2 | 4 | 8 | 24 |
| 36-55 | 1 | 3 | 10 | 30 |
| 56-70 | 0 | 5 | 8 | 32 |
| Totals | 6 | 10 | 19 | 63 |
| % | 4 | 10 | 19 | 66 |

TABLE III

CLASSES AND ACTIVITIES SELECTED BY RESPONDENTS
(N=233)

| Age | High School Completion Course | Enrichment | Recreational |
|---|---|---|---|
| 13-17 | 7 | 12 | 15 |
| 18-35 | 7 | 31 | 28 |
| 36-55 | 14 | 24 | 44 |
| 56-70 | 5 | 35 | 11 |
| % | 14 | 43 | 42 |

Note: The response rate was 61.0%.

separately. An analysis of responses indicated that enrichment activities were selected most often, with 43% of the respondents selecting activities in this class. Recreational activities were selected as the second highest choice, with a 42% selection rate. High school completion courses were selected by 14% of the respondents.

Table IV reflects the days of the week preferred by respondents for attending courses or activities. When more than one selection was made by a respondent, each selection was recorded and counted as one. The table reflects the overall number and percentage for each alternative selected. The day of choice by most respondents was Thursday, with 20 of the respondents selecting that day. Saturdays were second, selected by 18.5% of the respondents, and the other days, in order of selection and percentage were: Tuesdays (18%), Fridays (17%), Mondays (14%), Wednesdays (6%), and undecided (6%).

An analysis of the times of days most preferred for attendance by respondents is reflected in Table V. The question of the survey was designed to solicit data on whether respondents would attend community school courses and activities at a variety of times that would allow flexibility in scheduling. The choices were: (1) morning only (9:00-12:00 noon), (2) afternoon only (1:00 - 4:00 p.m.), (3) either morning or afternoon, (4) morning or evening (4:00 - 9:00 p.m.), (5) anytime (any of the above times), or (6) undecided. Fifty-three percent of the respondents selected afternoon or evening as the times most preferred for participation; 15% selected afternoon only, 15% were undecided, 6% selected anytime, 4% selected morning, and 3% selected morning or afternoon.

Table VI shows the respondent perceptions of major problems existing in the Washington Heights community. To gain the greatest depth of insight, respondents were asked to select and rank order the three problems

TABLE IV

DAYS OF THE WEEK PREFERRED BY RESPONDENTS
(N=156)

| Age | Days M | T | W | Th | F | S | Undecided |
|---|---|---|---|---|---|---|---|
| 13-17 | 8 | 6 | | 10 | 1 | 7 | 8 |
| 18-35 | 8 | 9 | 4 | 13 | 3 | 16 | 2 |
| 36-55 | 6 | 8 | 5 | 5 | 18 | 2 | 0 |
| 56-70 | | 5 | | 3 | 4 | 4 | |
| Totals | 22 | 28 | 9 | 31 | 26 | 29 | 10 |
| % | 14 | 18 | 6 | 20 | 17 | 18 | 6 |

TABLE V

TIMES OF DAY MOST PREFERRED BY RESPONDENTS
(N=142)

| Time of Day | Age of Respondent 13-17 | 18-35 | 36-55 | 56-70 | N | % |
|---|---|---|---|---|---|---|
| Morning Only | 2 | 1 | 3 | | 6 | 4 |
| Afternoon Only | 4 | 10 | 2 | 5 | 21 | 14 |
| Morning or Afternoon | | 1 | 4 | | 5 | 3 |
| Morning or Evening | | | 2 | 1 | 3 | 2 |
| Afternoon or Evening | 8 | 20 | 29 | 19 | 76 | 53.5 |
| Anytime | 1 | 4 | 3 | 1 | 9 | 6 |
| Undecided | 3 | 3 | 8 | 8 | 21 | 15 |
| Totals | 18 | 39 | 51 | 34 | | |

TABLE VI

MAJOR PROBLEMS PERCEIVED BY RESPONDENTS
(N=585)

| Problem | Respondent Age and Percentage | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 13-17 | % | 18-35 | % | 31-55 | % | 56-70 | % |
| Vandalism | 5 | 17 | 8 | 15 | 13 | 14 | 10 | 17 |
| City Government | 2 | 7 | 2 | 4 | 9 | 9 | 4 | 7 |
| Vocational Schools | | | 2 | 4 | 4 | 4 | 3 | 5 |
| Public Schools | 1 | 3 | 7 | 13 | 21 | 22 | 4 | 7 |
| Unemployment | 1 | 3 | 20 | 37 | 44 | 47 | 13 | 23 |
| Housing | 8 | 27 | 5 | 4 | 10 | 11 | 6 | 10 |
| City Services | | | | | | | 2 | 3 |
| Health Services | | | 3 | 5 | 1 | 1 | 3 | 5 |
| Crime | 17 | 59 | 29 | 54 | 59 | 63 | 19 | 33 |
| Community Apathy | | | 10 | 18 | 7 | 7 | 6 | 10 |
| Streets | 2 | 7 | 5 | 9 | 2 | 2 | 1 | 2 |
| Juvenile Programs | 10 | 34 | 26 | 48 | 21 | 22 | 8 | 14 |
| Parks/Recreation | | | | | | | | |
| Police Department | 10 | 34 | 5 | 9 | 13 | 14 | | |
| Alcoholism | | | | | 1 | 1 | | |
| Drug Abuse | 18 | 62 | 61 | 22 | 53 | 56 | 39 | 68 |
| Other | — | | 1 | 2 | — | | — | |
| Totals | 74 | | 135 | | 258 | | 118 | |

which they felt were most in need of improvement in the community. All choices were counted. The data in Table VI reflect the number and percentage of response for each alternative choice.

Table VII represents, by gender, the problems selected by respondents as being most serious. Data reflect the numbers and percentages of choices made by respondents as first, second, and third choices. Data showed that for their first choice, all groups selected crime as the most serious problem, drug abuse as the second most serious, and unemployment became the third choice of all respondents. Fifty-eight percent of the male respondents listed crime as their first, second, or third choice; 45% of the female respondents listed crime among their top three choices. Seventy-four percent of all male respondents listed drugs among their top three choices, while 42% of the female respondents listed drugs as their top three choices. Seventy-three percent of all male respondents selected unemployment as a serious problem, and 28% of the female respondents selected it among their top choices. Females ranked juvenile programs in the number four spot, with 51%, while 18% of the male respondents listed juvenile programs as a problem.

Based upon the survey used to determine the extent of community support for Community Education, Table VIII displays the number and percentages of respondents interested in supporting Community Education if offered in their community. The age group showing the highest level of interest in supporting Community Education was the group between 36 and 55 years of age; the second highest level of interest was in the 56- to 70-year-olds, the third highest was the 18- to 35-year-old group, and the group showing the lowest percentage of support was the 13- to 17-year-old group. All groups, however, showed a level of support above 40%.

TABLE VII

MOST SERIOUS PROBLEMS SELECTED BY RESPONDENTS, REPORTED BY GENDER

| Problem | #1 Choice | % | #2 Choice | % | #3 Choice | % |
|---|---|---|---|---|---|---|
| | | | Males | | | |
| Crime | 19 | 33 | 13 | 22 | 3 | 3 |
| Drug Abuse | 12 | 21 | 21 | 36 | 10 | 17 |
| Unemployment | 11 | 19 | | 33 | 12 | 21 |
| Juvenile Programs | 8 | 14 | | | 7 | 4 |
| Other | 2 | 3 | 1 | 2 | 4 | 7 |
| No Response | 6 | 10 | | | 9 | 15 |
| | | | Females | | | |
| Crime | 44 | 25 | 18 | 10 | 17 | 10 |
| Drug Abuse | 32 | 18 | 30 | 17 | 13 | 7 |
| Unemployment | 21 | 12 | 7 | 4 | 8 | 4 |
| Juvenile Programs | 20 | 11 | 10 | 6 | 20 | 34 |
| Other | 49 | 28 | 67 | 38 | 39 | 22 |
| No Response | 10 | 6 | 30 | 17 | 33 | 19 |

TABLE VIII

INTEREST IN COMMUNITY EDUCATION
(N=122)

| Age Group | No. of Respondents | Percentage of Age Group |
|---|---|---|
| 13-17 | 13 | 44.8 |
| 18-35 | 26 | 48.1 |
| 36-55 | 55 | 58.5 |
| 56-70 | 28 | 49.1 |

Note: The response rate was 52%.

Chapter IV has presented the findings of the study. Responses were examined to determine the needs and problems existing in the Washington Heights community as perceived by community residents, citizen interest in Community Education if a program were established in their community, and if clear direction could be found for a program model of Community Education that would address identified needs and problems. Chapter V will conclude the study by presenting the summary, conclusions, and recommendations.

# CHAPTER V

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The problem of this study was to collect empirical data on citizens' perceptions of the problems and needs existing in the Washington Heights community, and to determine the feasibility and level of support for a model of Community Education for that community.

A total of 384 questionnaires was administered to selected residents living in census tracts numbered five, six, and seven, tracts which were solely within the area of study. Of the 384 questionnaires issued, 58 were completed by males aged 13-70, and 176 were completed by females 13-70 years of age. It was noted that the high incidence of female-headed households, plus reluctance on the part of males to respond to questions, impacted heavily on the sample; however, it was felt that the sample was representative of the total population.

The following five questions were examined, and each question was tested twice, by age group and by gender:

1. Are there any major problems existing in the Washington Heights community with respect to the perceptions of respondents?

2. What are the perceptions found in terms of age groups?

3. What are the perceptions found in terms of gender?

4. Would Community Education be supported by the respondents in this study?

5. Is there a definite direction for development of a model of Community Education from the choices of courses or activities selected by respondents?

Frequency tables were made in order to examine the responses generated from the questionnaire on the kinds of problems perceived in the community by various age groups and gender, as well as on the number of responses given by each respondent on the kinds of programs that would be of interest if offered in the community. Data were collected on the level of support that respondents would give to a Community Education program. Although much support for Community Education was indicated, only 25 respondents volunteered to offer services as instructors or as workers.

Information was requested on the occupational status of respondents, number of persons living in each household, length of residence in Tulsa County, types of courses respondents would be interested in taking if offered in the community, time of day and days of the week most preferred for participation, problems perceived as being most serious in the community, and willingness to support a Community Education program.

A "Comprehensive Community Survey" was used for the study (Appendix D). Usable returns were gained from 61% of the questionnaires. Information was requested to determine the respondents' perceptions of problems existing in the community by asking them to select three problems which they felt were in urgent need of attention, and then to rank their choices in order of seriousness. The problems selected most often and ranked as most serious were: (1) crime (70% of all respondents listed crime as a serious problem), (2) drug abuse (58% of all respondents listed drug abuse as a serious problem), and (3) unemployment (32% of all respondents listed unemployment as a serious problem). Other problems listed in the top 10 selected most often as serious were: (4) police department (27%), (5) juvenile programs (26%), (6) city government (4%), (7) public schools (13%), (8) housing (11%), (9) community apathy (10%),

and (10) city services (7%). Both males and females selected their three top choices as most serious problems at a high percentage rate. Seventy-six percent of the male respondents selected crime as their top choice, compared to 69% of the female respondents; 55% of the male respondents selected drug abuse as their second choice, while 59% of the female respondents selected drug abuse as their second choice. Thirty-three percent of the male respondents selected unemployment as their third choice, while 31% of the female respondents selected unemployment as their third choice.

All respondents in the 13-17 year old age group perceived crime as a serious problem. The age group listing crime at the lowest percentile was the 18-35 year old age group (45%). Females in the 18-35 age group also viewed drugs as being less serious than did all other groups.

Information was sought to determine if the Washington Heights community would support a program of Community Education. The question was asked, "Would you support a Community Education program in this community?" Of those responding to the question, 65% answered in the affirmative; 25% failed to respond to the question, and 10% answered in the negative.

An analysis of the occupations of respondents to the questionnaire revealed that most employed respondents worked in service-related jobs, including private household jobs and laborer positions; a small number worked in clerical and sales. This correlated with data from the 1980 census. Few changes have occurred in terms of increasing the numbers of professional, technical, and managerial jobs of workers in the community.

An analysis of home ownership in the affected area revealed that 59% of the respondents lived in homes owned by the family. This is consistent with the view of this neighborhood as a well-established, older

community where few new homes have been built. There are some low-income apartments, however, in which a significant number of school-age children reside. There were 49% of the respondents who indicated that they had lived in the community for 11 years or more.

An analysis of the kinds of courses respondents would be interested in taking if they were offered in the community revealed a significant level of interest. Most interest was found among respondents who desired to select enrichment (43%) or recreational (41%) courses. Fifteen percent of the respondents indicated that they would select high school completion or adult education courses if they were offered in the community. The analysis of the times which would be most preferred for participation in courses or activities revealed that afternoons (4:00 p.m. to 9:00 p.m.), Saturdays and Thursdays were the preferred choices. Fifty percent of the respondents indicated a preference for those days and times.

A secondary purpose of this study was to determine the need for a Community Education program in the Washington Heights community based on the level of response indicated by respondents of this study. Certain questions must be explored in the community and in literature to provide a basis for the development of a program model. The research questions examined were:

1. How can Community Education be used to address identified problems or concerns?

2. What type of programs would the community support?

3. What program model of Community Education would work best in the Washington Heights community?

4. Would the community support Community Education?

## Summary

The review of literature revealed that Community Education can be used to effectively address problems and concerns of citizens, for it concerns itself with everything that affects the well-being of all citizens within a given community (Johnson, 1987). A community school acts as a catalyst in identifying resources that can be drawn together and can work cooperatively for the solution of problems (Kaplan, 1976). Since no one group can bring about needed community improvements independently, the community school can work with all agencies and organizations to strengthen their work and promote their services.

The problems and concerns identified through the "Comprehensive Community Survey" administered to respondents in this study were varied and complex. They were problems which require coordination and cooperation of the school, home, government, health, law enforcement, recreation, cultural, religious, business, industrial, and service agencies and organizations. The community school can provide the leadership and expertise necessary to mobilize the process that will allow people to work together to identify and solve community problems.

Community Education is not one program or the provision of services; rather, it is the process that facilitates the delivery of services (Shoop, 1977), services that are delivered for the optimum good of all citizens of the community. Senior citizens and preschoolers are as much a part of school life as those traditionally viewed as school attendees.

Much support was given to the idea of Community Education as a process that leads to systematic community involvement. Often, this involvement was achieved through the use of community advisory councils.

The value of citizen participation falls into three broad classifications: (1) a means of mobilizing underutilized resources--a source of productivity and labor not otherwise tapped; (2) a source of knowledge--both corrective and creative--a means of securing feedback regarding policy and programs and a source of new incentive and innovative approaches; and (3) an end in itself--an affirmation of democracy and the elimination of alienation and withdrawal of destructiveness, hostility, and lack of faith in relying on the people (Cohn and Cohn, 1971).

In establishing advisory councils, research supports the premise that importance should be given to:

1. The type of involvement--what decisions should the council be involved in making? Decisions about school matters? Those with broader social implications?

2. How will the membership be selected? By the school superintendent or by another electoral process?

3. Should members represent the broader community or only the local school community?

4. What will be the terms of office for each member?

5. What will be the role and function of the advisory council?

The importance of forging partnerships between a wide assortment of organizations, associations, governmental agencies, and private groups within the community was given much attention. Interagency cooperation is a vital part of any successful Community Education effort. Interagency cooperation provides a vehicle for greater service to the community through the coordination of various services within the community. It allows the community educator to gather more pertinent and accurate information regarding the needs of the community. It serves to stimulate action on the part of all service agencies to further meet

community needs and it eliminates duplication of efforts and expenditures by various agencies and organizations. It also encourages a greater sense of community among all residents as it allows each to feel ownership in the community.

The major task for leadership, public relations, communications, and coordination lies with the community school director. Most literature on the role of a director of Community Education deals strictly with the building level administrator. Little is mentioned about a system-wide community school director. Totten and Manley (1969) gave the following definition of a community school director:

> The community school director is a motivator, an expediter, a learning specialist, a community relations agent, a VISTA volunteer, an evangelist for education, a custodian, and clerk, vice-principal, counselor in the neighborhood, and a humanitarian concerned with the welfare of our society (p. 133).

Nance, Venable, and Kuluge (1978) listed the following as functions of the community school director:

1. Coordinating its (the school) activities.
2. Involving its people.
3. Knowing and understanding the neighborhood.
4. Determining the interests, wants, and needs of all residents.
5. Acting as a catalyst in the development of needed programs.
6. Developing lay leadership and selecting staff.
7. Coordinating programs between the school and other service agencies.

The community school director must undertake the basic responsibility for directing the business affairs that concern Community Education (Fish and Klassen, 1979). A knowledge of school finance and funding sources is necessary if adequate resources are to be available to operate a quality program. Specific needs must be identified and a thorough

examination of potential sources of financial support must be made. Questions such as the following must be answered:

1. Will state funds be adequate to finance the total program?

2. Will the local school district fully or partially support the programs?

3. Will fees need to be collected from participants to supplement other income?

4. What funds and services can other agencies contribute?

These are only some of the questions that must be asked and answered by the community school director.

Another crucial question that must be addressed by those who seek to implement Community Education involves site selection. Where will programs and services be offered--at the local school site? At parks or other community centers?

Parsons (1979) described several models of Community Education based on site location. Models are described as: (1) school-based (programs and activities are located in the local school); (2) nonprofit community cooperation models (centers are located in sites within the local community); (3) community college models (sites are public community colleges); (4) recreation/school models (sites for recreational components of Community Education are community recreation centers, while other programs components are located in the public schools); (5) community human resource centers (sites for these programs are usually unused public school buildings that have been converted to centers where human services are delivered by multiple agencies); and (6) cooperative extension service community education models (the site is a land-grant university which serves as headquarters for a staff of specialists in agriculture, community development, family resources, 4-H youth work,

marketing, environment, and related subjects) (Parsons, 1979). The U.S. Department of Agriculture and the county and area governmental agencies share in the planning and financing of extension work.

Each Community Education model developed for an individual community will be unique in terms of its components and format. Research supports the belief that Community Education can have a positive impact on the quality of life of community residents.

To gain the answer to research question two, an analysis of the results of the "Comprehensive Community Assessment" surveys was made to determine if residents in the Washington Heights community would support Community Education. The question posed was, "Would you support a Community Education program in this community?" Respondents were provided an explanation of Community Education, its purposes and programs, and the opportunity to respond to the question in the negative or the affirmative. Of the 234 respondents who returned usable questions, 194 (82.9%) answered the question in the affirmative. Only five (2.1%) answered in the negative. The remaining 35 subjects (14.9%) failed to complete the item. Such results indicate a significant interest in supporting the concept of Community Education in this community.

The answer to the question of what kind of programs the Washington Heights community would support can be empirically derived through an analysis of the program options selected by respondents through the "Comprehensive Community Survey." Assumptions and conclusions can be made as responses are examined in relation to the literature used as a theoretical base for this analysis. Definite direction did emerge through the analysis of the "Comprehensive Community Survey" that allowed for the determination of many of the components that would make a viable program model for the Washington Heights community.

To ascertain the type of model that seems most feasible for the community, consideration was given to the need to mesh theory with good practice. Though citizens who responded to the survey expressed interest and support for a Community Education program and selected choices of classes and activities they would take if Community Education were established in the community, the notable quantity of needs that emerged at the lowest level of Maslow's (1954) "need hierarchy" indicated that great priority must be given to seeking ways to address the safety and security needs listed by respondents. Crime, drug abuse, and unemployment were major concerns of the people. Using Maslow's need deficiency concept as an indicator, it is difficult to project that many citizens could become full participants in recreational or enrichment activities until the more serious problems are at least partially addressed. Maslow indicated that a person is an integrated whole. His mind, body, and spirit must be somewhat at peace before he is able to proceed to the next higher levels of need fulfillment. Therefore, the conditions under which people live are as important as any other part of their existence. People who live in a community plagued by major problems, even if only perceived, as the Washington Heights citizens have indicated, are unlikely to enjoy the freedom of being ready for real creative growth.

## Conclusions

While considering the conclusions of the present study, the reader should keep in mind that the study was limited to the Washington Heights community. Although the representativeness of the sample was sufficient for a study of this community, it must be kept in mind that the study may not reflect conditions or needs in any other community. It is believed by the researcher, however, that the study's methodology can be of value

if replicated in any other community that desires to ascertain citizen perspectives on matters that impinge on their well-being and quality of life.

Keeping this limitation in mind, the following conclusions were derived:

1. Community Education can be used to effectively address needs and problems of communities.

2. The process of Community Education is the most vital force to achieving citizen involvement in planning and addressing community problems.

3. Interagency cooperation is the key to mobilizing community resources, services, and finances in ways that would achieve the greatest good for a community.

4. Each partner in Community Education has an important role that only he/she can assume; the local school provides leadership and expertise for administrative and training functions; agencies of all kinds provide resources, time, and input into the total process of Community Education; citizens must assume ownership for their communities as they train, volunteer, participate, and enter into decision-making as advisory board members in order to better their community and improve the quality of life for all citizens.

5. Many resources from the state, university, business, governmental agencies, and social service agencies are available to impinge upon the efforts of citizens in the community, and Community Education can facilitate the delivery of these goods and services to citizens.

6. Each model of Community Education must be tailored for a particular community with input from all elements and groups of the community.

7. Citizens in the Washington Heights community perceived that they had serious problems that needed action. Crime, drug abuse, unemployment and juvenile programs were of highest priority.

## Recommendations

Recommendations are made to obtain and maintain optimum results from this investigation. It is recommended that this study be a rationale for the development of a Community Education model to be implemented by the Tulsa Public Schools at Washington High School. In order to obtain and maintain optimum results from this study, a model outline (Appendix I) has been suggested which contains program components based on the results of the research examined and the "Comprehensive Community Survey" findings. Additionally, it is recommended that the model be further developed with input from the school, the community, and other agencies and be used to improve and solidify community/school relationships and interagency cooperation and coordination of resources and efforts. By opening the school to the community and involving parents, agencies, students, and organizations in the decision-making process, benefits will accrue to the school in the way of greater citizen participation and cooperation and to the community in terms of increased self-esteem as they build a safer community and a more involved citizenry.

The investigation also pointed to the need for further research. Listed below are some of the areas of interest related to the findings:

1. Additional research should be conducted to confirm and substantiate validity of the results of this study. Further research needs to be conducted to determine the relationship between crime and gangs, drugs and gangs, the police department and the community, the dropout problem

and the community, the impact of single and teenage parents on the community.

2. A study should be done to examine the attitudes of teachers and administrators toward Community Education.

3. More study needs to be done on the effect of adding Community Education on the magnet school site.

4. More research should be done on the "Human Services Model of Community Education," and the impact it would have on this community.

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# APPENDIXES

# APPENDIX A

## SUMMARY OF CLASSES IN OKLAHOMA COMMUNITY SCHOOL CENTERS

| | | Number Classes | Number Participants |
|---|---|---|---|
| I. | Academic | | |
| | A. Basic Skills | 144 | 3500 |
| | B. Economics | 73 | 1009 |
| | C. English | 62 | 1189 |
| | D. Foreign Language | 46 | 403 |
| | E. Health | 137 | 2916 |
| | F. History/Geography | 32 | 907 |
| | G. Math | 206 | 1978 |
| | H. Psychology/Sociology | 84 | 1421 |
| | I. Science | 68 | 884 |
| | | 852 | 14207 |
| II. | Arts/Crafts/Hobbies | | |
| | A. Arts | 206 | 1780 |
| | B. Crafts | 153 | 1409 |
| | C. Hobbies | 202 | 1791 |
| | | 561 | 4980 |
| III. | Recreation/Social Events | | |
| | A. Dance | 222 | 3991 |
| | B. Music (Instrumental) | 52 | 439 |
| | C. Music (Vocal) | 8 | 28 |
| | D. Sports | 1415 | 24172 |
| | | 1697 | 28630 |
| IV. | Service/Leadership | | |
| | A. Babysitting | 11 | 111 |
| | B. Life Saving | 7 | 63 |
| | C. Leadership | 4 | 53 |
| | | 23 | 227 |
| V. | Volunteer Opportunities | | |
| | A. Orientation | 22 | 302 |
| | B. Classroom | 16 | 415 |
| | | 38 | 717 |
| VI. | Vocational Education | | |
| | A. Business | 174 | 2994 |
| | B. Home Economics (Foods) | 133 | 715 |
| | C. Home Economics (Textiles) | 201 | 1740 |
| | D. Industrial Arts | 54 | 508 |
| | | 562 | 5557 |
| VII. | Miscellaneous | | |
| | A. Day Care | 49 | 3032 |
| | B. Latch-Key | 10 | 232 |
| | C. Special Interest | 26 | 470 |
| | | 85 | 3734 |
| VIII. | Unclassified | 25 | 282 |

# APPENDIX B

## QUESTIONNAIRE FIELD TEST ANALYSIS FORM

Dear

Your help is needed. This is a part of a field test of a questionnaire that I plan to use for my dissertation. Your response will be used to determine the final form of the questionnaire, but will not be used as data for the dissertation.

Instructions:

1. Please complete the questionnaire and give your candid opinion as a citizen of this community.

2. Time yourself, and place in the provided space the number of minutes it takes you to complete the questionnaire.

_____ number of minutes

3. When you have completed the questionnaire, please indicate on the form below those questions that you feel need revision. Use the key provided to indicate the kind of problem you feel the question presents.

Key:

A = unclear
B = meaningless
C = objectionable
D = too long
E = too difficult

Form:

| | |
|---|---|
| 1._____ | 8._____ |
| 2._____ | 9._____ |
| 3._____ | 10._____ |
| 4._____ | 11._____ |
| 5._____ | 12._____ |
| 6._____ | 13._____ |
| 7._____ | 14._____ |

# APPENDIX C

## COVER LETTER FOR SURVEY

July, 1988

Dear

Community Education is a series of courses and activities planned for the enrichment of all citizens within a community--preschoolers through senior adults.

The program is usually offered in a neighborhood school during hours when regular classes are not in session. To be effective, courses and activities must be designed based upon the needs and interests of the citizens living in the community.

This survey is being conducted to determine if enough interest exists in this community to justify the implementation of a Community Education program at a local high school. The results of the survey will be shared with the Community Education Department of the Tulsa Public Schools, and with the Center for Community Education at Oklahoma State University. I appreciate your input into this project.

Loretta Collier

# APPENDIX D

# COMPREHENSIVE COMMUNITY SURVEY

No. _____

COMPREHENSIVE COMMUNITY SURVEY

DIRECTIONS: Please check the response which best corresponds to your status and/or your opinion.

1. What is your age? ___)12-17 ___)18-35 ___)36-55 ___)56-65 ___)66 or older

2. What is your gender? ___)Male ___)Female

3. What is your occupation?
___)professional, Managerial, technical
___)Clerical and sales
___)Craftsmen and foreman
___)Laborer
___)Housewife
___)Retired
___)Student
___)Unemployed

4. Indicate the number of persons living in your household in the following age groups.
___)0-3
___)4 years
___)5-12 years
___)13-17 years
___)18-35 years
___)36-55 years
___)56-65 years
___)66 + years

5. What is the highest grade completed by the following persons?
___)Husband
___)Wife
___)Other Head of Household

6. Does the family own or rent your home or apartment?
___)Own
___)Rent
___)Unknown

7. How long have you lived in Tulsa County?
___)0-1 year
___)2-5 years
___)6-10 years
___)11 + years

8. Which if any of the following types of courses would you or a member of your family choose to participate in if they were available?
___)High school completion courses
___)Enrichment courses
___)Recreational activities

9. If interested in taking courses for high school credit, which courses are you interested in?
___)Freshman required courses and beyond
___)Sophomore required courses and beyond
___)Junior required courses and beyond
___)Senior required courses
___)Elective courses

10. Generally, what time of day would be the most convenient for you or another family member to take a course?
___)Morning only
___)Afternoon only
___)Morning or afternoon
___)Morning or evening
___)Afternoon or evening
___)Evenings only
___)Anytime
___)Unknown, not interested

11. Which day or days would be best?
___)Monday
___)Tuesday
___)Wednesday
___)Thursday
___)Friday
___)Saturday

12. Check those activities you or members of your family would probably take if they were offered at a suitable time. DO NOT CHECK MORE THAN 3 IN EACH CATEGORY.

RECREATION AND SPORT ACTIVITIES --for your enjoyment

___)Bridge
___)Modern Dancing
___)Square Dancing
___)Camping and Hiking
___)Tennis
___)Soft Ball
___)Bicycling
___)Yoga
___)Vollyball
___)Fishing Skills
___)Slimnastics
___)Handball
___)Aerobics
___)Swimming

HOME MANAGEMENT AND DOMESTIC SKILLS

___)Plumbing
___)Home Repairs
___)Landscaping and Lawn Care
___)Gardening
___)Cake Decorating
___)Upholstery
___)Interior Decorating
___)Furniture Refinishing and Repair
___)Gourmet Cooking
___)Other

ENRICHMENT COURSES --for fun and self-improvement

___)Reading Improvement
___)Creative Writing
___)Estate Planning
___)Income Tax Procedures
___)Bible Study
___)Woodworking
___)Knitting and Crocheting
___)Jewelry Making
___)Oil Painting
___)Decoupage
___)Quilting
___)Leather Craft
___)How to Buy Stocks
___)Other

HOME STUDY COURSES
___)Burglary Prevention
___)Peoples' Law School
___)Others

JOB IMPROVEMENT COURSES - to help me
___)Typing
___)Real Estate Finance
___)Shorthand
___)Data Processing/Computers
___)Accounting
___)Drafting
___)Mechanical Drawing
___)Toast Masters
___)Plumbing
___)Service, appliance
___)Job Placement
___)Public Speaking
___)Communication Skills
___)Spanish Language
___)Human Relations Skills
___)Others

MEDICAL EDUCATION AND HOME RELATIONS - for a healthy life
___)How to find Cancer
___)What is good health
___)Accident Prevention
___)Drug Abuse Education
___)Resuscitation
___)First Aid
___)Marriage Communication
___)Seminar for Widow/Widower
___)Other
___)Teen Counseling
___)Hygiene
___)Babysitting
___)Aids Education
___)Nutrition
___)Mental Health
___)Seminar for Divorced Persons
___)Preventing Heart Attacks

COURSES FOR HIGH SCHOOL CREDIT/DIPLOMA COMPLETION
___)G.E.D- Preparing for High School Diploma
___)Adult Education Courses (English, Science, Math, History, etc..)

ENRICHMENT COURSES FOR TEENS:
___)Cheerleading
___)Baton Twirling
___)Theatre
___)How to Be Poised
___)Social Graces
___)Modern Dancing
___)Communication Skills
___)Others

SENIOR CITIZENS' SPECIALS:
___)Pre-aerobics for Over 50s
___)Senior Citizens Special Activities
___)Seniors Dance Club
___)Games for Seniors

PARTICIPATION ACTIVITIES:
___)Community Chorus
___)Community Band
___)Community Theater
___)Other

13. From the following list, select the three items that you think have the most urgent NEED OF ATTENTION, IMPROVEMENT OR EXPANSION within the Washington Community.

___)Vandalism
___)City Government
___)Public Schools
___)Juvenile Programs
___)Drug Abuse
___)Housing
___)Crime
___)Streets
___)Vocational School
___)City Services
___)Alcoholism
___)Other
___)Unemployment
___)Community Apathy
___)Police Department
___)Health Services
___)City Parks/Recreation

14. Select the three places in the community that you visit most often:

| | |
|---|---|
| ___)Y.M.C.A. | ___)Library |
| ___)Park | ___)Health Center |
| ___)Church | ___)School |
| ___)Other | |

Please explain any response:_____

_____

_____

THANK YOU FOR YOUR COOPERATION.

Note

Would you or anyone in your family or someone you know be interested in teaching any Community Education courses?____

If so, please complete the form below.

Name:_____ Address_____

Telephone_____Course_____

Would you or anyone in your family or anyone you know be interested in volunteering service in a community school?_____, If so, please sign below.

Name_____Telephone_____

# APPENDIX E

## COUNT AND COURSES SELECTED BY RESPONDENTS

COUNT AND COURSES SELECTED BY RESPONDENTS

| | 13-17 | 18-35 | 36-55 | 56-70 | Σ | % |
|---|---|---|---|---|---|---|
| RECREATION AND SPORT ACTIVITIES | | | | | | |
| Bridge | 1 | 0 | 3 | 10 | 14 | 6 |
| Modern Dancing | 4 | 7 | 9 | 0 | 20 | 8 |
| Square Dancing | 1 | 1 | 3 | 0 | 5 | 2 |
| Camping and Hiking | 6 | 2 | 12 | 8 | 28 | 12 |
| Tennis | 2 | 7 | 2 | 4 | 15 | 6 |
| Softball | 5 | 8 | 5 | 0 | 18 | 8 |
| Bicycling | 7 | 7 | 9 | 6 | 29 | 12 |
| Yoga | 1 | 3 | 0 | 0 | 4 | 2 |
| Volleyball | 4 | 4 | 2 | 10 | 20 | 8 |
| Fishing Skills | 3 | 5 | 13 | 15 | 36 | 15 |
| Slimnastics | 4 | 7 | 12 | 2 | 25 | 11 |
| Handball | 1 | 1 | 2 | 0 | 4 | 2 |
| Aerobics | 7 | 4 | 10 | 4 | 25 | 11 |
| Swimming | 11 | 25 | 15 | 13 | 64 | 27 |
| HOME MANAGEMENT & DOMESTIC SKILLS | | | | | | |
| Plumbing | 1 | 4 | 7 | 0 | 12 | 5 |
| Home Repairs | 12 | 11 | 14 | 16 | 53 | 23 |
| Landscaping and Lawn Care | 6 | 2 | 6 | 6 | 20 | 8 |
| Gardening | 3 | 4 | 7 | 8 | 22 | 9 |
| Cake Decorating | 6 | 14 | 10 | 10 | 40 | 17 |
| Upholstery | 1 | 3 | 8 | 3 | 15 | 6 |
| Interior Decorating | 5 | 23 | 15 | 5 | 48 | 20 |
| Furniture Finish & Repair | 2 | 8 | 9 | 4 | 23 | 10 |
| Gourmet Cooking | 5 | 19 | 12 | 0 | 26 | 11 |
| Other | 8 | 1 | 7 | 10 | 26 | 11 |
| SELF IMPROVEMENT COURSES | | | | | | |
| Oil Painting | 3 | 8 | 3 | 0 | 14 | 6 |
| Decoupage | 2 | 1 | 3 | 1 | 7 | 3 |
| Quilting | 1 | 4 | 1 | 2 | 8 | 3 |
| Leather Craft | 0 | 3 | 5 | 0 | 8 | 3 |
| Knitting and Crocheting | 0 | 2 | 5 | 0 | 7 | 3 |
| How to Buy Stocks | 0 | 7 | 8 | 6 | 21 | 9 |
| Other | 0 | 1 | 0 | 0 | 1 | 142 |
| ENRICHMENT COURSES | | | | | | |
| Reading Improvement | 5 | 6 | 14 | 7 | 32 | 14 |
| Creative Writing | 4 | 6 | 11 | 6 | 27 | 11 |
| Estate Planning | 2 | 11 | 7 | 3 | 23 | 10 |
| Income Tax Procedures | 3 | 3 | 11 | 11 | 28 | 12 |
| Bible Study | 2 | 5 | 8 | 12 | 27 | 11 |
| How to Balance Checkbooks | 1 | 5 | 3 | 0 | 8 | 3 |
| Woodworking | 2 | 5 | 8 | 0 | 15 | 6 |
| Jewelry Making | 4 | 7 | 7 | 0 | 18 | 8 |

| | 13-17 | 18-35 | 36-55 | 56-70 | Σ | % |
|---|---|---|---|---|---|---|
| JOB IMPROVEMENT COURSES | | | | | | |
| Typing | 5 | 4 | 3 | 3 | 15 | 6 |
| Real Estate Finance | 0 | 5 | 7 | 1 | 13 | 5 |
| Shorthand | 1 | 7 | 2 | 0 | 10 | 4 |
| Data Processing/Computers | 17 | 23 | 21 | 10 | 71 | 30 |
| Accounting | 3 | 5 | 0 | 0 | 8 | 3 |
| Drafting | 1 | 1 | 0 | 0 | 2 | 85 |
| Mechanical Drawing | 4 | 1 | 0 | 0 | 5 | 2 |
| Toast Masters | 0 | 0 | 0 | 0 | 0 | 0 |
| Plumbing | 5 | 1 | 5 | 0 | 10 | 4 |
| Service, Appliance | 2 | 2 | 3 | 1 | 8 | 3 |
| Job Placement | 1 | 6 | 9 | 0 | 10 | 4 |
| Public Speaking | 1 | 8 | 6 | 6 | 13 | 5 |
| Communication Skills | 3 | 9 | 10 | 4 | 26 | 11 |
| Spanish Language | 5 | 5 | 11 | 7 | 28 | 12 |
| Human Relations Skills | 1 | 3 | 2 | 0 | 6 | 2 |
| Others | 0 | 0 | 8 | 1 | 9 | 4 |
| MEDICAL EDUCATION & HUMAN RELATIONS | | | | | | |
| How to Find Cancer | 0 | 6 | 7 | 6 | 19 | 8 |
| What is Good Health | 10 | 18 | 13 | 9 | 50 | 21 |
| Accident Prevention | 1 | 11 | 12 | 1 | 25 | 11 |
| Drug Abuse Education | 7 | 6 | 10 | 19 | 42 | 18 |
| Resuscitation | 1 | 7 | 0 | 3 | 11 | 5 |
| First Aid | 2 | 9 | 12 | 7 | 30 | 13 |
| Marriage Communication | 3 | 9 | 1 | 2 | 15 | 6 |
| Seminar for Widow/Widower | 0 | 0 | 2 | 3 | 5 | 2 |
| Teen Counseling | 15 | 15 | 9 | 6 | 45 | 19 |
| Hygiene | 1 | 0 | 0 | 0 | 1 | 42 |
| How to be a Babysitter | 4 | 1 | 1 | 0 | 6 | 2 |
| Aids Education | 3 | 11 | 7 | 0 | 21 | 9 |
| Nutrition | 3 | 0 | 0 | 5 | 8 | 3 |
| Mental Health | 2 | 5 | 5 | 6 | 18 | 8 |
| Seminar for Divorced Persons | 4 | 3 | 5 | 0 | 12 | 5 |
| Preventing Heart Attacks | 6 | 10 | 23 | 6 | 45 | 19 |
| Other | 0 | 0 | 0 | 3 | 3 | 1 |
| ENRICHMENT COURSES FOR TEENS | | | | | | |
| Cheerleading | 9 | 6 | 10 | 0 | 25 | 11 |
| Baton Twirling | 6 | 0 | 0 | 1 | 7 | 3 |
| Theatre | 13 | 0 | 5 | 6 | 24 | 10 |
| How to be Poised | 12 | 6 | 24 | 0 | 42 | 18 |
| Social Graces | 6 | 0 | 2 | 6 | 14 | 6 |
| Modern Dancing | 4 | 3 | 12 | 6 | 25 | 11 |
| Communication Skills | 8 | 18 | 27 | 6 | 59 | 25 |
| Other | 2 | 3 | 0 | 0 | 5 | 2 |
| ENRICHMENT ACTIVITIES FOR SENIORS | | | | | | |
| Social Activities | 0 | 0 | 0 | 17 | 17 | 7 |
| Spending Wisely | 0 | 0 | 6 | 8 | 14 | 6 |
| Using Available Services | 0 | 0 | 4 | 13 | 17 | 7 |
| Healthy Living | 0 | 0 | 5 | 7 | 12 | 5 |
| The Retirement Years | 0 | 0 | 7 | 1 | 8 | 3 |

| | 13-17 | 18-35 | 36-55 | 56-70 | Σ | % |
|---|---|---|---|---|---|---|
| PARTICIPATION ACTIVITIES | | | | | | |
| Community Chorus | 13 | 4 | 0 | 3 | 20 | 8 |
| Community Band | 5 | 1 | 2 | 0 | 8 | 3 |
| Community Theatre | 7 | | 1 | 6 | 14 | 6 |
| Other | 4 | 7 | 0 | 0 | 11 | 5 |
| MOST URGENT NEED | | | | | | |
| Vandalism | 5 | 8 | 13 | 10 | 36 | 15 |
| City Government | 2 | 2 | 9 | 4 | 17 | 7 |
| Vocational School | 3 | 2 | 4 | 3 | 13 | 5 |
| Public Schools | 1 | 7 | 21 | 4 | 33 | 14 |
| Unemployment | 1 | 20 | 44 | 13 | 78 | 33 |
| Housing | 8 | 5 | 10 | 6 | 29 | 12 |
| City Services | 0 | 0 | 0 | 2 | 2 | 85 |
| Health Servies | 0 | 3 | 1 | 3 | 7 | 3 |
| Crime | 17 | 29 | 59 | 19 | 124 | 58 |
| Community Apathy | 0 | 10 | 7 | 6 | 23 | 10 |
| Streets | 2 | 5 | 2 | 1 | 10 | 4 |
| Juvenile Programs | 10 | 26 | 21 | 8 | 65 | 28 |
| City Parks/Recreation | | | | | | |
| Police Department | 10 | 5 | 13 | 0 | 28 | 12 |
| Alcoholism | 0 | 0 | 1 | 0 | 1 | 43 |
| Drug Abuse | 18 | 12 | 53 | 39 | 122 | 52 |
| Other | 0 | 1 | 0 | 0 | 1 | 43 |

# APPENDIX F

## COVER LETTER FOR COMMUNITY EDUCATION DIRECTORS' SURVEY

7 East Woodrow Place
Tulsa, Oklahoma 74106
August 10, 1988

Dear Director of Community Education:

I am currently a doctoral student at Oklahoma State University, Stillwater, Oklahoma, in the Department of Educational Administration. My emphasis of study is Community Education and Dr. Deke Johnson, Director of the Community Education Center at Oklahoma State University is my advisor.

I am in the process of working with community residents in Tulsa, Oklahoma, to determine the feasibility of implementing Community Education at a local high school. At this time, there are five community schools in the Tulsa Public School System, all of which are located in elementary or middle schools.

We are interested in determining if there are significant differences in the kinds of programs and activities offered at high schools from those offered at other school levels.

The attached questionnaire is being sent to selected directors of community education programs located in high schools. We would value your input. We have tried to limit our questions to those few which we feel most important in terms of the information sought by our advisory group. Your careful consideration of each question is vital to the success of our efforts.

It would be greatly appreciated if you would complete and return the questionnaire in the stamped, self-addressed envelope by September 15, 1988.

Thank you in advance for your time and valued assistance.

Sincerely,

Loretta Collier
Researcher

# APPENDIX G

# COMMUNITY EDUCATION DIRECTORS' SURVEY

COMMUNITY EDUCATION DIRECTORS' SURVEY

DIRECTIONS: Please place a check mark before the response that best describes your community education program and site.

I. Location of Community School?
_____rural ____urbam ____other

2. Population?
____1000-10,000 _____10,000-25,000 ____25,000-200,000 ___above 200,000.

3. How many years has community education program existed?
____less than 5 years _____5-10 years _____longer than 10 years.

4. Socio-economic levels served?
____lower-middle
____middle-upper middle
____middle-upper
____lower-upper

5. Age groups served?
___infants ___preschoolers ___youth ____working adults____seniors?

6. Number of community education centers?
___1 ___2 ___3 ___4 ____more than four

7. If two or more centers, how many are in high schools?
___1 ___2 ___3 _____none ____more than 3.

8. If sites at elementary schools and high schools are used, are programs different in terms of:
_____focus ____program offerings ____activities_____other?

9. If programs differ at two or more levels, would you explain in what ways they differ?

_____

_____

_____please use back if more space is needed.

10. Program areas most widely attended:
_____educational
_____recreational
_____enrichment
_____health related

Thank you for your valued assistance!

# APPENDIX H

## SUMMARY OF RESPONSES TO COMMUNITY EDUCATION DIRECTORS' SURVEY

| Question | Response |
|---|---|
| 1. Location of community school? | 4 - rural<br>14 - urban |
| 2. Years program has existed? | 14 - 5-10 years<br>4 - more than 10 years |
| 3. Population in community? | 6 - 1,000-10,000<br>4 - 10,000-25,000<br>8 - 25,000-200,000 |
| 4. Socioeconomic levels served? | 10 - lower-middle<br>0 - lower-upper |
| 5. Age groups served? | 2 - infants<br>12 - preschoolers<br>18 - youth<br>18 - working adults<br>18 - seniors |
| 6. Number of community education centers? | 8 - one<br>7 - two<br>3 - three or more |
| 7. High school centers? | 7 - one<br>1 - two<br>10 - none |
| 8. Does program differ in focus?<br>Does program differ in courses?<br>Does program differ in activities? | 5 - yes 3 - no<br>6 - yes 2 - no<br>6 - yes 2 - no |

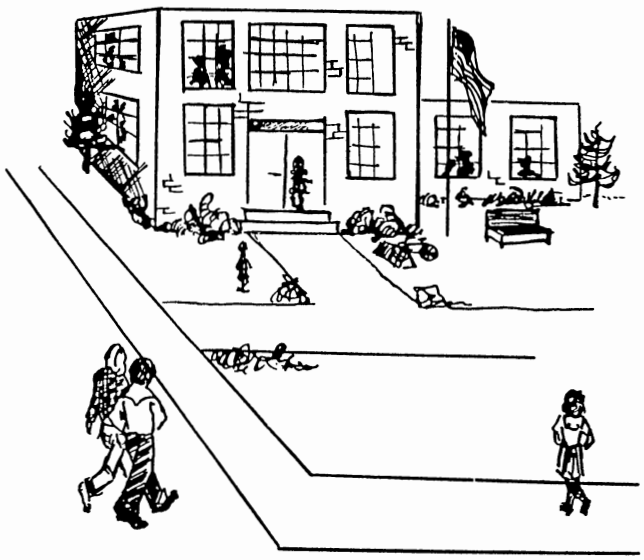
9. Differences listed by respondents:

   a. more adult-type activities in high school
   b. more activities and programs
   c. more school staff members involved as instructors
   d. space allows more large group activities
   e. centers are open longer hours

# APPENDIX I

# THE MODEL

# Welcome to Washington Heights Community School



*FOR ALL OF US,*

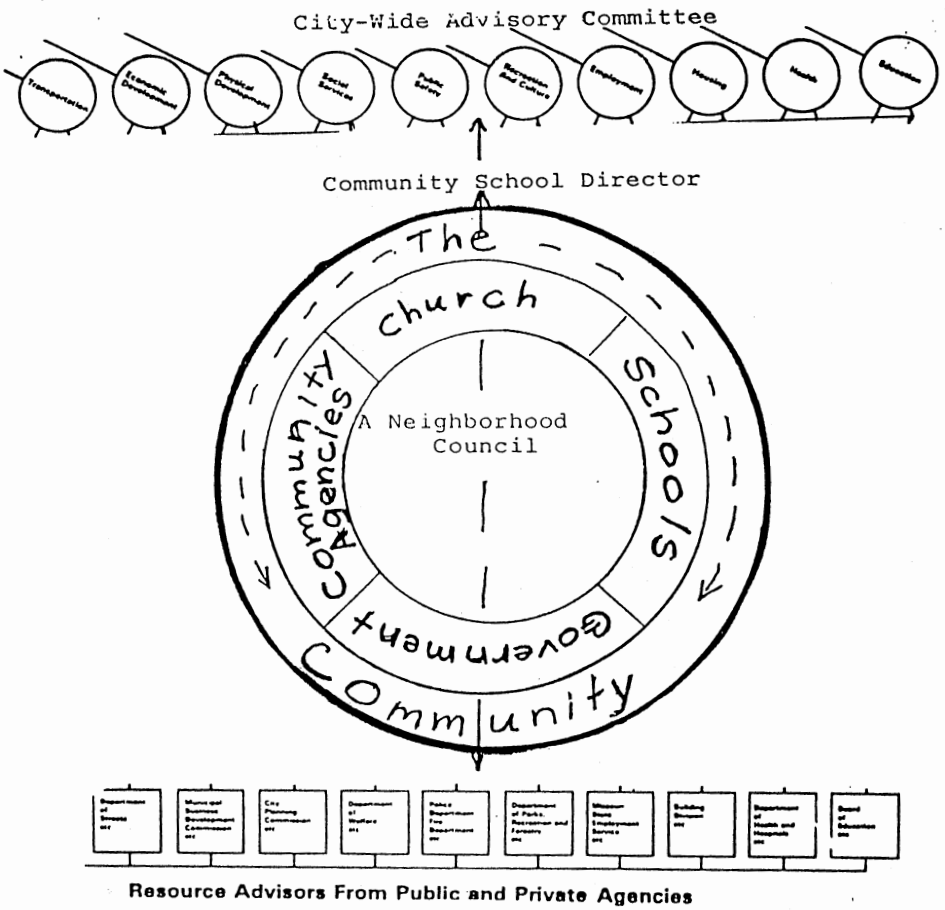
*ALL OF THE TIME*

## What is a Community School?

A community school is a place where:

* Children and adults can study and learn and where learning takes place 18 hours a day or more.
* Educational and vocational skills can be upgraded for the benefit of the individual and community.
* People of all ages can take part in civic meetings, adult education, recreation, fine arts, tutoring or many other programs.
* All residents of the community can study and cooperate in the solution of neighborhood problems.


The Council Arrangement for the Washington Heights Community



# A PROJECTED MODEL OF COMMUNITY EDUCATION FOR THE WASHINGTON HEIGHTS COMMUNITY

The model of Community Education proposed for the Washington Heights Community is based on the search of literature and the research findings of this study. The proposed model is a process model designed to energize the people to seek avenues for ways to bring positive change and improvements in the quality of life for all citizens and to ensure that the public school is a viable part of the community.

As a process model, the Community Education Program will be in a constantly emerging state, amendable to revision as the problems and needs of the community change. All minimum elements of Community Education are proposed for inclusion in the model.

## Sponsorship

It is proposed that sponsorship for the Washington Heights Community School will be provided by the Tulsa Public School System as an investment in the lives of children and as a commitment to the betterment of the total city. There are six community schools sponsored by the Tulsa Public Schools, but none are in close proximity to the Washington Heights community. The Washington Heights community is easily identifiable and has indicated needs that can be addressed through Community Education. In addition, citizens have indicated their willingness to support the program if it is located in their neighborhood.

## Site Selection

It is proposed that Booker T. Washington High School become the home site for the proposed model of Community Education. It is a public school, highly visible in the community, and easily accessible to every citizen in the Washington Heights community. It offers adequate space for academic, enrichment, and some recreational activities, and is staffed by a highly creative, professional staff which can offer leadership and expertise in the administration and operation of the program center. In addition, the school is located close to a city park and recreation center which opens possibilities for collaborative efforts between school, community, and city.

It is further recommended that officials of the city of Tulsa be invited to become collaborators with the public school system by funding, maintaining, and encouraging use of the B. C. Franklin Recreation Center as a secondary site for community school activities.

## Scope of Activities and Services

It is proposed that the center extend its program to include other agencies and organizations as partners in educational initiates. Many options for program development were suggested by citizens' responses on

the Comprehensive Community Survey; programs from basic skills levels to those which require the cooperation and involvement of governmental agencies, health services, the police department, civic organizations, parks, and other types of groups. Highly recommended are regularly scheduled community forums where resource persons are invited to address the citizens on issues that concern the community, followed by work sessions where strategies are planned to address identified needs and concerns. All programs offered should go beyond those programs and activities offered during regular school hours.

## Administrative Structure

1. It is proposed that the Tulsa Public School System provide the Community School Director and other personnel necessary to staff the program until such time that community leaders have emerged, been selected or developed, and are ready to assume some of the leadership tasks. The Community School Director should work directly under the supervision of the school system's Community School Director, but should be given the flexibility to be innovative in the context of the job of Community School Director for the Washington Heights Community School. The Director must be carefully selected, must relate to the community, and must be knowledgeable and energetic regarding the work. Possessing good people skills is a prime essential for this staff member.

It is recommended also that the system should provide trained staff, a clerk, and other support personnel necessary to the smooth operation of the program.

2. A Community Advisory Council is a crucial component to the administrative structure of a successful community school. This representative group of citizens must work together to coordinate and plan for Community Education. It is proposed that the citywide Advisory Council for the Washington Heights Community School represent the greater Tulsa community. It is further recommended that the School Advisory Council for the Washington Heights Community School consist of residents of the local community. Research has shown that 10 to 12 persons should serve on the local advisory council (Frank, 1979). These persons should be selected by an ad hoc committee convened by the appointed Director. Each person should be carefully handpicked to bring varying perspectives and expertise to the planning process.

It is proposed that the advisory council for the local Washington Heights Community School be comprised of representatives from: (1) the school, (2) a human service agency, (3) the police department, (4) the Tulsa Urban League, (5) two community residents, (6) the Parks and Recreation Department, (7) the Mayor's Youth Council, (8) a student, (9) the North Tulsa Ministerial Alliance, (10) the Greenwood Chamber of Commerce, (11) health services, and (12) counseling services. Each of these persons should live in the community and will be helpful contributors to this council. The Director and a member from the school will be nonvoting members, but will retain places on the Council.

Terms of Office

The members of the Advisory Council will serve rotating terms, with two members selected to serve one-year terms; four members to serve two-year terms; and four members to serve three-year terms. As a member's term ends, positions will be publicized and citizens will be encouraged to apply.

It is recommended that an early charge to the Washington Heights Advisory Council is to assume the responsibility for further study into the problems identified in the Comprehensive Community Survey and seek other data to refute or clarify the findings. A specific time limit should be set after which a full report should be given to the community to increase awareness about the level of concern and need existing among citizens. Another task for the Advisory Council is to become aware of the nature of the work of every community agency or organization in order to make maximum use of all existing resources and talents.

## Community Participation

It is proposed that the Community Education Program serve all age groups within the community: preschoolers, children and youth, out-of-school youth, adults, and senior citizens, as well as groups with special needs such as limited English-speaking ability, physically handicapped, and others.

There is no way to find solutions to such serious concerns as those voiced by residents in the Washington Heights community without full involvement and participation of community members. No one is better able to address community concerns than those who live there. It is proposed that the Community Education Program provide active, continuous involvement in meaningful ways. Every citizen must be encouraged to participate in decisions that affect their community and way of life. Institutions, groups, and individuals must not be limited in their ability to enter into the planning, administration, and operation of the Community Education Program.

It is proposed that public relations efforts and recruitment efforts be extended into the community to encourage and maintain active participation by citizens into the study and resolution of identified problems. Citizen participation will be encouraged by opportunities for real involvement such as serving to an advisory board, being trained for leadership, serving as paid instructors or as volunteers, participating in assessment activities, serving on evaluation teams, and taking part in citizen forums.

## Programming

Programming, like all other facets of Community Education, is a process which changes and adjusts as needs are satisfied and new problems emerge. The programming activities included in this model take into account the findings obtained from the Comprehensive Community Survey. Some needs expressed were more critical to the physical and mental

survival of residents than were others, yet research showed that needs were in varying states of fulfillment. Therefore, a variety of classes and activities should be included for the well being of all the residents. The activities and courses suggested are tentative and must be validated by those who will make the final decisions about programming.

Schedule of Classes

(Tuesdays)

| | 6:00 - 7:30 p.m. | 7:35 - 9:05 p.m. |
|---|---|---|
| Room A | Adult Education | Adult Education |
| Room B | Parenting Skills | Parenting Skills |
| Room C | Data Processing | Data Processing |
| Room D | Job Skills | Job Skills |
| Room E | Gourmet Cooking | Gourmet Cooking |
| Room F | Learning About Drugs | Learning About Drugs |
| Room G | Interior Decorating | Interior Decorating |
| Pool | Swimming, Youth | Swimming, Adults |
| Gym | Modern Dancing | Modern Dancing |

(Thursdays)

| | 6:00 - 7:30 p.m. | 7:35 - 9:05 p.m. |
|---|---|---|
| Room A | GED - Get That Diploma | GED - Get That Diploma |
| Room B | Creative Writing | My Favorite Poets |
| Room C | Data Processing | Data Processing |
| Room D | Employment Markets | Employment Markets |
| Room E | Gardening | Camping and Hiking |
| Room F | Let's Get Well | Slimnastics |
| Gym A | Volleyball | Exercise for Seniors |
| Pool | Swimming, Adults | Swimming, Teens |
| Room D | Data Processing | |

B. C. Franklin Recreation Center Schedule

| | (Tuesdays) 6:00 - 9:00 p.m. | (Thursdays) 6:00 - 9:00 p.m. |
|---|---|---|
| Gym | The Bicycle Club | The Bicycle Club |
| Area A | CPR | Cheerleading |
| Wt/Room | Self-Protection Skills | What Makes an Adult? |
| Area B | Life Saving | A Winning Attitude |

## Special Activities

Special forum-type activities will be sponsored on the fourth Thursday of each month and on Saturdays, as announced. At those times, all residents enrolled in the Center will be asked to assemble in the school auditorium for the special activities. Some sessions will feature resource persons who will address topics of concern to residents. These sessions will be designed to provoke the thinking of community members and help them understand what is happening in the community and the steps that may be taken to improve conditions and eliminate problems. These sessions may provide such features as:

1. A report to the community on the findings of this study with recommendations for corrective actions.

2. Speakers from community agencies that may share audiovisual materials and their expertise on the effects of drug addiction on the body and mind, how to recognize and react to drug abuse in the home, and the help that is available to families of abusers.

3. Health professionals who discuss major health problems that affect citizens in the community, health services that are available, and how to go about receiving these services.

4. Speakers from governmental, civic, or service organizations on efforts they are making to provide wholesome activities for youth.

5. Legal representatives who will explain the juvenile court system and how it works, citizen's rights and responsibilities, and how citizens can "work the process."

6. Speakers on the family and steps that can be taken to improve stability in the family.

The final group of activities proposed are symposiums followed by audience participation during which time citizens can discuss issues aired by speakers, identify strategies for addressing issues, and begin to formulate action plans.

Symposium topics will include:

1. Drug abuse in the community--its causes and cure
2. Crime and crime stoppers
3. How to protect self and property
4. Your rights and responsibilities
5. How to bring change through citizen action
6. The problems and needs of youth and possible solutions
7. The role of the police in the community
8. Collaboration of efforts through interagency coordination
9. Other topics as suggested by community members

These sessions will feature a panel of experts who will contribute their views and knowledge to the programs, small group sessions will then be arranged to allow community interaction and decision making about the direction they want their community to take regarding the topics of discussion.

Other program activities will include occasional programs featuring the efforts of the community chorus and other community groups.

## Funding Structure

It is proposed that the Washington Heights Community School be funded in the following manner:

1. The Tulsa Public School System will provide:
    a. salaries for the Director, clerk(s), and other staff as needed.
    b. facilities at the selected public school site
    c. utilities, materials, and equipment provided at the school
    d. custodial services

Sources for these services may come from federal or state grants, or from the school system's budget.

2. The city of Tulsa will fund the services, materials, equipment, and personnel needed at the B.D. Franklin site.

3. Other agencies and organizations will fund resource speakers, materials, travel, and other items needed for their involvement in the total program. They will provide volunteers as available, also.

4. The community will supply volunteers, fees that may be required for paid community workers, and materials for individual projects.

## Evaluation

Community residents will have many opportunities to participate in the evaluation of program features. Besides being asked to complete evaluations at the conclusion of each course, they will also be asked to react to speakers, topics, and other activities. A formal evaluation will be completed at the close of the semester. Evaluation, like other components of the model will be a process, taking place at regular intervals and in many different ways. The results of evaluations will be used by the Director and the Advisory Council to modify or revise program offerings or other components of the Community Education Program.

# VITA

Loretta Brown Collier

Candidate for the Degree of

Doctor of Education

Thesis: A MODEL OF COMMUNITY EDUCATION BASED ON A SELECTED COMMUNITY'S PERCEPTIONS OF COMMUNITY NEEDS

Major Field: Educational Administration

Biographical:

Personal Data: Born in Langston, Oklahoma, on January 7, 1933, the daughter of Henry and Lula Brown; married to Henry L. Collier on February 6, 1954.

Education: Graduated from Langston City High School in May, 1950; received Bachelor of Arts degree from Langston University in May, 1954; received Master of Teaching Arts degree from the University of Tulsa in May, 1964; completed requirements for the Doctor of Education degree at Oklahoma State University in July, 1989.

Professional Experience: English Department Head and Teacher of Speech, English, and Reading, Carver Junior High School, Tulsa, Oklahoma, 1961-68; Dean of Girls and Grade Level Counselor, Monroe Junior High School, Tulsa, Oklahoma, 1968-75; Assistant Principal, Grade Level Counselor, and Principal, Booker T. Washington High School, Tulsa, Oklahoma, 1975-87; Director of Certificated Employees, Tulsa Public Schools, 1988 to present.

Professional Organizations: Tulsa Association of Secondary Principals, Oklahoma Association of Secondary Principals, National Association of Secondary Principals, Association for Supervision and Curriculum Development, Phi Delta Kappa Educational, National Alliance of Black School Administrators, College Board, American Association of Teacher Educators, American Association of Personnel.