A RELATIONSHIP STUDY BETWEEN OKLAHOMA COMMUNITY

EDUCATION PROCESS AND PROGRAM DEVELOPMENT

BY

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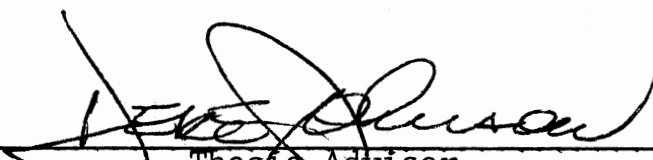Missouri Southern State College
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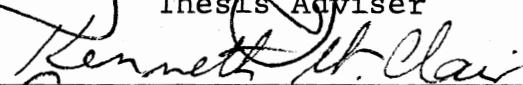Pittsburg State University
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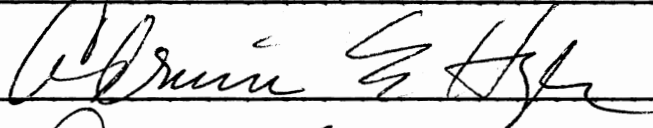
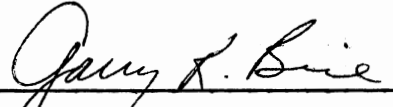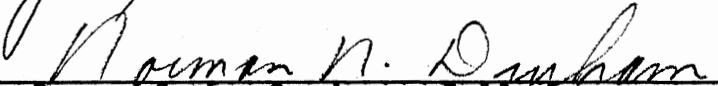EDUCATION PROCESS AND PROGRAM DEVELOPMENT

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CHAPTER I

INTRODUCTION

Reed (1982, p.5) noted: "One of the more consistent themes in community education is agreement on the value of participation." Similarly, community participation has been linked to the development of the community education process. From its modest beginnings in 1935, community education developed through a process of identifying community needs and matching available resources to meet identified needs.

Frank Manley, recognized as the "Father of the Community Education Concept," emphasized the necessity of mixing the community's involvement and total resources to produce the community education process (Melby, 1972). Later, Udell (1978) described the community education process as involving a defined community in the identification of its needs, concerns, and wants, which are directed toward life-long learning experiences for the entire community. In addition, Lightfoot (1978) suggested that people of all ages desire to improve their communities, and individual and family lives by enriching their leisure, cultural, and social activities. He maintained that the community education process is a means of fulfilling these desires through involving citizens in the identification of their needs and in defining their goals.

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Fantini (1969) described the importance of community process:

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

Development of the community education process is in direct contrast to the view of programming established in this century. Bates (1983) asserted that rapid economic, political, and cultural changes brought about by the industrial revolution in the late 19th and early 20th centuries created a condition that made the school the educational center of the community. As such, decisions as to what should be learned, when, where, and how were essentially placed in the control of school professionals. Fantini (1983) maintained that schools standardized both curriculum and instructional methods to cope with demands produced by a rapidly changing economic, social, and political climate. Further, the family, church, and workplace have continued to delegate to the school an enlarged role and responsibility to make educational decisions.

Taylor (1976) claimed that society expects a multiplicity of educational outcomes from our schools. Schools are expected to inculcate basic skills, transmit our cultural heritage, prepare citizens to participate in a democracy, and develop healthy values and attitudes toward any number of social issues and concerns. To accomplish these expectations,

schools are often asked to mirror, unify, and change society. Unfortunately, these are frequently contradictory roles for the school to perform. In addition, certain trends in programming develop from social, economic, and political pressure that is exerted to remedy what is perceived lacking or unnecessary. This condition creates pendulum swings that move program planning and development in certain directions.

Ultimately, schools mirror what society wants; however, schools tend to slowly mirror changes in society. In short, the knowledge explosion of this century, which continues to expand exponentially, has compounded the perception of schools meeting change at a "snail's pace." As schools strive to deal with the social, economic, and political realities of society, decisions as to what should be learned, when, where, and how continue to become more complex. Some scholars (Kerensky and Melby, 1971 along with Watkins, 1983) contended that more demands and accountability in programming appear to plague the school. In fact, school programs have in recent years been questioned and criticized by many institutions and segments of our society. Business, industry, the workplace, church, the family, and government continue to pressure the school to make changes that subscribe to their needs and desires.

In brief, schools have two major options: (1) to maintain the role of determining what is the best programming to meet the needs and desires of society, based on traditional public

finance; or (2) to involve a cross-section of the community to determine the needs and desires of the community, creating programs based on human, financial, and physical resources available to the total community. If the first option is chosen, schools will likely continue to experience questioning and criticism of programs, lack the financial resources to meet the escalating needs and desires of society and continue to change slowly. If the second option is chosen, Sparks (1983) predicted that schools will likely experience more acceptance in programming, receive resources to meet the escalating needs and desires of society, and make needed change more rapidly. In addition, Fantini (1983) held to the notion that the school is only one community institution among many that should share the increased burden of providing education.

Need for the Study

Decker (1972) described community education as an "eclectic philosophy," which generated its identity from the evolution of social, economic, and educational history. With such a diverse background, it is not difficult to imagine why the meaning of community education is not clear to many citizens and educators.

To some people, community education means programs added to the traditional school curriculum for community use. This meaning suggests that programs developed for one community are applicable to another. This may be so; however,

without assessing the needs of the new community, the transplanted programs may fail to meet their needs. When community education engages in this type of programming, it is considered a programmer (Berridge, 1976).

To others, community education means a process that builds upon the diverse and changing needs and resources of a given community. Adams and Horton (1975) maintained that community education should recognize the fundamental ways people live and change as ways change. To accomplish this change, community education must provide a means to get people talking about their problems, raise and sharpen questions, and trust people to come up with the answers. Henry (1959) asserted that individuals in a given community can best judge their immediate problem and must actively participate in making change to accommodate their problem.

And, still yet to others, community education means a combination of both process and program. This group holds to the notion that process and program are mutually dependent and inseparable. In other words, programs are derived from community needs and the community's willingness to meet those needs. Fallon (1973, p.10) stated: "The initial level of entry into the process of community education is often at the program level;" but, he was quick to qualify his statement by noting: "Programs are generally the outgrowth of some expressed community need and are designed accordingly."

While many community education programs start before

developing a high level of process, the issue is: developing programs without process. It is this issue that separates community education from the traditional concepts of programming. Likewise, community education has learned to guard against developing programs without developing and continuing to develop process.

Recently, the issue of programming without process was raised before the Oklahoma State Department of Education (SDE) community education advisory council. Johnson (1987) explained the situation:

> Some made the mistake of thinking they could take shortcuts by carboncopying another community's community education efforts, forgetting about the uniqueness of each community, and ignoring the vital elements of citizen involvement, needs and resource assessment, and agency linkages; they began acting as programmers, with erratic results (p. 16).

The state advisory council recognized that some type of quantitative criterion was necessary to measure the degree of compliance to the "ideals" of community education, which is the development of programs derived from community education process. This recognition prompted the state advisory council to develop "objective measures of quality" to replace the subjective means by which competitive grants were determined.

While the "objective measures of quality" are a standard derived from the "ideals" of community education, they were not field tested among Oklahoma community education programs receiving competitive grants. This observation by

this investigator led to the contention that there was a need to assess in practice the relationship between process and program development. A standard could then be established that was based on actual practice of the "ideals" of community education among programs with state funding. This objective measure could be beneficial in several ways: (1) An entry level program seeking a grant could be compared to existing programs receiving grants, (2) A particular program's process and program development could be compared to their previous development, (3) Oklahoma's community education process and program development outcomes could be measured from year-to-year, (4) The ability to determine the influence of process on program outcomes, and (5) The ability to use the standard measure as a factor in determining the amount of grants.

Delineation of the Problem

The literature of community education abounds with experiences, case studies, and qualitative research, which support the advancement and use of the community education process as the preferred means to establish a community education program. Despite this support, no research was found that quantitatively examined a relationship between process and program development.

Hopstock and Fleischman (1984) developed a questionnaire, the Community School Development Index (CSDI), which assessed eight areas of community education. Most items of the (CSDI)

related to both process and program development; but, there were not enough items to separately assess community education process and program development. As such, several categories of the research problem were suggested. The following required consideration: (1) the formation and quantification of independent process characteristics to separately assess community education process development, (2) the formation and quantification of independent program characteristics to separately assess community education program development, and (3) the assessment among Oklahoma community education programs with state funding to determine the relationship between the quantified process and program development characteristics.

Purpose and Objectives of the Study

The purpose of this study was to determine the relationship between process and program development among Oklahoma community education programs with state funding.

To obtain this purpose, the research objectives were to: 1. Design a survey instrument with adequate predictability and validity.

2. Assess community education process characteristics in three ways: (a) citizen and non-school agency involvement, (b) council involvement, and (c) an aggregate of both (a) and (b).

3. Assess community education program development characteristics.

4. Statistically treat gathered data to determine the relationship between process and program development characteristics among Oklahoma community education programs with state funding.

5. Relate the results of the study to conclusions and recommendations.

Research Questions

This study was designed to determine the relationship between process and program development among Oklahoma community education programs with state funding.

Answers to the following questions were expected:

1. What relationship was found between "citizen and non-school agency involvement" process scores and program development scores?

2. What relationship was found between "council involvement" process scores and program development scores?

3. What relationship was found between "aggregate" process scores and program development scores?

Delimitation of the Study

This study was limited to an intact group of 40 subjects who received the survey instrument. Each subject was either the coordinator or director of a community education program. Additionally, each subject represented an Oklahoma community education program which met the following four

requirements: (1) the community education program was in existence for three or more years; (2) the program received funding through the Oklahoma State Department of Education for the fiscal year 1987 and 1988; (3) the program had a separate council for each program site; and (4) the program had a separate coordinator or director for each program site.

This study was limited to volunteers that met the above four requirements. Likewise, there was no attempt to generalize to a population of community education programs beyond the volunteer subjects who responded. Discretion is advised to the reader pertaining to findings that may or may not be applicable to the other community education programs.

Definitions of Selected Terms

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

Community: A community is a social system that is comprised of people, institutions, and space. A community interacts to distribute power, form values, and promote a better life for all (Warren, 1963).

Community Education: The process whereby a cross-section of residents interact with all institutional forces to determine the needs of the community and match available resources to meet the needed and desired life-long learning experiences of the entire community (Seay, 1974).

Citizen Involvement: The purposeful activities in

which community residents of all ages are allowed and
encouraged to participate, share, and contribute through the
decision-making process to their self-determination and
destiny (Iannaccone, 1984).

Process: The activity of a cross-section of residents
in a given community to exercise their potential for
democratic involvement and development (Minzey, 1972).

Program: In community education, program represents
all activities that are developed through available resources
to meet the needed and desired life-long learning experiences
of the entire community (Minzey and Olsen, 1969).

Summary

The purpose of Chapter One was to create a conceptual
framework in terms of background and need for the proposed
study, and to develop the research problem into a means to
achieve the purpose of the study.   To this end, Chapter Two
was designed to further support the conceptual framework
established in Chapter One.

CHAPTER II

REVIEW OF LITERATURE

INTRODUCTION

A review of literature produced a considerable quantity of writing that expressed the relationship between process and program. Hickey and Van Voorhees (1969) expressed a relationship that provides a priority perspective to both process and program in community education:

> The most important aspect of community education is not program but process. It is the relationship between these two terms which is fundamental to the concept of community education. The ultimate goal of community education is to develop a process by which members of a community learn to work together to identify problems and to seek out solutions to these problems. It is through this process that an on-going procedure is established for working together on all community issues. Programs are those overt activities which are designed to resolve the issues identified by the process . . . Failure of community efforts are often the result of excessive emphasis on programs (p. 36).

Based upon the overwhelming body of literature that places process before program development, one would assume that most community education programs start with process first. Minzey and LeTarte (1979) claimed that this is not the case. The development of community education tends to proceed from program to process, even though the reverse

order is promoted. Why, then, does programming often
precede process? The mobilization of a full community
process appears to take time. The concept of process,
which is the ultimate goal of community education, is a
community learning experience that does not immediately
yield in the community understandable and observable
results. The use of programming, as a first stage in
community education, comes about as a result of the
community's haste to meet immediate and obvious community
needs. In addition, many agencies and citizens often
require observable programs in operation soon after
community education is initiated. Using programming in
this fashion will assist in getting people actively and
overtly participating in programs and can serve as a
means of building a level of involvement that exceeds
mere participation. Unfortunately, many community
education programs become comfortable and satisfied with
providing programming with a measure of success. Often,
this satisfaction leads to a failure to advance in
community process. Minzey and LeTarte (1979) offered the
following admonition:

> It is important to again recognize here that
> true Community Education is not achieved within
> a few years. It is a process that must develop
> slowly and steadily. New community education programs
> often are a number of activities and programs;
> nothing more. The crucial test, however, is the
> direction that is being taken. Are the programs being
> planned to assure deeper involvement later, or are
> they planned to provide a service to the individual
> with no further objective? Community Education

should use classes and activities as a springboard
to social action and to get people accustomed to
using their schools. The individual growth that
results from the class activity is only one part
of a broader program objective (p. 64).

Six Components of Community Education

Six components are found in a well developed school based

community education program. Components one through four

represent the traditional model by which most community

education programs first develop. Components five and six

are often less understood, more threatening, less traditional

and perceived by some as an inappropriate role for the school

to perform. To get past component four, more effort and

commitment is necessary to develop the total concept of

community education. Minzey and LeTarte (1979) deduced and

described the six components:

Under Component I (k-12), a typical district is
probably doing more than in any other part of
community education. They are also usually
concentrating most of their efforts for improve-
ment in this area even though this will be the most
advanced and most highly developed component of
community education.

Component II (Use of Facilities) will likely have
had some degree of development. There will be
at least limited use of school facilities by
community groups under a policy developed by the
school board. This policy will generally have a
fee structure and traditional school activities
will be given a high priority. There usually
will have been little effort to make maximum use
of school facilities or coordinate their use with
other facilities and agencies in the community.

Component III (Activities for Children and Youth)
will also show some development but will be
perceived as an extra which the school provides

only if there are enough financial and personal resources. This program will often be recreational in nature and will usually not be integrated with the traditional activities of the school.

Component IV (Activities for Adults) will also be perceived as an add-on program. It will usually concentrate on traditional programs such as Adult Basic Education and high school completion and will provide other programs only if they are self-supporting. This program, too, will not be viewed as an integral part of the day program or an absolute responsibility of the schools.

Component V (Delivery and Coordination of Community Services) will probably be going on in the community, but not with assistance from the schools. There will generally be some community wide attempts at coordinating services and some type of directory of services is usually available. However, any coordination is strictly voluntary, and the degree of successful coordination is very limited. Generally, people are expected to come where services are offered rather than taking the services to where the people are. Success of service agencies are measured in terms of the busy schedule of the agency rather than community need.

Component VI (Community Involvement) is also an area that is not influenced to any degree by the schools. This component of community education is usually done on a larger basis than the neighborhood community, and the people involved are often representative of the status and power based people in the community. In general, such groups are neither representative nor attuned to the problems of the neighborhood (p. 47).

While the foregoing six components describe a typical profile found in community education, considerable variance is found among community education programs. A stage of development may represent a phase in a program with a history of methodically advancing toward the ultimate goal of community process; however, many community education programs fail to advance to the ultimate goal of community process.

Blockages to Community Process

Blockages appear to prevent many community education programs from obtaining the "ideals" of community education. Seay (1974) postulated that there are at least six reasons why community education programs are blocked in developing toward high levels of process: (1) no common problems perceived in the community, (2) major problems have been solved, (3) lack of leadership to advocate problem solving, (4) individuals seem not willing to invest enough energy toward collective efforts, (5) powerful sub-groups moving in different directions, and (6) no structures exist for collective efforts. Rosecrance (1952) listed four factors that account for blocked community process: (1) lack of time working together, (2) lack of freedom for community members to project their interests and needs and to exercise choices and judgements about them, (3) lack of common experiences with community institutions and affairs, and (4) being confined to discussion instead of involvement in fact-finding and actively engaging in community action. Melby (1955) espoused that specialization and fragmentation are responsible for blocking community process. Specialization in state and national organizations and increased levels of power in state and federal governments were cited as weakening the concept of community process by cutting across vocational, religious, economic, social, and political ties. Specialization appears to channel community

needs to state or national organizations and governments for relief and resolution. Likewise, community power shifts to remote centers of power. Further, human relations, cultural diversity, religion, and agencies claiming to represent the whole community are factors contributing to fragmentation.

In short, there are often many obstacles to overcome before community education programs can reach their maximum potential for process. Time and a steady commitment appear to be essential in the formula to achieve increasing levels of process. If time and commitment are necessary in developing process, how much time and what type of commitment are needed? These are vital questions to be asked. In fact, these are questions that are being asked. Accountability is the new byword for community education.

Accountability

In the last two decades, a national perception has developed concerning a decline in public education. Additionally, a trend of national and severe instances of regional economic decline has compounded the general public's perception of a decline in education. Simply put, revenues for public education have not kept pace with demands for increased services. In addition, fewer households have someone attending public schools, and often resent being committed to paying taxes for what has become known as an inferior public education system in decline (Hodgkinson, 1986).

In combination, the decrease of public commitment and the perception of a decline in public schooling have continued to grow. Boyd (1983) claimed that the indicators for a decline in public commitment are reflected by the rise in numbers of private schools, calls for tuition tax credits and vouchers, bond issue failures, and tax revolts. Coons and Sugarman (1978) agree with Moriarity (1981) in interpreting the public's interest in both vouchers and tax credits as a means to return control of education to the citizen.

To remedy the decline, Wise (1979) reported a trend that has continued to increase; that is, legislation to control the decline in education. As such, accountability has become a byword in the world of educational politics. Boyd (1983) argued that the conflict created by the perception of decline in public education encouraged politicians to push for a reform movement to control the decline. This reform movement advocates higher educational standards for both students and teachers, state mandates that legislate learning standards, and accountability in the form of student and teacher testing and cost-effectiveness for education.

While politicians advocate "controls" to make public education more accountable, community education advocates process. Boyd (1983) suggested that the education reform movement is a "top down" approach that demands more bureaucracy. Further, what is needed is 'bottom up' reform. That is, more citizen participation and 'ownership' are

urgently needed to salvage public schooling. The point is
that reform appears to be more political than administrative.
More is needed than "symbolic" innovation and inclusiveness
of community. No longer can the school use purposeful
procrastination, studies, and committees to buy time. There
must be community action.

Fantini (1978) proposed that community education is a
part of the accountability issue. He stated:

> 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).

Seay (1974) contended that accountability in education
cannot be limited to the school, but must include the
community. Therefore, an isolated educational agency that
develops program goals and objectives based on its own
intra-institutional value system risks alienating,
dissappointing, or even alarming certain citizens or groups
in the community. This is often the situation, if the
community holds a different set of values to those of the
educational agency. Because the "ideals" of community
education adhere to community involvement in establishing
goals and objectives, the community education process holds
promise in dealing with the accountability issue on the
community level. Decker (1972, p.2) noted: "Community
education is being used by communities to attempt to make

education more relevant and accountable."

Accountability can be a two-edged sword. While community education attempts to make education more "relevant and accountable," state and national funding for community education demands more accountability from community education. Seay (1974) reported that as early as 1972-73, Michigan devised an accountability factor which examined five areas: (1) the extension of school services, (2) inservice training, (3) agency and advisory council involvement, (4) level of coordination among community agencies, and (5) an increased level of participation in existing school programs. Additionally, the federal government requires documented evidence concerning accomplishments of the community education approach. Evidence is necessary for the federal government to award grants.

In brief, where money is at issue, accountability appears especially cogent. For community education to become accountable, more than claims of accomplishments are necessary to convince those who control the purse. Evaluation methods that are acceptable to those providing the funding are necessary to meet accountability demands.

Evaluation

As the awareness of community education grew to national and international proportions, critics arose to question the validity of claims by those espousing the accomplishments

of community education. The critics argue that an objective

evaluation of accomplishments is necessary. This criticism

provoked two major responses from community educators: (1)

there is a need for goal development and specific objectives

to obtain goals; and (2) there is a need to preserve community

education from a finite definition that does not take into

account the uniqueness of each community (Seay, 1974).

Berridge, Stark and West (1977) elucidated on the state

of evaluation in community education. They stated:

> Generally speaking, community education has gained
> awareness and intensity through the efforts of
> educators, whose orientation is toward people, not
> research. Indeed, one of the initiators and leaders
> of community education often stated that research
> would get in the way of helping people and that
> the movement would have never reached its present-
> day level if community educators had stopped to
> research every step they took. Unfortunately, the
> hows and whys and even whens of evaluation are
> questions which remain largely unanswered by those
> closely associated with the community education
> movement. Everyone agrees that something needs
> to be done, but no one seems to know precisely
> what that something is. As a result, little
> progress has been made in the development of
> sophisticated research techniques (p. 131).

Community educators have often considered the success

or failure of community education programs by tabulating

the number of participants and programs. For many community

education programs, increasing numbers of both participants

and programs serve as the sole criterion to measure program

effectiveness. This type of evaluation fails to evaluate

process and the components necessary to achieve a balanced

program for all segments of the community. Santellanes (1975)

spoke to this issue when he said:

> Community educators' evaluation methods should be
> consistent with their philosophy of Community
> Education. They should not claim to be process-
> oriented while limiting their evaluations to only
> program-oriented activities, using only program-
> oriented approaches (p. 37).

The accountability issue has largely answered why

community education should evaluate both process and program

development. Unfortunately, accountability does not explain

how to measure the subjective "ideals" of community

education. The "how" in evaluation tends to elude many

community educators in meeting accountability demands. Even

so, many community educators have attempted to develop

evaluation instruments that provide more than tabulations

of participants and programs. Many of these evaluation

instruments have been criticized for the lack of attention to

such test characteristics as validity, reliability, design,

scorability or ease of administration. This criticism

appears to carry the efforts of some community educators

full circle to the question of "how." Minzey and LeTarte

(1979) stated:

> The answer seems to lie in developing and following
> a process for evaluation in terms of goals which
> are measurable rather than following the haphazard,
> numerical, techniques of the past (p. 162).

Controversy Between Subjectivity and Objectivity

The goal-setting approach of traditional schools has

been used for 30 years as a means to provide objectivity.

Morris and Pai (1976) credited the work of B.F. Skinner in Behavior Engineering as the impetus for educational researchers to use behaviorally stated objectives, goal-setting, and objective evaluation. There are community education researchers who advocate goal identification that lends itself to measurement of community education "ideals." Paul De Largy (1974) proposed that experts in the field should determine and list community education goals and work with citizens in a given community through discussions and evaluations to establish the community's priorities. In this model, citizens are given the opportunity to reject stated goals or add goals. An additional phase is called for in this process. Delargy suggested that professionals implement the goals chosen by citizen involvement to establish performance criteria, better known as behavioral objectives.

The promotion of goal-setting and objectivity in community education has been characterized by some as "cook-booking" (Seay, 1974). In brief, this criticism appears to be similar to criticism concerning traditional schools. The critics point to the assumption held by many advocates of goal-setting and behavioral objectives, which claim all attainable education goals can be explicitly and behaviorally stated. This assumption implies to the critics that objectives not definable in behavioral terms are either unattainable or irrelevant (Griffiths, 1985). Further, Gareth Morgan contended that goals and objectives are analogical to what he

terms as a "machine metaphor." Morgan (1986 p. 33) described the strengths of the machine metaphor: "Set goals and objectives and go for them. Organize rationally, efficiently, and clearly." He described the limitations of the machine metaphor: "Specify every detail so that everyone will be sure of the jobs that they have to perform. Plan, organize, and control, control, control." The limitations of the machine metaphor appear to relate to what the critics fear most about goal-setting and behavioral objectives, complete control by professionals of what the community education program offers.

Many community educators are aware of the need to become accountable; however, the question is how. Minzey, LeTarte, Seay, and DeLargy contend that goal-setting and objectivity will supply the needed research base to become accountable. Conversely, Berridge, Morris, Pai, Burrell, Morgan, and Griffiths represent those in community education who fear that too much objectivity may destroy the community education process.

Nevertheless, the reality of accountability is a growing issue in community education. It appears that community educators need to strike-a-balance between the need for research that is objective and the need to preserve the "ideals" of community education that are subjective. This investigator contends that both objective and subjective research paradigms are essential to the continued development of community education.

Description of Existing Survey Models

At this point, an examination of community education survey instruments to assess both process and program development, which tend to reflect objectivity, is presented.

Fleischman and Hopstock (1983), in questionnaires developed for the Charles Stewart Mott Foundation of Flint, Michigan, purposed to assess the effect councils have on schools and communities involved with community education programs. The questionnaires survey how councils are organized, the kinds of activities in which they engage, and the impact of the council.

Items in the questionnaires are rated by the following means: (1) a scale of one to seven, (2) a degree from none at all to a great deal, (3) a box to check that signifies an attribute, (4) fill in the blank, and (5) a yes or no response. Each response is scored by means of a scoring table. Points are awarded for each item marked. Totals are tabulated and mean scores are calculated for each area.

Most items were designed to reflect council activities that are consistent with community education council process; however, some items were designed to ascertain council projects that appeared consistent with community education program development. In fact, the items reflect an uneven mixture between process and program development characteristics; and, the scoring table does not allow for separate scoring of process and program development characteristics.

Another instrument was examined, known as Community School Development Index (CSDI) Questionnaire (Hopstock and Fleischman, 1984). There was found a more even distribution of items between process and program development, as compared to questionnaires examined above. The following areas were separately scored: extent of programming, hours open, professional hours for coordination, extent of council activities, number of volunteers, interagency cooperation, needs and resource assessment, and school board support. Again, the scoring does not allow for separate scoring of process and program development characteristics. As such, the questionnaire was not entirely appropriate for the present study.

What appeared especially cogent about the (CSDI) was that the results may be compared to norms collected from 2,622 schools throughout the United States. In addition, the questionnaire is shorter and appears easier to administer and score.

Santellanes (1975) developed what is known as the Self Evaluation Opinionnaire. This survey was designed to ascertain the attitudes of individuals involved with and/or affected by community education. Statements are fielded to five groups: principal, faculty, community residents, agency, and staff. The author of the Opinionnaire suggested that the following percentages be used as a guide for administering the survey among the five identified groups: principal 100.0 percent, faculty 100.0 percent, staff 100.0 percent, agency 20.0 percent, and community residents 10.0 percent.

In addition the school coordinator is primarily charged with gathering and interpreting data. The opinionnaire is scored by tabulating percentages or raw scores. Santellanes (1975, p. 28) stated: "The means used for tabulation are not as important as the conclusions drawn from the data."

What appeared especially cogent about the Self Evaluation Opinionnaire survey was that the results of each group may be compared among the five groups to check for agreement as to their perceptions of community education.

No reliability or validity studies or results were found for the Self Evaluation Opinionnaires.

Summary

The three survey instruments that were examined revealed differences in design, administration, and scorability. In each instance, there was not a clear separation between process and program development. None of the instruments provided for scoring separately community education process and program development. Consequently, none of the instruments could be used to assist with this study; however, many of the items were applicable to the development of a survey instrument to separately assess process and program development.

Development of Survey Items to Assess Process

Process characteristics are derived from the activities and involvement of three groups: (1) the advisory council,

(2) citizens at large, and (3) agencies.

Advisory Council Involvement

The issue of process appears to center around the functioning of the advisory council. The advisory council is the primary force responsible for mobilizing citizen and non-school agency involvement. Cox (1978) interpreted the role of the advisory council in this way:

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

While an advisory council is made up of citizens, it serves as a coordinating body with certain functions. Cox (1978) described five common advisory council functions, which have developed through the practice of community education. The five functions are:

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

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

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

4. Activation of New Resources. The council has the responsibility of finding out the various funding possibilities. The council also has the responsibility of securing resources, both physical and financial, from the community. The council should sponsor a six to eight week leadership training course which would be specifically designed to develop and train individuals in the community who are interested in assuming leadership positions in different agency boards and councils.

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

From Cox's description, survey items were developed to ascertain the advisory council's level of involvement with coordination and communication among citizens and agencies, fact finding and planning in terms of community needs, resources, and program design. Additionally, evaluation was a major factor among the preceeding involvement factors.

Another area of inquiry was advisory council demographics. Clark and Shoop (1978) held that an advisory council should be representative of the community. Survey items were developed from the following questions: (1) Are council members representative of all segments of the community in terms of age, socio-economic standing, and occupation?, and (2) How often does the council meet?

Citizen Involvement

Citizen involvement is a separate issue to citizen participation in programs. Citizen involvement signifies how the community is assessed to determine a representative sample of citizen needs and resources, and to what degree citizens are involved with volunteering, planning, and evaluating the program (Jordon, 1973; McNeil and Laosa, 1975; & Decker and Decker, 1988).

From these criteria, survey items were developed to ascertain citizen involvement. To assist in developing survey items, questions were advanced. How well represented are income groups, ethnic and racial minorities, and age groups? How many citizens serve as volunteers? What kind and level of input is received from citizens; such as, committee involvement, neighborhood meetings, attendance at council meetings, and types of assessment for citizen needs and resources.

Non-school Agency Involvement

Denton (1975) maintained that there are four levels of cooperation between community education and non-school agency involvement: (1) exchange of services, (2) housing coordination, (3) administrative coordination, and (4) policy coordination. From these four criteria, survey items were developed to ascertain the level of non-school agency involvement with community education.

Ringers (1977) suggested that the development of inter-agency cooperation with community education is based on two common hypotheses: (1) each agency that agrees to participate must surrender some of its turf to produce a collective gain; (2) agencies must speed up efforts to work together in order to conserve and better use resources. In order to accomplish these goals, leadership must be exerted on all parts.

Development of Survey Items to Assess Programs

Ideally, community education programs are derived from the community education process. Likewise, programs are designed from available community resources to meet the life-long learning and enrichment needs and desires of the entire community. Kowalski and Fallon (1986) described programs in this way:

> Programs are the most basic and most popular
> form of participation in community education
> activities. From the perspective of the
> community, programs are community education.
> Community education can be defined on two levels.
> First is a single program, a structured and
> regularly scheduled activity in which individuals
> participate, based on interest, perceived need,
> or desire. On another level, a community
> education program is the sum of all community
> education activities, the purposes of which may
> be educational, recreational, vocational, or social.
> Moreover, these programs are designed for people
> of all ages (p. 14).

Survey items were developed from the following questions: (1) Are there educational, enrichment, recreational, vocational, and social programs for all appropriate ages?, (2) How many people are served in various ages that are

represented by the following age categories: pre-school, grades K-6, grades 7-12, adults- age 16 and above not enrolled in the regular school program, and adults 54 years or older?, and (3) Are there programs for special populations: the learning and physically handicapped, and ethnic, racial, and socio-economic minorities?

Summary

It was the mission of this review of the literature to plot descriptively the relationship between community education process and program development. To accomplish this mission, the relationship between process and program development was investigated in several ways: (1) the theoretical base of community education process and program development, (2) the need to assess a relationship between process and program development, (3) how others assess community education process and program development, and (4) the formulation of statements and questions from the "ideals" of community education to develop survey items that separately assess process and program development characteristics.

The survey instruments reviewed in this chapter were particularly useful to this investigator in designing a survey instrument to separately assess process and program development characteristics. A debt of gratitude is paid to the work of others by this investigator.

CHAPTER III

METHODOLOGY

INTRODUCTION

The purpose of this study was to determine the
relationship between process and program development among
Oklahoma community education programs with state funding.

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

Sources of Data

Data for this study were obtained from a survey
instrument developed by this investigator and administered
through the Community Education Center at Oklahoma State
University, Stillwater, Oklahoma.

Instrumentation

A review of existing surveys and/or questionnaires
revealed no survey and/or questionnaire that separately
examined either process or program development for community
education. This finding led to the development of a survey
instrument to separately assess the following: (1) citizen
and non-school agency involvement process, (2) council

involvement process, and (3) program development. This survey instrument was named The Process and Program Survey for Community Education Programs (Appendix A).

Survey items 9-15 were designed to assess the citizen and non-school agency involvement process. Specifically, items 9-14 assess citizen involvement in terms of citizen attendance at council meetings, citizen appointments to committees, number of volunteers, representation of minorities and socio-economic strata, type and extent of needs and resource assessment, and citizen evaluation. Item 15 was designed in ten parts to assess the non-school agency involvement process in terms of exchange of services, site coordination, administration coordination, and policy and planning coordination.

Items 16-23 were designed to assess the advisory council involvement process in terms of how many meetings were held, demographics of the advisory council, extent of council assessment, plannings, and evaluation, and extent of council decision-making.

Items 1-8 were designed to assess the extent of programs available in each of four age categories: (1) pre-school, (2) grades K-6, (3) grades 7-12, and (4) adults of all ages. Specifically, item eight was designed in eight parts to assess program development in terms of non-school agency programming, and programs for special populations.

Each part of the survey was scored by means of a Scoring Table (Appendix B). Points were awarded to emphasize a

characteristic. A maximum of points was awarded an item representing a single characteristic; however, for items with multiple responses available, one to three points were awarded. In either event, the scoring strategy reflected a means to differentiate between low, median, and high levels of both process and program development characteristics.

Reliability of the Process and Program

Survey for Community Education Programs   A reliability study was conducted among an intact sample of 22 volunteers enrolled in Organizing and Administering Community Education, EAHED 6613. Each subject was assigned a testing number to identify his or her scored responses. The test-retest method was used; the 22 volunteers were administered the survey and two weeks later the survey was re-administered. For both administrations, a case study developed by this investigator, was used by subjects to obtain information to answer the survey. Both administrations of the survey were scored for each subject in three parts: (1) citizen and non-school agency involvement process, (2) council involvement process, and (3) program development. A reliability coefficient was calculated using the Pearson product-moment raw score method from the correlation of subject's scored responses between test administration one and two of the survey. The reliability coefficient found for each part of the survey was:

1. citizen and non-school agency involvement process ($r = 0.98$).

2.   advisory council involvement process (r= 0.98).

3.   program development (r= 0.89).

Methods, the case study, and calculations to determine three separate reliability coefficients for the reliability study are found in (Appendix C).

Validity of the Survey Instrument

One measure of validity is content validity. Thorndike and Hagen (1967) suggested that content validity is a judgement of how well the tasks of an instrument represent what is to be measured. Further, content validity is generally determined by expert judges in the field who find items representative of the domain and tasks to be measured.

Four expert judges in the field of community education were impaneled and asked to review the items in The Process and Program Survey for Community Education to determine if the items represented the domain and tasks to be measured. It was determined for this study that a $\geq$ 75.0 percent agreement among the judges was sufficient to indicate a high level of content validity for the survey instrument.

All survey items were found to represent the domain and tasks to be measured. Two judges made suggestions to clarify seven items. Likewise, recommended changes were made to the survey instrument without changing the content. Additionally, one judge recommended that item ten be deleted; however, the other three judges considered the item appropriate. As such,

item ten met the necessary criteria of $\geq$ 75.0 percent

agreement and was retained as an item in the survey. Except

for item ten, all other items received 100.0 percent agreement

among the four judges. Sufficient content validity was

established for the survey instrument.

Another measure of validity is face validity. Cates

(1985) noted:

> Many researchers do not consider face validity
> at all. Others contend that if a measurement
> instrument doesn't look quite right, that fact
> may have a subtle influence on the performance
> of the subjects being measured (p. 123).

From two sources, a volunteer sample of 20 subjects was

established. Nine volunteer subjects participated at the

Oklahoma Lifelong Learning Association Spring Conference and

were identified as community educators. Eleven volunteer

subjects were found in the hall of the Occupational and Adult

Education Department at Oklahoma State University, and were

identified as graduate students. In each instance, the

volunteer subjects were asked to examine the survey instrument

and determine whether the survey looked "acceptable" or

"not acceptable" for him or her to complete. It was determined

that a $\geq$ 80.0 percent agreement among the volunteer subjects

sampled was sufficient to establish a high level of face

validity for the survey instrument.

All nine of the volunteer sample identified as community

educators found the survey instrument "acceptable." Whereas,

from the eleven volunteer subjects of the Occupational and

Adult Education Department sample, eight subjects found the
survey instrument "acceptable;" and, three subjects found the
survey instrument "not acceptable." One subject who found
the survey instrument "not acceptable" remarked: "The only
way a survey would look acceptable to me is if I was paid to
fill it out." Two other subjects in the "not acceptable"
category indicated that the survey was too long and difficult.
In sum, 85.0 percent of the volunteer sample found the survey
instrument "acceptable;" and, 15.0 percent found it "not
acceptable." As such, sufficient face validity was established
for the survey instrument.

Sample

The sample for the present study consisted of an intact
group of 40 volunteer subjects who received the survey
instrument. Each volunteer subject was either the coordinator
or director of an Oklahoma community education program.
Additionally, each volunteer subject represented an Oklahoma
community education program that was selected by the following
four criteria: (1) the community education program was in
existence for three or more years; (2) the program received
funding through the Oklahoma State Department of Education
for the fsical year 1987 and 1988; (3) the program had a
separate council for each program site; and (4) the program
had a separate coordinator or director for each program site.

For each of the 40 selected Oklahoma community education
programs in this study, the coordinator or director was asked

to respond to items that represented actual process and program
events that occurred in the last fiscal year or within the
last three years. This type of subject response is known as
the self-report method. Brown (1976) contended that the
advantage of the self-report method is that the individual
involved first-hand with the program is in the best position to
observe and report on the program. Further, an outside
observer could not know the subjects' attitudes, perceptions,
reactions to certain events, or reasons for making certain
choices. Brown, however, warned against assuming that a
self-reporting format is unbiased; further, he claimed that
personality theories indicate responses will tend to be
biased. Likewise, it was necessary to account for bias in
this study.

In the instance of this study, the study was administered
through the Community Education Center at Oklahoma State
University, a center that is intimately involved with the 40
coordinators and/or directors and community education
programs selected for this study. As such, it was considered
highly unlikely that a coordinator or director would risk a
gross exaggeration. Nevertheless, four community education
programs were randomly selected from the responding sample
of community education programs to confirm responses in this
study. Confirmation of responses was handled in the following
ways: (1) examination of program brochures listing programs
offered, (2) examination of records available at the

Community Education Center, and (3) a telephone interview with a member of the advisory council.

The use of volunteers was considered advantageous to this study. Rosenthal and Rosnow (1975) indicated that volunteers tend to display a greater need for social approval, better educated, more unconventional, and more interested in the topic than nonvolunteers. Nevertheless, nonvolunteers may be nonresponding subjects who have something of value to the study. Isaac and Michael (1985) stated:

> In any questionnaire survey there will always be
> a percentage of nonresponding subjects. . . . . .
> The question must be asked, "How would the results
> have been changed if all subjects had returned
> the questionnaire?" Ordinarily, percentages under
> 20% can be reasonably ignored. Percentages over
> 20%, however, raise increasingly serious questions
> about the "hold-outs" and what they are withholding.
> For example, a common sampling bias arises when
> persons having a good program are more likely to
> respond than persons having a poor program. An
> effective correction technique is to select
> randomly a small sample of the nonrespondents and
> personally interview them to obtain the missing
> information. This will reveal any common trend
> among the nonrespondents (p. 135).

Data-gathering Procedures

The following procedure was used in the data collection.

1. One survey instrument was sent to each of the 40 community education programs identified as the sample in this study. Additionally, either a coordinator or director of each identified program was asked to fill out the survey instrument voluntarily. Anonymity was assured.

2. A self-addressed, stamped envelope was enclosed for

the convenience of the community education coordinator or
director. The respondents were encouraged to return the survey
within 14 days of receipt.

3. All surveys were individually coded with identification
numbers before mailing. A cover letter accompanied the survey
instrument, which explained the need for responding.

4. For surveys not returned to the Community Education
Center at Oklahoma State University within 18 days after
mailing, a telephone follow-up was made.

5. For surveys not returned within seven days after the
telephone follow-up, a face-to-face contact was arranged to
assist coordinators or directors requesting assistance.

6. Within two weeks after the 24 survey instruments were
returned, a letter of appreciation was sent to each respondent.
Upon request of respondents, results of the survey were sent.

Statistical Treatment of the Data

With increasing frequency a statistical technique known
as Pearson r product-moment correlation (raw score method)
is used in educational research to determine a correlation
coefficient (Runyon and Harber, 1984). As such, this method
was selected to examine the variation of community education
process scores compared to the variation of community
education program development scores for each of three
questions:

1. What relationship was found between "citizen and

non-school agency involvement" process scores and program development scores?

2. What relationship was found between "council involvement" process scores and program development scores?

3. What relationship was found between "aggregate" process scores and program development scores?

After a correlation coefficient was determined, a test of significance at the ($p < .05$) level was calculated for each correlation coefficient. Cates (1985, p.173) identified a type of t-test to determine the significance of a correlation coefficient that is based on sample size. This method was selected to determine if the calculated correlation coefficient for each of three research questions was a result of the influence of chance selection or the result of an actual correlation.

<div align="center">Summary</div>

Chapter Three, Methodology, described the following: (1) the survey instrument that was used to gather data, (2) the sample, (3) data-gathering procedures, and (4) the statistical treatment of the data collection. The findings from this methodology were presented descriptively in Chapter Four of this study.

CHAPTER IV

PRESENTATION OF THE DATA

INTRODUCTION

The purpose of this chapter was to present the gathered
data in a way to identify and describe emerging patterns,
assumptions, implications, and/or meanings. In total,
Chapter IV represents the findings of this study.

Description of Responding Sample

On May 5th, 1988, The Community Education Process and
Program Development Survey was mailed to each of 40 Oklahoma
community education directors and/or coordinators, who
represented community education programs that were selected
by four pre-determined criteria: (1) the program was in
existence for three or more years; (2) the program received
some form of funding from the Oklahoma State Department of
Education for the fiscal year 1987-88; (3) the program had
a separate council for each program site; and (4) the
program had a separate coordinator or director for each site.

A self-addressed, stamped envelope was enclosed; and,
respondents were encouraged to return the completed survey
within 14 days of receipt. Allowing four days mailing time,

May 9th, 1988, was set as the anticipated day for each of the 40 directors and/or coordinators to receive the survey. Within two weeks after anticipated receipt, 14 (35.0 percent) of the population returned a completed survey.

In keeping with accepted data-gathering procedure, telephone follow-ups were made May 23rd through 25th, 1988, to each of the 26 non-respondents remaining in the population. Of this group, 12 sites reported receiving the survey, but conveyed either no intention, or little interest, in responding. The reason most often given was lack of time at the close of the school year. In each instance, an offer was extended to provide telephone assistance or face-to-face assistance; but, the offers were denied. In all instances, potential respondents were both polite and apologetic.

Two directors reported not receiving the survey and asked for another copy. A copy was mailed to each. The remaining 12 sites expressed an interest in the survey and either promised to mail the one they had completed, or promised to complete the survey and mail it back within a few days. From this group, seven respondents returned completed surveys within one week.

A week later, another telephone follow-up was made to the seven remaining potential respondents. Of the seven, four could not be contacted. The three who were contacted promised to send the survey that day.

Within one week, the remaining three surveys were

received to make a total of 24 respondents from the possible population of 40. Since 60.0 percent of the possible sample responded, the decision was made to close the survey in keeping with the notion by Isaac and Michael (1985) that a survey with a 60.0 percent return is acceptable.

Amendment to Responding Sample. When the 24 survey instruments were scored, one survey revealed the discontinuance of the advisory council and use of citizen involvement. As such, this program did not meet the four criteria set forth in this study. Therefore, the sample was reduced to 23.

Description of Programs

In size, ten of the program sites reported serving less than 1,000 clients; five sites served 1,000 to 3,000 clients; five served 3,000 to 5,000 clients; and four claimed serving 5,000 to 10,000 clients. In sum, 61,627 clients were served by the responding sample of 23 community education programs. This figure was conservative, as most program sites reported grades (7-12) without including clients in recreation and leisure activities. Also, some programs gave the actual number of participants served and did not include multiple enrollments. Moreover, it was estimated, based on figures presented on the 1986-87 Community Education Annual Evaluation Report, that over 60.0 percent of those served by community education in Oklahoma were represented by the

responding sample of 23. While this statement seemed inconsistent with figures presented both in the 1986-87 Evaluation Report and in this study, differences in methods of calculating and reporting the number of clients served by community education programming was what was at issue.

The programs represented by respondents reflected a fairly even distribution in terms of length of operation. Eight of the program sites were less than five years old; nine were six to ten years old; and seven were 11 to 15 years old.

Table 1 summarizes the number and percentage of programs in operation for various numbers of years.

TABLE 1

NUMBER AND PERCENTAGE OF PROGRAM SITES IN OPERATION WITHIN A THREE TO FIFTEEN YEAR PERIOD

Years in Operation	Number of Programs in Operation	Percentage of programs in Operation N = 24
3 - 5	8	33.0
6 - 10	9	38.0
11 - 15	7	29.0
TOTALS	24	100.0

Descriptive Presentation of Data

Program Development

The survey divided program development into four
categories: (1) pre-school,   (2) grades (K-6),   (3) grades
(7-12), and   (4) adults, 16 years and older, not enrolled
full time in a regular school program. The strategy to
divide programming into four age categories of clients
served assisted in separating some data, which was not
possible by assessing only generic characteristics of
programming. In addition, getting estimates of number of
clients served in each of the four age categories was
advantageous in making a comparison with the number of
program areas offered in each age category.

Precise presentations of data were not always possible
to substantiate certain analyses, without using estimations
or making certain assumptions. This situation was particu-
larily applicable to program devlopment data-gathering;
but, not a problem with process data-gathering. With
process data, the items were more straightforward and not
subject to various and prior reporting methods.

Pre-school. Seventeen (74.0 percent) of the respondents
reported at least one program to benefit pre-school children
and/or their parents. A total of 5,812 children were
reported as having benefited from program services received
from 17 community education programs in the fiscal year

1987-88. Of the 5,812 children served, 3,718 were served by
two community education programs. The remaining 15 programs
reported services to pre-school children in numbers that
ranged from a low of 15 to a high of 454 children per program
site.

The survey assessed five program areas: (1) pre-natal,
(2) infant, (3) special needs screening, (4) early child-
hood nutrition, and (5) day care. Although no community
education program offered services in all five pre-school
program areas, in combination, each of the five pre-school
program areas were represented by at least six of the 17
community education programs reporting services. Of the 17
community education programs, three provided services in
four program areas, two in three program areas, six in two
program areas, and six in one program area.

Table 2 summarizes the number of community education
programs that provided services in one to five pre-school
program areas; and, the number of clients served in each
number of program areas.

TABLE 2

NUMBER OF PROGRAM SITES, AREAS AND
PRE-SCHOOL CLIENTS SERVED

Number of Program Sites	Number of Pre-school Program Areas Offered	Estimated Number of Clients Served
6	1	750
6	2	1,021
2	3	3,718
3	4	323
0	5	0
T 17		5,812

In sum, eight program sites served 4,739 pre-school children; while, nine program sites served 1,073. As earlier cited, two programs served 3,718; and the remaining 15 programs served 2,094. No matter how the numbers were divided among the 17 program sites, the numbers mean little without knowing the intensity of programming. For example, a day care program requires considerably more human contact hours to deliver than a one-shot special needs screening. Similarly, some community education program sites may serve fewer clients, but provide more contact hours per client. Of the six program sites reporting day care services for pre-school age children in this study, it was estimated that

less than 500 pre-school age children received day care services; and, most of the 500 were accounted for at one program site.

Grades (K-6). All of the respondents offered at least one program for children in grades (K-6). The number of community education program sites, which offered programming in the following areas, was: 21 recreation (91.0 percent), 18 crafts (78.0 percent), 10 health programs (43.0 percent), 8 latchkey programs (35.0 percent), and 5 learning or physically handicapped programs (22.0 percent).

A total of 22,385 children in grades (K-6) was reported to have benefited from community education programming. Five program sites served 16,952, (76.0 percent); and, the other 5,433 clients were distributed among the remaining 18 program sites that ranged from a low of 16 to a high of 1,400 children per program site.

Again, the issue of program intensity surfaced. The bulk of the 22,385 enrollment was in low intensity programs such as recreation, crafts and health screening. Notwithstanding, eight program sites reported latchkey programs with varying degrees of program intensity. In addition, five program sites offered activities for the learning and/or physically handicapped. Most of the enrollment in the latchkey and handicapped program areas was traced to three program sites.

The program services offered to numbers of children in

grades (K-6) were in the following order of magnitude: (1) recreation 13,125, (2) crafts 4,910, (3) health screening 2,600, (4) latchkey 1,650, and (5) handicapped 100.

Table 3 summarizes the number and percentage of programs offered in each of the five areas; and estimates the number of clients served in each area. It should be noted that multiple enrollments were not accounted for in the estimates. Therefore, an individual could be enrolled as many times as the program was offered in a year and in more than one program.

TABLE 3

NUMBER OF PROGRAM SITES PROVIDING K-6 PROGRAM AREAS
FOR AN ESTIMATED NUMBER OF CLIENTS

Program Areas For K-6	Number of Program Sites	Percentage of Program Sites N = 23	Estimate of Clients Served in Each Area
Recreation	21	91.0	13,125
Crafts	18	78.0	4,910
Health programs	10	43.0	2,600
Latchkey	8	35.0	1,650
Handicapped	5	22.0	100
Total Estimate of Clients served (K-6)			22,385

Fourteen (61.0 percent) of the 23 program sites reported offering some community education programs during regular school hours. The majority of clients served during regular school hours were in grades (K-6).

In sum, approximately 18,035 children were served by recreation and craft programs; whereas, 4,350 children were served by health, latchkey, and handicapped programs. Again, just how many contact hours were provided in latchkey and handicapped programs were not clear. According to the numbers of clients served, the priority for programs for grades (K-6) appeared to be: (1) recreation, (2) crafts, and (3) health screening.

Grades (7-12). While all of the program sites reported community education programs for grades (7-12), fewer clients were served in this group than the other groups described under program development. In fact, 5,179 were reported as being served within the last fiscal year 1987-88. Of the 5,179 served, four program sites served 3,318 clients; and the balance of 19 program sites served 1,861 clients that ranged in number from a low of 18 to a high of 461 clients per program site. Moreover, nine program sites reported serving fewer than 100 clients in grades (7-12).

While some community education programs served considerably larger proportions of grades (7-12) than others, 16 (70.0 percent) of the program sites dealt with the topic of drugs and alcohol. Additionally, 14 (61.0 percent)

offered programming dealing with health issues. Because
recreation and leisure activities were not assessed, some of
the 5,179 clients served could have been enrolled in these
activities; however, many of the respondents clearly adjusted
the number of clients served so as not to include recreation
and leisure activity enrollment. Nevertheless, it was not
possible to estimate the enrollments for each of the seven
program areas assessed.

Of the 23 program sites offering various numbers of
program areas, six offered one program area, five offered
two program areas, two offered three program areas, three
offered four program areas, three offered five program areas,
three offered six program areas, and finally, one offered
all seven program areas assessed.

Table 4 reports the number of community education
programs that provided services in any of the seven program
areas; and, the number of clients served in each number of
program areas for grades (7-12).

TABLE 4

NUMBER OF PROGRAM SITES AND CLIENTS IN GRADES 7-12 SERVED
BY ONE TO SEVEN PROGRAM AREAS

Number of Program Sites	Number of Program Areas Offered in Grades (7-12)	Number of Clients Served Grades (7-12)
6	1	720
5	2	667
2	3	185
3	4	519
3	5	549
3	6	2,078
1	7	461
T-23		5,179

The frequency of program sites offering the seven program areas was: (1) 16 - drugs and alcohol (70.0 percent), (2) 14 - health issues (61.0 percent), (3) 8 - improvement of study habits (35.0 percent), (4) 7 - adolescent adjustment (30.0 percent), (5) 7 - vocational (30.0 percent), (6) 4 - dating (17.0 percent), and (7) 4 - handicapped (17.0 percent).

Adults of All Ages. All 23 program sites offered

recreation and leisure activities to adults of all ages. Twenty-two sites offered arts and crafts; while 21 offered general interest and enrichment programs. Seventeen sites provided health programs or screening. Drug and Alcohol programs received attention from 12 program sites; whereas, just three program sites offered programs for displaced workers.

Of programs defined with higher intensity of contact hours per client, 18 program sites offered adult education programs for General Education Development (GED), Adult Basic Education (ABE), and/or English as a Second Language (ESL) credit; while, 17 sites offered vocational programs. Three program sites also offered college programs for credit.

Adult programs served more clients, 28,251 with more diversity in programming than the other three assessed age groups in this study. Six sites offered a minimum of five areas; four sites offered six program areas; six provided seven program areas; three sites had eight areas; three sites benefited by nine program areas; and, lastly, one site offered ten program areas.

Table 5 reports the number of community education programs that provided services in a minimum of five to a high of ten program areas; and, the number of clients served in each number of program areas.

TABLE 5

NUMBER OF PROGRAM SITES AND ADULT CLIENTS SERVED BY FIVE
TO TEN PROGRAM AREAS

Number of Program Sites	Number of Program Areas Offered to Adults	Number of Clients Served
6	5	2,110
4	6	1,696
6	7	4,858
3	8	14,505
3	9	2,884
1	10	2,198
T-23		28,251

While the figure of 28,251 adult clients served in the
fiscal year 1987-88 was impressive, approximately, two-thirds
of this figure was served by three program areas: (1)
recreation and leisure activities, (2) arts and crafts, and
(3) general interest and enrichment programs. Nevertheless,
the largest number of programs with a high intensity of
contact hours per client was programmed for adults of all
ages. With the exception of three sites in the responding
sample of 23, adults of all ages had the largest enrollments
and greatest number of program areas available.

Senior Citizens. Fifteen program sites, 65.0 percent, reported 38 programs specifically restricted to senior citizens (55 years and older). Of the 15 sites, five sites offered one separate program each to senior citizens, four had two separate programs; two provided four separate programs; two sites had six programs; one offered ten programs; and finally, one offered 15 separate programs.

Table 6 summarizes the number and percentage of 15 sites offering one to 15 programs for senior citizens.

TABLE 6

NUMBER AND PERCENTAGE OF PROGRAM SITES OFFERING ONE TO
FIFTEEN PROGRAMS FOR SENIOR CITIZENS

Number of Program Sites	Percentage of Program Sites N = 15	Number of Programs Offered
5	33.0	1
4	27.0	2
2	13.0	4
2	13.0	6
1	7.0	10
1	7.0	15
Totals 15	100.0	38

Programming with Agency Linkages. Twenty-two program

sites reported programming by non-school agencies at the community education site. A total of 324 non-school agency program offerings benefited 22 program sites. Additionally, 20 program sites reported program services conducted at other than the community education site(s) that were considered a part of the community education programs. In brief, 96.0 percent of the respondents reported programs in association with non-school agencies. In each instance, all program sites claiming association exchanged services and/or housing coordination. More attention will be given to non-school agency involvement later in this chapter.

Special Population Programming. Eight (35.0 percent) of the responding sample indicated that programs had been adapted or designed specifically for the learning and/or physically handicapped. In total, 33 programs were shared between the eight sites claiming services. Two sites reported one program each, one site offered two programs, one site four programs, one site six programs, and two sites offered eight programs each.

When it came to programs, services, and/or projects relating to neighborhood housing or community environmental issues, eight program sites offered a total of 20 programs. Three sites claimed one program each; three provided two programs each, one site three programs; and, one site eight programs.

When it came to programs relating to economical and political aspects of community life, 15 program sites

claimed responsibility for 78 programs. Nine of the sites reported only one or two programs each; whereas, two programs reported 30 programs each.

Of programs relating to special populations, the greatest interest was with programs and services specifically relating to family problems and interactions. Twenty program sites reported programming for 101 programs. While four of the program sites only had one program each, the balance of 16 sites offered three to ten programs each.

Table 7 summarizes the number of programs for each special population designation, and the number and percentage of program sites involved with special populations programming.

TABLE 7

NUMBER AND PROPORTION OF COMMUNITY EDUCATION SITES PROVIDING PROGRAMS FOR SPECIAL POPULATION

Program Designation	Total Number of Programs	Number of Sites	Percentage of Sample N = 23
Handicapped	33	8	35.0
Neighborhood and Environmental Issues	20	8	35.0
Economical and Political Aspects of Community	78	15	65.0
Family Problems and Interactions	101	20	87.0

Program Development Score Range

Program development scores for the 23 respondents ranged from 28 to 89, based on a possible 100 point scale. The mean score was 54 points with a standard deviation of 17.63.

Table 8 summarizes the program development score range frequency.

TABLE 8

PROGRAM DEVELOPMENT SCORE FREQUENCY DISTRIBUTION

Score Range	Frequency
81 - 100	3
61 - 80	4
41 - 60	9
21 - 40	7
0 - 20	0
Total	23

Individual program development scores are listed in (Appendix D).

Accuracy of Program Data

Four program sites were randomly selected from the responding sample of 23. In each instance, the program data

were compared to brochures from the randomly selected sites. The comparison revealed that each brochure corroborated the information presented in the appropriately matched survey response. Likewise, program information was considered accurate for this study.

The Assessment of Citizen and Non-School Agency Involvement

The survey assessed several citizen and non-school agency involvement areas: (1) demographics of citizen involvement, (2) how citizens were involved through assessment procedures in determining their needs and resources to meet needs, and (3) the involvement of community education with other agencies.

Citizen Involvement on Advisory Councils. A total of 366 citizens served on the advisory councils from the responding sample of 23 community education programs. The largest number of citizens on any advisory council was 35, and the smallest number was four. The average number was 16; but, five councils had less than ten members each, 11 councils had ten to 18 members; six councils had 20 to 25 members; and, one council had 35 members.

Table 9 reports the number and percentage of program sites, along with the number of council members, in each of four advisory council size categories.

TABLE 9

THE NUMBER OF PROGRAM SITES AND COUNCIL MEMBERS PER ADVISORY
COUNCIL SIZE CATEGORY

Advisory Council Size Categories	Number of Program Sites Per Category	Percentage of Program Sites Per Category N = 23	Number of Council Members Per Category
4 - 9	5	22.0	61
10 - 19	11	48.0	175
20 - 29	6	26.0	95
30 - 35	1	4.0	35
Totals	23	100.0	366

Council aspects, other than the number of citizens
involved with serving on the council, were left for presen-
tation in this chapter under advisory council involvement.

Citizen Attendance at Council Meetings. Among the 23
respondents, a total average of 68 citizens were reported
as attending council meetings who were not members of
councils. Of the 68 citizens, one program claimed an average
non-council citizen attendance of 20. The balance of 48
non-council citizens were distributed among 15 program
sites; and attendance figures ranged from one to five
citizens at each site, with an average of three. Seven

program sites reported no non-council citizen attendance. These figures indicated that there was little citizen attendance at council meetings, other than citizens who were members of advisory councils.

Number of Committees. The descriptive statistics indicated that 19 (83.0 percent) of the responding sample had 82 active committees. Of the 82 committees, one site had 18 committees, one had nine committees, and the balance of 55 committees was distributed among 17 community education programs. Four programs did not use committees. When the top two numbers of committees were removed from the sample, the 17 remaining sites averaged three committees each.

Number of Non-council Citizens on Committees. Of the 19 sites that reported the use of committees, six used committees composed solely of council members. There were 122 non-council citizens who served on committees of the remaining 13 community education programs. One site reported 30 non-council citizens on committees, one site 26, one site 15, and one site 14. The balance of nine programs had a total of 37 non-council citizens on committees. The average on committees for this group of nine was four non-council citizens per site.

The community education program that reported 18 committees, used only five non-council citizens. Conversely, the community education program that reported the involvement of 30 non-council citizens, only had four committees.

Clearly, the number of committees was not a predictor of the
number of non-council citizens involved with committees, or
vice versa.

Non-Council Citizens as Volunteers. A total of 308
non-council citizens were reported as volunteers by the 23
respondents. Of this number, 192 (62.0 percent) of the
volunteers were involved with five community education
programs with the highest scores on both program and process
development, as assessed by the survey in this study. The
balance of 116 volunteers were distributed among 18 community
education programs with one to 15 volunteers each.

Comparison of Non-Council Citizen Statistics. The
descriptive statistics of the responding sample yielded the
following comparison: While 308 citizens served as volunteers
at 23 sites and 122 citizens served on committees at 13 sites,
who did not serve on advisory councils, there were 344
citizens who served on 23 advisory councils. There were 86
(25.0 percent) more citizens serving as volunteers and on
committees, than as advisory council members. It was not
clear how many non-council citizens served on committees and
as volunteers, who also attended advisory council meetings.
Even so, only an average of 68 non-council citizens attended
meetings at 23 advisory councils. As such, less than 16.0
percent of the 430 non-council citizens who served as
volunteers and on committees attended advisory council
meetings.

Socio-economic Representation. Item ten of the survey

was designed to gather data on age, income levels, and ethnic or racial minority backgrounds of non-council citizens who attended council meetings. Since council meetings were poorly attended by non-council citizens, the data obtained from item ten were both sparse and confusing. In the last instance, there was uncertainty on the part of respondents on how to respond. Because of this, data from item ten were eliminated from consideration.

Table ten summarizes citizen involvement with advisory councils, committees, and volunteers in three ways: (1) the total number of citizens involved in each category, (2) the average number of citizens involved in each category among the responding sample of 23 program sites, and (3) the average calculated among the majority of the responding sample after responses with high numbers were removed to adjust possible misconceptions produced by unadjusted averages.

TABLE 10

THE TOTAL NUMBER, AVERAGE NUMBER, AND ADJUSTED AVERAGE NUMBER
FOR EACH OF FIVE CITIZEN INVOLVEMENT CATEGORIES

Category	Total Number of citizens or Committees	Average Number Per Site	Adjusted Average Per Site
Advisory Council	366	16	16
Citizen Attendance at Council Meetings	68	3	3
Number of Committees	82	3.6	3
Non-council Citizens on Committees	122	5	4
Volunteers	308	13.4	6.4

Citizen Involvement Through Assessment. Seventeen
programs from the sample of 23 respondents reported using a
comprehensive needs assessment within the last three years.
While the comprehensive needs assessment at eight community
education programs received responses from 40 to 100
citizens, nine programs received responses from 136 to 800
citizens. The determination as to what was an acceptable
comprehensive needs assessment required more information
than the present survey assessed. Nevertheless, response
rates below 175 respondents raised serious doubt as to the
significance of results from small samples; however, if
respondents were from a randomly selected population, the

results could be more representative of the total population than program sites reporting larger numbers of respondents from a non-randomly selected sample.

There are ways, other than a comprehensive needs assessment, to involve citizens in the process of finding out their needs and resources. Five programs used the door-to-door method; 16 programs mailed surveys; four sites held neighborhood meetings; and 17 programs reported using community meetings or forums. The entire sample of 23 reported that programs and services were evaluated by program participants. In addition, 21 program sites had a telephone answered during regular hours, so that citizens could discuss needs and give suggestions. Eleven program sites had a suggestion box available.

In sum, ten of the 23 sites used three methods; six sites used four; one used five; five programs reported six methods; and, finally, one site claimed using eight different assessment methods. While six programs that scored high on both process and program development used at least four different methods, some program sites that scored low in both process and program development areas used four or more methods of assessment. Notwithstanding, eight program sites that scored low on both process and program development used three methods.

Table 11 summarizes the number of methods used in relationship to the number and percent of programs using

those number of methods.

TABLE 11

THE NUMBER AND PERCENTAGE OF SITES USING
THREE OR MORE ASSESSMENT METHODS

Number of Assessment Methods	Number of Program Sites Using Various Methods	Percentage of Program Sites Using Various Numbers of Methods
3	10	43.0
4	6	26.0
5	1	4.5
6	5	22.0
7	0	0
8	1	4.5
Totals	23	100.0

Table 12 summarizes the number and percent of program
sites using various methods of assessment.

TABLE 12

INCIDENCE OF VARIOUS ASSESSMENT METHODS

Category	Number of Sites Using Category	Percentage of Sites Using Category
Comprehensive Needs Assessment	17	74.0
Community Meetings or Forums	17	74.0
Mailed Surveys	16	70.0
Suggestion Box at Site (s)	11	48.0
Newspaper Survey	10	44.0
Random Telephone Survey	8	35.0
Neighborhood Meetings	4	17.0

Assessing citizen's perceived needs appeared to be a high priority for all of the 23 sites in this study. All sites used at least three methods to find out the needs and desires of their community. While this appeared to be a high priority for all program sites in this study, the worth of various methods to assess citizen's needs and desires was not established.

Non-school Agency Involvement. The present study examined, through a series of ten survey statements,

community education's relationship with other agencies. Twenty-two programs communicated that the level of trust between their program and other agencies continued to increase; thus, relationships were enhanced.

While all of the responding sample expressed positive growth in interagency cooperation, less than two-thirds, 57.0 percent of the sites, described the level of competition between their community education program and other agencies as decreasing. This finding suggested that at least 39.0 percent of the responding sample did not attribute the concept of less competition to their building trust and establishing a better relationship with other agencies.

Two-thirds, 60.0 percent, reported sharing information with six other agencies; and, in turn receiving information from at least six agencies. In addition, 66.0 percent of the responding sample indicated that their community education program participated in long-range planning with at least three other agencies over a three year period. Again, the same number of 15 program sites, 66.0 percent, shared staff with at least two or more agencies.

Citizen and Non-school Agency Scores

When the surveys from the responding sample of 23 program sites were scored, citizen and non-school agency involvement scores ranged from 29 to 88, based on a possible

100 point scale. The mean score was 54 points with a standard deviation of 15.24.

Table 13 summarizes the citizen and non-school agency involvement score range frequency.

TABLE 13

CITIZEN AND NON-SCHOOL AGENCY SCORE DISTRIBUTION

Score Range	Frequency
81-100	1
61- 80	7
41- 60	10
21- 40	5
0- 20	0
Total Program Sites 23	

Individual citizen and non-school agency scores are listed in (Appendix D).

Advisory Council Involvement Process

The survey assessed two major areas related to advisory council involvement; (1) demographics of the advisory council, and (2) the decision-making activities of the advisory council.

As cited earlier in this study, the average council size was 16, with an average of eight meetings per program site during the last fiscal year. The number of meetings per program site ranged from one to 25 per year. Thirteen programs held meetings ranging in number from two to seven per year; whereas, eight programs had ten to 14 per year. In sum, while 16 advisory councils met six more times in the last fiscal year, seven advisory councils met one to five times.

Demographics of Council Members. Program sites reported 31 council members in the age category 21 or younger; however, there were only five council members identified as students; 155 council members were reported in the age category 22 years to 40, 139 council members in the age category 41 years to 64, and 41 council members in the age category 65 years or older.

The number of council members in each occupational/ vocational category was: 57 homemakers, 27 blue collar workers, 14 agriculture, 131 professionals, 20 technical, 27 service, 55 managerial, 22 clerical, 5 student, and 8 other. While 15 programs had a fairly even distribution among at least four occupational/vocational areas, eight programs had at least half or more of their advisory council members categorized as professionals.

Table 14 summarizes the number and percent of 366 advisory council members in each of four age categories and

in each of ten occupational/vocational categories.

TABLE 14

ADVISORY COUNCIL DEMOGRAPHICS

Category	Number of Council Members	Percent of Council Members N = 366
21 years or younger	31	8.5
22 to 40 years old	155	42.4
41 to 64 years old	139	38.0
65 years or older	41	11.1
Totals	366	100.0
Professional	131	36.0
Homemaker	57	16.0
Managerial	55	15.0
Service	27	7.0
Blue Collar	27	7.0
Clerical	22	6.0
Technical	20	5.4
Agriculture	14	4.0
Other	8	2.2
Student	5	1.4
Totals	366	100.0

Advisory Council's Decision-Making Involvement. Twenty-
one respondents described their council as developing and/or
approving a means to assess community education needs and
resources. The same number claimed that their advisory
council evaluated both community needs and resources at
meetings that were open to the public. In addition, 21
program sites informed that their advisory council either
developed or participated in the design of programs and
services. Also, 20 advisory councils evaluated program
outcome from evaluations of programs by program partici-
pants. While 18 councils developed or approved a means to
evaluate those who delivered programs and services, the
number of councils dropped to ten, which developed or
approved a means to evaluate volunteers. Yet, 12 councils
were reported as evaluating volunteer efforts.

When it came to setting community education goals,
objectives, and implementation procedures, 17 councils
claimed to do so; however, the number of 17 councils was
reduced to 11 councils, when it came to setting a time-frame
to reach goals, and increased from 11 to 13 councils when
it came to checking progress during the implementation phase
of programming.

Another area of decision-making involvement included
the description of 19 councils that sought information
concerning community needs and resources from four or more
agencies.

While 15 councils claimed to determine by-laws and/or operation procedures for the community education program, just four councils determined the budget; five councils determined those who administered program and service delivery; seven councils determined who taught and delivered services; seven councils were involved with fund raising events; nine councils set the hours for evening and weekend program delivery; and, 12 councils were reported as developing guidelines for community relations.

Table 15 summarized the incidence of council's decision-making involvement by category.

TABLE 15

INCIDENCE OF COUNCIL DECISION-MAKING

Category	Number of Councils	Percent of Councils N = 23
Developed or approved needs, resource, and program assessments and design of programs.	21	91.0
Sets goals, objectives, and implementation procedures	17	74.0
Evaluates program providers	18	78.0
Determine by-laws	15	65.0
Helps with fundraising	7	30.0
Determine the budget	4	17.0

Advisory Council Involvement Process Scores

When the surveys from the respondents were scored, council involvement process scores ranged from 33 to 94, based on a possible 100 point scale. The mean score was 67 points with a standard deviation of 14.52.

Table 16 summarizes the advisory council involvement score range and frequency.

TABLE 16

COUNCIL INVOLVEMENT SCORE DISTRIBUTION

Score Range	Frequency
81-100	6
61- 80	12
41- 60	4
21- 40	1
0- 20	0
Total programs	23

Individual council involvement scores are listed in (Appendix D).

Accuracy of Process Data

Four program sites were randomly selected from the responding sample of 23. An advisory council member from each

of the four selected sites was interviewed by telephone.
In each instance, the council member was asked to respond
verbally to certain survey items; however, in no case was
the entire survey used. Most items dealing with council
involvement were asked each of the four subjects. A
consensus was noted among the four subjects. That is,
advisory councils seemed to be advisory and little more.
While one subject considered the term "developed"
appropriate with many areas in item 23 of the survey, three
of the subjects thought "approved" was more appropriate.
In regard to the number of council meetings and the average
size of the council, there was approximate agreement in all
cases.

As perceived by this investigator, the interview of
four different advisory council members corroborated the
information provided by the director or coordinator of the
corresponding program site. In all cases, the council
members were both helpful and courteous.

Examination of Research Questions

Three questions were individually examined and statis-
tically treated by the Pearson r product-moment correlation
(raw score method) to determine the relationship between
community education process and program development in
terms of a correlation coefficient. In addition, each
correlation coefficient was tested for a sample of 23

subjects at the $(p \leq .05)$ level of significance.

Table 17 listed the score results of The Process and Program Survey for the 23 respondents in this study. Program development scores in column A were compared by means of correlation analysis to citizen and non-school agency involvement scores in column B, to determine a correlation coefficient for question 1. Program development scores in column A were compared by means of correlation analysis to council involvement scores in column C, to determine a correlation coefficient for question 2. In addition, columns B and C scores were added together horizontally to determine an aggregate process score in column D. Similarily, program development scores in column A were compared by means of correlation analysis to aggregate scores in column D, to determine a correlation coefficient for question 3.

TABLE 17

SURVEY SCORE RESULTS USED TO DETERMINE CORRELATION
COEFFICIENTS FOR EACH OF THREE RESEARCH QUESTIONS
N = 23

Column A Program Development Scores	Column B Citizen and Non-school Agency Involvement Scores	Column C Council Involvement Scores	Column D Aggregate Process
89	67	87	154
39	44	69	113
39	56	62	118
55	68	63	131
47	72	69	141
56	65	83	148
40	49	81	130
54	51	64	115
48	40	33	73
85	88	94	182
32	40	54	94
62	46	52	98
48	65	50	115
41	44	64	108
43	46	63	109
80	43	79	122
72	49	81	130
72	35	62	97
28	38	68	106
43	47	90	137
82	76	63	139
Range (28-89)	(29-88)	(33-94)	(73-182)

Question 1. What relationship was found between "citizen
and non-school agency involvement" process scores and program
development scores?

The Pearson r correlation coefficient was found to be

(r= 0.416). The test of significance was applied and calculated to be (t= 2.0965). The T Value associated with a sample size of 23 subjects and two degrees of freedom at the (p $\leq$ .05) level of significance had a critical value of (T= 2.080); and, the calculated test of significance was greater. Therefore, the correlation coefficient (r= 0.416) for Question 1 meant that there was a significant relationship between "citizen and non-school involvement" process scores and program development scores, based upon a sample size of 23.

Question 2. What relationship was found between "council involvement" process scores and program development scores?

The Pearson r correlation coefficient was found to be (r= 0.4146). The test of significance was applied and calculated to be (t= 2.088). The T Value associated with a sample size of 23 subjects and two degrees of freedom at the (p $\leq$ .05) level of significance had a critical value of (T= 2.080); and, the calculated test of significance was greater. Therefore, the correlation coefficient (r= 0.4146) for Question 2 meant that there was a significant relationship between "council involvement" process scores and program development scores, based on a sample size of 23.

Question 3. What relationship was found between "aggregate process scores and program development scores?

The Pearson r correlation coefficient was found to be (r= 0.4989). The test of significance was applied and

calculated to be (t= 2.6387). The T Value associated with a sample size of 23 subjects and two degrees of freedom at the $(p \leq .05)$ level of significance had a critical value of (T= 2.080); and, the calculated test of significance was greater. Therefore, the correlation coefficient (r= 0.4989) for Question 3 meant that there was a significant relationship between "aggregate" process scores and program development scores, based on a sample size of 23.

Summary

Chapter IV presented the findings in this study. Three questions were tested to determine the relationship between community education process characteristics and program development. Each question yielded beyond chance findings. In addition, a considerable quantity of data described community education process and program characteristics. These findings were summarized and discussed in Chapter V; also, conclusions and recommendations in Chapter V were made from findings in Chapter IV.

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS,
AND RECOMMENDATIONS

SUMMARY

This study was designed to determine the relationship
between process and program development among Oklahoma
community education programs with state funding.

Data for this study were obtained from a survey
developed by this investigator. The survey was conducted
through the Community Education Center of Oklahoma State
University to a population of 40 Oklahoma community
education programs meeting four pre-determined criteria:
(1) the program was in existence for three or more years;
(2) the program received some form of funding through the
Oklahoma State Department of Education for the fiscal year
1987-88; (3) the program had a separate council for each
program site; and (4) the program had a separate
coordinator or director for each site.

Survey Response

A survey was mailed to each of 40 Oklahoma community
education program directors or coordinators; and, 24,

82

60.0 percent, responded. One program did not meet the four pre-determined criteria and was eliminated from the study. Thus, 23 program sites were established as the sample.

Research Questions and Findings

Data gathered from the sample were used to test three questions. Each question was tested by scoring survey responses that related to community education program development and three community education process characteristics: (1) citizen and non-school agency involvement, (2) council involvement, and (3) an aggregate of both process characteristics (1) and (2) above.

The following questions were asked: and, correlation coefficients found:

1. What relationship was found between "citizen and non-school agency involvement" process scores and program development scores? A significant correlation coefficient was found for the sample (N=23): (r= 0.4160).

2. What relationship was found between "council involvement" process scores and program development scores? A significant correlation coefficient was found for the sample (N=23): (r= 0.4146).

3. What relationship was found between "aggregate" process scores and program development scores? A significant correlation coefficient was found for the sample (N=23): (r= 0.4989).

There was found a significant correlation coefficient, based on the sample size of (N=23), for each of the three research questions. To put it another way, as process scores increased, so did program development scores. While exceptions to this were found among the sample, the relationship between community education process and program development was correlated in both positive and linear ways.

Program Development Descriptive Data

A considerable quantity of program development data was gathered from the sample of (N=23) respondents.

Pre-school Programming. Two sites out of 17 served 64.0 percent of the total clients; and, one site out of six served approximately 60.0 percent of the total day care clients.

Grades (K-6) Programming. Of the 22,385 children, 76.0 percent were served by five program sites. Eight sites had latchkey programs and five sites had acitvities for the learning and/or physically handicapped; however, three program sites served 80.0 percent of the clients in both program areas. The rank order and number served by programming in grades (K-6) was: (1) recreation- 13,125, (2) crafts- 4,910, (3) health screening- 2,600, (4) latchkey- 1,650, and (5) handicapped- 100.

Grades (7-12) Programming. Four program sites served 64.0 percent of the 5,179 clients with programming. Sixteen,

70.0 percent, of the sites dealt with the topics of drugs and alcohol. Fourteen, 61.0 percent, offered programming concerning health issues.

Adult Programming. Two-thirds of 28,251 adults, 16 years and older and not enrolled in the regular school program, were served by three program areas; (1) recreation and leisure activities, (2) arts and crafts, (3) general interest and enrichment programs. Twenty sites reported the largest enrollments and greatest number of program areas available for adults. Fifteen sites, 65.0 percent, offered programs specifically restricted to senior citizens (55 years and older). Nine of the 15 sites offered one or two programs; five offered four to six programs; and one site offered 15 separate programs for senior citizens.

Other Programming. Twenty programs, among eight sites, dealt with neighborhood and environmental issues. Seventy-eight programs were offered by 15 sites in respect to economical and political aspects of the community. In total, 33 programs were shared among eight sites reporting services specifically for the learning and/or physically handicapped; however, half of the programs were provided by two sites. A total of 101 programs that dealt with family problems and interactions were offered by 20 sites. Fourteen sites reported community education programming during regular school hours.

Program Development Survey Scores. The scores ranged

from 28 to 89, based on a possible 100 point scale. The mean score was 54 points with a standard deviation of 17.63.

Citizen and Non-School Agency Process Data

The survey generated considerable citizen and non-school agency process characteristics from the sample of (N=23) respondents.

Citizen Attendance. An average of three non-council citizens attended council meetings at 15 sites. Seven program sites reported no citizen attendance other than council members; and, one site averaged 20.

Committees. There were 122 non-council citizens who served on committees for 13 program sites. Six sites exclusively used council members on committees; and, four sites did not use committees. Of the 19 sites that reported a total of 82 active committees, 17 sites accounted for 55 committees. Therefore, the average for each of 17 sites was about three committees.

Volunteers. A total of 308 non-council citizens were reported as volunteers. At the top five scoring program sites in both community education process and program development, 192 volunteers were involved.

Community Assessment Methods. All program sites used at least three assessment methods, while six sites reported using six or more methods. Seventeen, 74.0 percent, used a comprehensive needs assessment and community meetings or

forums to assess citizens' needs. Sixteen sites mailed
surveys; 11 used suggestion boxes; 10 sites used newspaper
surveys; eight used telephone surveys; and, four held
neighborhood meetings.

Non-school Agency Involvement. While all 23 sites
expressed positive growth among interagency cooperation,
less than two-thirds, 57.0 percent described the level of
competition between their community education program and
other agencies as decreasing. A total of 324 non-school
agency programs was offered at 22 program sites; however,
only three program sites reported receiving some funding
from at least two agencies.

Citizen and Non-school Agency Survey Scores. Scores
ranged from 29 to 88, based on a possible 100 point scale.
The mean score was 54 points with a standard deviation of
15.24.

Advisory Council Process Data

The survey assessed two major areas related to advisory
council involvement: demographics and activities of the
advisory council.

Demographics. A total of 366 citizens served as advisory
council members at 23 sites. The average advisory council
size was 16 citizens; and, the average number of meetings
per year was eight. Less than 25.0 percent of all advisory
council members were composed of both the 21 or younger and

65 years or older age groups. The number of 131 professionals reported as council members was more than twice the size of either of the next two largest groups: 57 homemakers or 55 managerial. Only five (k-12) students were reported as serving on advisory councils.

Council Activities. Twenty-one advisory councils developed or approved community and program assessment methods. While 17 councils set goals, objectives, and implementation procedures, fifteen, 65.0 percent, determined community education by-laws. While seven councils helped with fundraising, four determined the budget.

Advisory Council Process Survey Scores. Scores ranged from 33 to 94, based on a possible 100 point scale. The mean score was 67 points with a standard deviation of 14.52.

Discussion

While each of three research questions yielded beyond chance findings in this study, the reader should not conclude that certain process scores caused certain program development scores, or vice versa. In fact, examples of low process and high program development scores were found mingled with high process scores and low program development scores. But, this situation was not consistent; likewise, a positive and linear relationship was found: when one variable got larger, so did the other. In other

words, when process scores increased, generally, program
development scores also increased.

Program and Process Characteristics

Various methods of calculating and reporting the number
of clients served was a concern. This researcher attempted
to note estimates and clarify totals by grouping data. For
example, grouping program sites together which served large
numbers of clients, as well as grouping those serving small
numbers, was used to counter possible discrepancies or
misunderstandings brought about by averaging data. As such,
even with estimates that were based on various program
reporting methods, this study accurately established some
program characteristics among program sites sampled.

Pre-school. At first glance, the number of pre-school
children served by the 17 community education programs
appeared impressive; however, when the number of enroll-
ments for the same clients in a given year was taken into
account, the actual number of clients served was greatly
reduced. Moreover, when the amount of time spent per
client was estimated, the perceived picture was greatly
changed from the initial interpretation of survey data.
This situation pointed to the necessity of assessing the
intensity of pre-school programs based on contact hours;
otherwise, pre-school programs that were based solely on
the number of clients served diminished the efforts of

programs with small enrollments and intensive programming.

Grades (K-6). According to the numbers of clients served, the priority for programming for grades (K-6) was: (1) recreation, (2) crafts, and (3) health screening. But, if actual contact hours were available for the latchkey and handicapped programs offered, contact hours may have rivaled those provided in recreation, crafts, and health screenings combined. Nevertheless, contact hour data were not available to support this conjecture.

Grades (7-12). Even though all of the sample reported at least one program for grades (7-12), 50.0 percent of the clients were served by four program sites. This finding suggested that there was an opportunity for many program sites to develop programming for grades (7-12). This notion may not be in keeping with the traditional ideas in community education, which suggests that youth in this group are often considered to be actively involved in the regular school's extra-curricular activities; thus, there is no need for as much programming for this group as compared to other age groups. While this may be an explanation satisfactory to some community educators, others will contend that many in this group have needs that are not met by the regular school's extra-curricular activities.

It seemed feasible to this investigator that the lack of representation of students in grades (7-12) on advisory councils could, in part, explain the lack of programming

for this group. Even if this were not the case, the "ideals" of community education uphold the notion that members of an advisory council should be representative of the community. While this may be idealistic, students were not represented on most advisory councils in this study. In fact, only five students in this group were reported as serving on advisory councils.

Adults of All Ages. While 28,251 adults was an impressive number of clients served by 23 community education programs in the fiscal year 1987-88, approximately two-thirds of this figure were served by three program areas; (1) recreation and leisure activities, (2) arts and crafts, and (3) general interest and enrichment programs. Nevertheless, the largest number of high intensity programming and number of contact hours per client were programmed for adults of all ages. With the exception of three sites, adults of all ages had the largest enrollments and greatest number of program areas available.

Only three community education programs reported programming for displaced workers. This descriptive statistic seemed low, since much news about the Oklahoma economy suggested the possible need to deal with the problem of high unemployment. On the other hand, other agencies may have separately provided the needed service.

At nine out of 15 sites that offered senior citizen programming, restricted to adults 55 years and older, only

one or two programs were available. While other adult pro-
gramming may be sufficient to supplement limited programming
for senior citizens, program sites that offer no senior
citizen programming have an opportunity to grow by doing so.

Community Assessment Methods. Community education
programs that used five or more assessment methods scored
high on both process and program development. In contrast,
eight programs that used three assessment methods scored
low on both process and program development.

The distinguishing factor between low and high scoring
program sites on both process and program development was
high numbers of citizen responses to comprehensive needs
assessments. Despite the number of respondents reported
for comprehensive needs assessments, several questions were
raised: (1) Was the sample randomly selected? (2) Was a
fair representation of ethnic and racial minorities, and
socio-economic strata assessed? (3) Was the assessment
instrument truly comprehensive? In other words, did the
instrument reflect the ideas and values of a broad cross-
section of citizens? Clearly, large samples and adequate
assessment strategies go a long way toward addressing these
questions. Even so, some of the smaller numbers between
175 and 300 respondents could have been a fair sample size
for small communities, if randomly selected from the total
population. In community education, the issue is: How
representative is the sample, and does the instrument assess

the ideas and values of a representative sample? But apart from this, the sheer number of assessment methods used by some program sites seemed to contribute to their finding a representative sample for the assessment of community needs and resources.

Non-school Agency Relationships. While 87.0 percent of the responding sample shared facilities with at least one other agency, only three program sites reported receiving some funding from at least two agencies. This could be due to a conscious decision on the part of community education programs to remain independent of restrictions that often accompany funding from other agencies. On the other hand, the relationship between agencies may not have reached the necessary level of trust, or met the accountability factors used by other agencies to award funding.

A Comparison With Other Studies

Johnson (1984) reported a study that was conducted among Oklahoma's community education councils in 1983. There were some similarities to the present study in respect to advisory councils: (1) The Johnson study reported an average of 15 council members per program site. This study found 16. (2) The Johnson study found little impact by councils on budgeting, use of facilities, hiring, evaluation, and promotion. This study found little council impact in the same areas; however, some improvement was found in evaluation

of those who deliver programs, and services.

There were some differences; however, between the Johnson study and the present one: (1) The Johnson study reported an average of 5.4 council meetings per year; and, the present study found an average of eight council meetings per year. (2) The Johnson study reported only two councils that used committees; and, this study found that 19 councils reported 82 committees.

Minzey and LeTarte (1979) contended that community education process develops slowly over time. Rosecrance (1952) found that lack of time working together was a hindrance to high levels of process. Similarly, the present study found the highest levels of community education process were among program sites that had been in operation for six or more years. In addition, both process and program development scores, as measured by the present survey, were highest among program sites with eight or more years of continuous operation.

Santellanes (1975) contended that there was a relationship between community education process and program development, when he admonished community educators to evaluate both process and programming. For the sample in the present study, a significant relationship between community education process and program development was found.

Clark and Shoop (1978) held that an advisory council

should be representative of the community. While Minzey
and LeTarte (1979) agreed with this notion, they found that
advisory councils are often more representative of the
status and power based people in a community, rather than
the entire spectrum of socio-economic strata. In this study,
program sites with the highest process and program develop-
ment survey scores had more council members from the profes-
sional category than any other two categories combined;
however, in each instance, most occupational/vocational
categories were represented, but not in equal number.

Cox (1978) suggested that advisory councils were
responsible for finding out various funding possibilities
and securing those resources. In this study, seven councils
helped with fundraising; and, four councils determined the
budget. One should not conclude, however, that advisory
councils that do not assist with fundraising or budgeting
do not secure resources. Resources in community education
often are in a non-traditional form. That is, often there
is no money involved, because volunteers or other agencies
are supplying the service or program. Also, many community
education programs operate on a pay-as-you-go basis. If
the service or program does not have enough enrollment to
pay the expenses, there is no program. Moreover, often
secretaries, directors and/or coordinators, and physical
plant expenses are paid partially or in full by the spon-
soring school district. As such, these expenses are

budgeted and paid outside of many community education programs. This type of financial arrangement often has to do with individual state statutes prohibiting or limiting community education programs from using public school funds not budgeted by a board of education. In sum, financing community education is often quite creative and different in comparison to other educational enterprises.

A Profile of Findings

A profile emerged from the descriptive data for seven community education programs that scored high on both process and program development. Consistently, this group held in common the following characteristics: (1) used five or more methods to assess community needs and resources, (2) accounted for more than two-thirds of all volunteers, (3) set goals, objectives, and implementation procedures, (4) determined community education by-laws, (5) were established programs for eight or more years, (6) offered the greatest number and variety of programming for all ages, (7) accounted for over two-thirds of non-school agency involvement and programming, and (8) the advisory council met ten or more times a year. For this same group, five of the seven programs used over 50.0 percent of the 122 non-council citizens who served on committees, and accounted for all citizen attendance, other than council members, at advisory council meetings.

Another profile emerged for six programs that scored in the middle range on the survey for both process and program development. While there was not as much consistency among this group as compared to the high scoring group, the following characteristics were collectively exhibited: (1) the advisory council held eight or more meetings per year, (2) used three or four methods to assess community needs and resources, and (3) accounted for about 25.0 percent of community education volunteers. Other characteristics were not consistent enough to consider them as existing collectively.

Yet another profile developed for ten program sites scoring low on either or both process and program development. While characteristics listed in the high scoring group were not consistent enough to consider them existing collectively in the low scoring group, the lack of certain characteristics was established among the low scoring group and, in some instances, for some of the six programs that scored in the middle range of the survey. The following characteristics were found lacking for this group: (1) a lack of non-council citizens serving on committees and/or non use of committees, (2) the lack of or small numbers of volunteers, (3) the lack of using a comprehensive needs assessment, (4) use of no more than three methods to assess community needs and resources, (5) 90.0 percent of the advisory councils had less than 16 members, (6) reported no citizen attendance, other than council members,

at advisory council meetings, (7) the lack of or small numbers of pre-school and senior citizen programs, (8) 80.0 percent of the program sites were in existence for less than six years.

The compilation of this sort of profile was necessary for this investigator to draw conclusions from this study. In addition, this profile isolated certain variables for further study, and suggested implications for future use of the survey.

Conclusions

While considering the conclusions of the present study, the reader should keep in mind the limited sample of 23 respondents. Notwithstanding, descriptive data were made available to assist anyone seeking to make generalizations in view of contextual similarities between populations.

With this in mind, the following conclusions were drawn from the profile and summary of findings in this study:

1. The significant relationships between community education process and program development, which were found for three research questions in this study, indicated some evidence to support what most community educators know: that increasing citizen involvement in time creates programming that is representative of the community and that meets their expressed needs.

2. Besides appointment or election of citizens to an advisory council, finding volunteers, making committee appointments, using more citizen assessment methods, and encouraging citizen attendance at council meetings are other ways to improve the level of citizen involvement in community education.

3. For the majority of programs that scored high on process in this study, community education process developed slowly and steadily over time. In no instance were high levels of process integrated into the community within less than five years.

4. While some advisory councils sampled moved into a decision-making mode that could be described as determining, most advisory councils were best described as approving or advisory bodies.

5. Even though considerable interagency cooperation was reported, there appeared to be blockages among most programs sampled to accept or be awarded non-school agency funding.

6. While Oklahoma community education recognized the need for expanded programming for pre-school age children, senior citizens, special populations, and youth in grades (7-12), program development in these areas was at best in its beginning stages for the majority of community education programs in this study.

Recommendations for Practice

From this study, the following recommendations for practice were generated:

1. A standardized means to assess program participation needs to be developed. One way to accomplish this is to keep record of the number of students enrolled and the number of contact hours for each program.

2. More non-council citizen involvement is needed in Oklahoma community education. Volunteers, committees, networks, taskforces, and other means of including people as stakeholders will improve community education process and programming.

3. While many of the councils seemed to be representative of the community in terms of age and occupation, at least half of the 23 sites sampled need to continue to work toward a better representation in either one or both areas.

4. More than 75.0 percent of those sampled need to either start or increase programming for special populations. While it could be argued that some services may be available from other agencies, and community education does not want to duplicate services, the total lack on the part of some programs to address this issue could be seen as an opportunity to do such. Every community has special populations. The issue is identifying them and finding ways to serve their needs.

5.   As much as 60.0 percent of those sampled need to either start or increase programming for pre-school age children and their parents, for senior citizens, and for youth in grades (7-12).

Recommendations for Further Study

From this study, the following recommendations for further study were generated:

1.   Studies need to be conducted to determine the socio-economic and age stratification of citizens in a given Oklahoma community education service area.   This information is needed to determine accurately if a proper cross-section of citizens is involved with and partici- pating at each community education site.

2.   There is a need to find why most community educa- tion programs do not receive more non-school agency funding.

3.   There is a need for a study to examine the possible relationship between high community education process and program development survey scores and the high incidence of volunteers in such programs.

Recommendations for Future Use of the Survey

From this study, the following recommendations for future use of the survey were generated:

1.   In regard to length of operation and size, the sample of 23 respondents was representative of the total population

of 40 programs selected for this study; however, future administrations of the survey should be conducted before the end of the school year to enhance the number of respondents.

2. Even though the survey in this study accurately assessed both process and program development character-istics among Oklahoma community education programs receiv-ing state funding, the following survey improvement was indicated: Since item ten of the survey was confusing to most respondents and was not applicable to program sites with little or no non-council citizen involvement at council meetings, it was recommended that item ten be de-leted from the survey.

3. The programming section of the survey should con-tinue to divide programming items into age categories; and, in addition, assess programming in terms of the actual number of clients served, along with the contact hours provided in each program. As such, possible discrepancies and lack of ability to be more specific about the presen-tation of some data would be decreased with a standard-ized program reporting method.

4. In a time of strained state and federal resources for education, accountability will likely continue to be an expanding factor for community education to receive funding. Should this or a similar survey instrument assist with the assessment, analysis, and isolation of accountability factors necessary to receive additional

resources and/or funding for Oklahoma community education, then, this survey will have fulfilled what this investigator intended.

Overview of the Study

As a result of this study, the investigator gained a deeper insight into the relationship between community education process and program development.

While a significant relationship was established in this study, one should not conclude that high levels of community education process will immediately cause high levels of program development, or vice versa. Instead, data revealed that program sites with the highest survey scores on both process and program development were in continuous operation for eight or more years. This finding indicated support for what most community educators know: that increasing citizen involvement in time creates programming that is representative of the community and that meets their expressed needs.

Looking at practical applications, in particular, the investigator derived from this study several ways to increase citizen involvement in the community education process. Besides appointment or election of citizens to an advisory council, finding volunteers, making committee appointments, using more citizen assessment methods, and encouraging citizen attendance at council meetings are

other ways to improve the level of citizen involvement.

The investigator examined the program development data in this study and discovered that the largest number of high intensity programs and contact hours per client was available to adults. Programming for pre-school age children, the handicapped, youth in grades (7-12) and senior citizens represented programming categories with the most opportunity for growth among the majority of program sites.

In sum, the community education process takes time to be integrated into a community education program. The crucial question this investigator has learned to ask is: Is the community education process being developed simultaneously with programming? Community education programs in this study, which were in operation for six or more years, could answer yes to this question.

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APPENDIXES

APPENDIX A

THE SURVEY INSTRUMENT
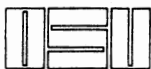
Oklahoma State University

COMMUNITY EDUCATION CENTER

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

April 29, 1988

Greetings!

As the director/coordinator of community education, you are invited to assist the Center for Community Education at Oklahoma State University in conducting a survey of Oklahoma community education programs receiving state funds.

We anticipate that results of this survey will be of value to future planning for Oklahoma community education funding. As such, you will be taking part in a study, which will be breaking new ground for Oklahoma community education. Your responses will provide the needed information to assess the relationship between community education process and program development.

Survey respondents will be treated with anonymity. Results of the survey will be mailed to you within two weeks after all surveys are returned. If you desire to identify your results, please take note of this number, _____, as results will not be identifiable by name of school, program, or respondent. This will be an opportunity for you to compare your process and program development with other programs receiving state funds.

As always, we trust that you will find time to lend us a hand. As you know, a valid survey is dependent on getting a good response. Your participation in this study is highly valued, and we thank you in advance for your cooperation.

Due to the urgent need for this information, we ask that the completed survey be returned within two weeks in the enclosed stamped envelope. If you have questions or need assistance, please call or write the Community Education Center.

Sincerely,

Ray Willard

Deke Johnson
Director

bb
Enclosure

**CENTENNIAL
DECADE
1980·1990**

<u>The Process and Program Survey</u>
<u>For Community Education Programs</u>
<u>With State Funding</u>

<u>Directions</u>

As the director of community education, you are in a favorable position to know the information that will reflect accurately and favorably on the community education program that you facilitate.

Each item in the survey was designed to either be answered with information applicable to the last fiscal year or the last two-to-three years. Please have the correct time frame in mind before responding.

Some of the items will not apply to your situation; however, please do not leave items blank that you know or have reason to believe apply. In addition, for items that you do not have precise information available, please provide your best estimate.

We estimate that the survey will take most respondents at least 25 minutes to complete; however, please take time to check your responses. In case you need to change a response, we suggest you work the survey with a pencil.

Please indicate year program began _____

1. Please check each area that describes programs or services provided in the last fiscal year to benefit pre-school children and/or their parents.

   Pre-natal   ____   Early childhood
   Infant   ____   nutrition educa-
   Special needs   tion for parents   ____
   screening   ____   Day care   ____

   (Specify other) _____

2. Please check each area that describes programs or services provided in the last fiscal year to benefit children in grades (K-6), which took place apart from the regular school program.

   Crafts   ____   Activities for the
   Recreation   ____   learning or physi-
   Health program   cally handicapped.   ____
   or screening   ____   Latchkey program   ____

   (Specify other) _____

3. Please check each area that describes programs or services provided in the last fiscal year to benefit youth in grades (7-12), which took place apart from the regular school program.

   Drugs and alcohol ____   Dating
   Activities for the   Vocational   ____
   learning or physi-   Improvement of
   cally handicapped. ____   study habits   ____
   Health issues   ____   Adolescent ad-
                                    justment.   ____

   (Specify other) _____

4. Please check each area that describes programs or services provided in the last fiscal year to benefit adults of all ages, which were not enrolled in the regular school program.

   Adult education for   Recreation and
   credit (GED, ABE or   leisure   ____
   ESL)   ____   Vocational   ____
   College for credit ____   Displaced workers   ____
   Health programs or   Retirement adjust-
   screening   ____   ment   ____
   Drugs and alcohol ____   General interests
   Arts & crafts   ____   or enrichment   ____

   (Specify other) _____

5. Please estimate the number for each of four groups served by community education programs and services in the last fiscal year.

    A. Pre-school   ____   Adults of all ages
    B. Grades (K-6)   ____   not enrolled in the
    C. Grades (7-12)   ____   regular school pro-
    gram. (Age 16 or
    older)   ____

6. Please check the blank, if community education programs and services were provided in the last fiscal year during regular school hours.   ____

7. Please check the blank, if referrals were made to non-school agencies to provide services or programs not provided by community education.   ____

8. Within the last fiscal year, please estimate the number:

A. of programs or services specifically restricted to senior citizens (55 years and older).   ____

B. of programs or services that specifically benefited pre-school children (birth to school entry).   ____

C. of programs or services specifically provided by non-school agencies at a location other than the community education site (s), but considered as a part of the community education program.   ____

D. of programs or services specifically provided by non-school agencies at the community education site (s).   ____

E. of programs or services that have been adapted or designed specifically for the learning and physically handicapped.   ____

F. of programs, services, and/or projects relating to neighborhood housing or community environmental issues.   ____

G. of programs and services that relate to economical and political aspects of community life.   ____

H. of programs and services specifically relating to family problems and interaction.   ____

9. By each category below, please indicate for the last fiscal year the:

    A. average number of elected and/or appointed citizens who regularly served on the council.   _____

    B. average number of citizens who attended council meetings, but were not members of the elected and/or appointed council.   _____

    C. number of active committees that reported to the council. (A committee is any group of citizens appointed, charged and provided a mission to accomplish).   _____

    D. number of citizens who actively participated on committees, which were not members of the council or school administration.   _____

    E. number of citizens who served as volunteers, which were not council members.   _____

10. As compared to the population area served by community education, please place a check by each citizen category that was fairly represented at council meetings in the last fiscal year. Do not include council members.

Ethnic or racial minorities	_____	Young adults (Age 16-25)	_____
Lower Income	_____	Adults (Age 26-54)	_____
Middle income	_____	Senior citizens (Age 55 & above)	_____
Upper Income	_____		
Other (please describe) _____			

_____

11. Please check the blank, if a comprehensive needs assessment or survey was provided to a fair representation of all segments of the community in the last three years.   _____

    if checked, how many citizens responded?   _____

12. Please check the blank, if a telephone is answered during regular hours, whereby citizens may discuss needs and give suggestions.

    _____

13. Please check the methods of assessment to gather data on community needs and resources, which have been used in the last two years.

Random telephone survey _____   Newspaper survey _____

Door-to-door survey _____   Suggestion box at program site (s) _____

Community meetings or forums _____

Mailed survey _____

Neighborhood meetings _____

Other - (Please describe below)

_____

14. Please check the blank, if community education programs and services are evaluated by program participants. _____

15. Please check the blank next to the statement that indicates the community education relationship with other agencies in the last fiscal year, unless otherwise stated.

A. Our community education program used input from at least four agencies. _____

B. Our community education program exhibits an increasing relationship with other agencies. _____

C. The level of trust between our community education program and other agencies continues to increase. _____

D. The level of competition between our community education program and other agencies tends to decrease. _____

E. Our community education program shares information with at least six other agencies. _____

F. Our community education program participated in long-range planning with at least three other agencies in the last three years. _____

G. At least six agencies share information with our community education program. _____

H. Our community education program shared staff with at least two or more agencies. _____

I. Our community education program received some funding from at least two other agencies. _____

J. Our community education program shared facilities with at least one other agency. _____

16. How many stated meetings were held by the council in the last
    fiscal year? _____

17. Please estimate the number of council members in each age
    category.

    21 or younger _____   41 to 64 _____

    22 to 40 _____   65 or older _____

18. Please indicate the number of council members in each occupational/
    vocational category. If a council member meets requirements for
    more than one category, use the primary category only.

    Homemaker _____   Technical _____

    Blue collar _____   Service _____

    Agriculture _____   Managerial _____

    Professional _____   Clerical _____

Other: _____

19. Please check the blank, if the council discusses and evaluates
    needs assessments in council meetings that are open to the
    public. _____

20. Please check the blank, if the council seeks information
    from four or more agencies concerning community needs. _____

21. Please check the blank, if the council uses program
    evaluation, in part, to determine course offerings or
    services. _____

22. Please check the blank, if the council seeks information
    from four or more agencies concerning resources available to
    the community. _____

23. Please check the blank by each statement below that indicates
    the decision-making responsibilities in which the council is
    actively and regularly involved. Please do not indicate
    decision-making responsibilities that belong solely to
    administrators or the board of education. The council:

    1. develops and/or approves a means to assess community
       needs. _____

    2. develops and/or approves a means to assess community
       resources. _____

    3. develops and/or approves a means to assess program
       outcomes. _____

4. develops and/or approves a means to evaluate those who deliver programs and services _____

5. develops and/or approves a means to evaluate volunteer efforts _____

6. evaluates program outcomes _____

7. evaluates those who deliver programs and services _____

8. evaluates needs _____

9. evaluates resources _____

10. evaluates volunteer efforts _____

11. develops and/or participates in the design of programs and services _____

12. sets community education goals _____

13. develops objectives to reach goals _____

14. sets a time-frame to reach goals _____

15. sets program implementation procedures _____

16. checks progress during the implementation phase of programs and services _____

17. determines courses and services provided for the day time community education operation _____

18. sets the hours for day time program delivery _____

19. sets the hours for evening and weekend program delivery _____

20. determines the budget _____

21. plans fundraising events _____

22. develops guidelines for community relations _____

23. determines those who teach and deliver services _____

24. determines those who administer program and service delivery _____

25. determines by-laws and/or operation procedures for the community education program _____

Comments: _____

_____

_____

APPENDIX B

SCORING TABLE FOR THE SURVEY

APPENDIX B

SCORING TABLE

PROGRAM DEVELOPMENT-ITEMS 1-8

Items

1,2, and 3   Directions: Award two points for each program
area checked. Award one point for programs
under "other specify," if it doesn't fit into
programs above.
(A maximum of 10 points each for items 1,2,and 3).

Item 1 _____

Item 2 _____

Item 3 _____

4   Directions: Award one point for each program area
checked. Award one point for programs under
"other specify," if it doesn't fit into programs
above.
(A maximum of 10 points available)

Item 4 _____

5   Directions: If all areas have a number assigned,
award 5 points. Do not award any points if
there is a blank without a number assigned.

Item 5 _____

In addition, add A,B, and C. If the total is
equal or greater than the number found by adults
of all ages, award 5 additional points.
(10 points maximum)

Item 5 _____

6 and 7   <u>Directions</u>: If checked, award 5 points each. (10 points maximum for 6 & 7)

                                Item 6 _____

                                  Item 7 _____

8   <u>Directions</u>: Compare the number found in A through H. Award the point by which the number found in A through H fits. No points for zero or no response. (40 points maximum for Item 8)

<u>Answer</u>	<u>Points</u>
1 - 2	1
3 - 4	2
5 - 6	3
7 - 8	4
9 or more	5

A _____

B _____

C _____

D _____

E _____

F _____

G _____

H _____

(Total program points)
(this page - Items 1-8)- - - -_____
 (Maximum 100 points)

SCORING TABLE

CITIZEN AND AGENCY INVOLVEMENT PROCESS

ITEMS 9 - 15

Items	Answer	Points	Item Totals
9 - A	0 - 4	0	
	5 - 8	1	
	9 -12	2	
	13 -16	3	
	17 -20	4	
	21 or more	5	_____
9 - B	0 - 7	0	
	8 -10	1	
	11 -15	2	
	16 -20	3	
	21 -25	4	
	26 or more	5	_____
9 - C	0 - 1	0	
	2 - 3	1	
	4 - 5	2	
	6 - 7	3	
	8 - 9	4	
	10 or more	5	_____
9 - D	0 - 5	0	
	6 -10	1	
	11 -15	2	
	16 -20	3	
	21 -25	4	
	26 or more	5	_____
9 - E	0 - 9	0	
	10 -15	1	
	16 -20	2	
	21 -25	3	
	26 -30	4	
	31 or more	5	_____

10 - Award two points for each category checked
     (Maximum of 14 points available)   _____

11 - If checked award 8 points   _____

Items	Answer	Points	Item Totals
11 (con't)	If 200 or more citizens responded, award 3 more points (Maximum points 11)	_____	
			_____
12	If checked, award 5 points		_____
13	Award 3 points for each area checked. (Maximum of 20 points available.)		_____
14	If checked, award 5 points		_____
15	Award two points for each item (A - J) (Maximum of 20 points available)		_____
	Total for Citizen & Agency Involvement Process (100 maximum available)		_____

SCORING TABLE

ADVISORY COUNCIL PROCESS

ITEMS 16 - 23

Items	Answer	Points	Item Total
16	0 - 3	0	
	4 - 5	1	
	6 - 7	3	
	8 - 9	5	
	10 -11	8	
	12 or more	10	
	(Maximum of 10 points available)		_____
17	Award one point for each age category checked (maximum of 4 points available)		_____
18	Award two points for each area with a number by it. (Maximum of 16 points available)		_____
19,20 21,22	Award 5 points for each item checked. (Maximum of 20 points available)		_____
23	Award two points for each sub-item 1 through 25. (Maximum of 50 points available)		_____

TOTAL FOR ADVISORY COUNCIL PROCESS _____

(Maximum of 100 available)

APPENDIX C

RELIABILITY STUDY FOR THE SURVEY INSTRUMENT

APPENDIX C
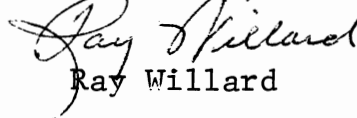
Dear Colleague,

As a community education class member enrolled in EAHED 6613, you have been selected to participate in a reliability study. This study is to determine the reliability of a survey instrument to be administered to all community education programs in Oklahoma, which receive state funding. As such, you have the first opportunity to take the survey, which was designed to ascertain the relationship between community education process and program development.

Your careful and thorough consideration in responding to the survey is essential to obtaining a fair appraisal of the survey instrument's reliability.

During our regularly scheduled class, there will be more information provided and an opportunity for you to ask questions. Your participation in this study is highly valued. Thank you in advance for your cooperation.

Sincerely,

Ray Willard

Directions: Since you need information to respond to the survey, please locate in the packet an example of a community education program entitled, Wakonda Community Education. First, read Wakonda Community Education. Second, start the survey. Third, as needed, please refer to the example to obtain information.

Information is not provided in the example to respond to all of the items in the survey. As such, only respond to items that the example either directly supports or indirectly suggests a response. Be careful to not read too much into a response, but feel free to interpret the example as you see fit.

For those in Talk-back T.V. land, please mail the completed survey in the enclosed stamped envelope. In two weeks,

please respond to the second survey in the packet, and
mail the second completed survey in the enclosed stamped
envelope. Please do not return the example. Again,
thank you for your help.

WAKONDA COMMUNITY EDUCATION

"Neighbors helping neighbors"
in a community of 12,035 strong and growing.

We welcome you to Wakonda Community Education and are
pleased to share with you what community education has to offer
you. By no means, does this pamphlet tell the whole story,
but the program served just over 4,000 children, youth, adults,
and senior citizens last year, who can tell you what community
education means to them. Additionally, we have a telephone
(419-627-3890) answered by volunteers from noon to 9:00 p.m.,
Monday through Friday, where you may inquire about any aspect
of community education in Wakonda. If we don't have the
answer, we will get it for you.

You can find out more about community education in
several ways. First, we have an advisory council that meets
every third Thursday evening from 7:30 to 9:30. This advisory
council is made up of people from all walks of life. There
are two farmers, a bank president, a construction worker, a
retired school teacher, a television technician, a nurse,
and two full-time homeworkers. In addition, there are seven
active committees with over 50 additional citizens involved,
which regularly meet in neighborhood homes to assist the
council in identifying community needs and resources. Our
average attendance at council meetings last year was 62
citizens of all ages and from every part of the community.
Council and committee meetings are a good place to get

acquainted with people who care about making Wakonda a better place to live through lifelong learning and recreational activities. Also, this is a time to share your thoughts and find out what others think about the community of Wakonda. By the way, we usually enjoy refreshments together after council meetings.

Other ways for you to be heard is through our Wakonda Comprehensive Needs and Resource Survey that is held each year during the month of May. (Last year, over 2,000 citizens responded) In addition, after each program activity that you take, you are given the opportunity to evaluate the activity. Plus, there is a suggestion box at all program facilities, where you may make suggestions or comments at any time. We like to know what and how we need to improve and what is being done right.

Many people ask, "What does the council do?" Our council discusses and sets priorities for all community needs and resources that are made known to them by citizens of the community. From these needs and available resources, the council develops community learning and recreational activities. Plus, they evaluate programs, the services of people who deliver the programs, determine the budget, and set operational procedures for the community education program. As such, the council depends on the advice of the community. Whether you serve on the council, a committee, as a volunteer (there were over 100 last year), as a

participant in a program, or as a citizen attending a council
or committee meeting, your ideas, suggestions, and opinions
are needed for the continued growth and development of
community education in Wakonda.

Others have asked, "Does all of the support for community
education come from individual citizens?" We are fortunate
to have support through either referrals, services,
coordinated planning, or funding from 22 non-school agencies.
This number grows each year. The Red Cross teaches life
saving and first aid courses, the Oklahoma Jobs Service holds
special programs on how to get jobs and provides a job
counselor each Monday night at the main community education
site (Wakonda High School), three agencies (service clubs)
raised over $2,000.00 in scholarships last year to assist
those in need of community education and college tuition
expenses. (Contact Joe Dobson at 419-627-5456 on Monday
evenings only, for more information on scholarships). In
addition, we can tell you how to contact and what each of
the following agencies have to offer you in our community:
Parents Without Partners, Big Brother and Sister, Inc.,
Narcotics Anonymous, Alcoholics Anonymous, Single Adults
Together, Teen town, Hospice, Family Crisis Intervention,
Salvation Army, and Ecumenical Council. (Contact our
hotline number, 419-627-3890, from noon to 9:00 p.m.,
Monday through Friday, for more information on these
services).

Since its inception, community education in Wakonda has

continued to grow. Also, the numbers served in all age groups have increased. During the 1986-87 fiscal year, 483 pre-school children, 691 children in school (k-6), 583 youth in school (7-12), and 2,247 adults, who were 16 years and above and not enrolled in regular school classes, were served. Not only do we desire to grow in number, but in the quality of service to the community. Lastly, but most important, you can make a difference. Welcome aboard.

Program Schedule

Directions: For your convenience, the schedule is divided into age groups. Under the desired age group, there is a list of classes and services. Also, the day, time and length of the class or service is provided.
Happy Hunting.

Pre-school Children Plus Parents

	Day	Time	Length
How to Take Care of the Unborn Child (Jan. 3,10,17&24)	M	6:30 to 8:30	4-Wks.
What to Feed the Growing Infant & Child	Th.	7:00 to 8:30	Feb. 4 & 11
Medical Screening for the Pre-school Infant & Child	M	5:30 to 8:30	Feb. 15
What Your Child Needs to Know Before Entering School	T	6:30 to 8:30	March 1, 8,15,22

For classes that are for parents of the pre-school child, we encourage you to bring your children. Next door to the class, we have infant and child care available at no charge. All we ask to know is how many children we need to plan for.

We are just getting off to a good start in programming to directly benefit the pre-school child. Let us know how we may be of service to you.

Children in Grades K-6

	Place	Days	Time	Length
Reading for Fun	Public Library	Daily M-F	4:00 to 6:00	During School Year
Beginning Drawing (Grades 4-6)	Elm. School	T&Th	6:00 to 8:30	5 Wks.
Finger Painting (Grades K-3)	Elm. School	T&Th	6:30 to 7:30	3 Wks.
Latchkey Program Recreation, Art & Music Plus, a snack	Elm. School	Daily M-F	3:30 to 6:00	During School Year
Tutoring	Elm. School	Daily M-F	6:30 to 8:30	During School Year
Supervised Recreation	Elm. School	Daily M-F	6:30 to 9:00	During School Year
Eye Test	Elm. School	January	3- Hours	During School

Youth enrolled in school Grades 7-12

	Place	Days	Time	Length
Tutoring	H.S.	Daily M-F	6:30 to 9:30	During School Year
Oil Painting	H.S.	M&Th	6:30 to 8:30	5-Wks.
Basic Car Repair	H.S.	T&F	6:30 to 9:30	5-Wks.
Microcomputers Word Processing	H.S.	T	6:30 to 9:30	10-Wks.

Youth enrolled in school
Grades 7-12 (Con't)

	Place	Days	Time	Length
What About Aids	H.S.	W	6:30 to 8:30	4 Wks.
Basketball	H.S.	Daily M-F	4:00 to 9:30	During Spring Semester
Weight Lifting	H.S.	Daily M-F	4:00 to 9:30	During Spring Semester
Swimming	H.S.	Daily M-F	4:00 to 9:30	During Spring Semester
Baby Sitting & Child Care	H.S.	T&Th	6:30 to 8:30	10 Wks.

Certificate Awarded

Adults of all ages
not enrolled in school

	Place	Days	Time	Length
Adult Basic Education	H.S.	M&Th	6:30 to 9:30	16 Wks.
College English (3 hrs. credit)	H.S.	W	6:30 to 9:30	16 Wks.
Basic Car Repair	H.S.	T&Th	6:30 to 9:30	5 Wks.
Advanced Sewing	H.S.	F	6:30 to 9:30	5 Wks.
What Will I Do Now That I Am About to Retire	H.S.	M	6:30 to 9:30	4 Wks.
Job Seeking Skills	H.S.	T	6:30 to 9:30	4 Wks.
Swimming	H.S.	Daily M-F	6:30 to 9:30	During Spring Semester
Weight Lifting	H.S.	Daily M-F	6:30 to 9:30	During Spring Semester

Adults of all ages
not enrolled in school
(Con't)

	Place	Days	Time	Length
Basketball	H.S.	Daily M-F	6:30 to 9:30	During Spring Semester
The Law & You	H.S.	T&Th	6:30 to 9:30	5 Wks.
Carpentry I	H.S.	M,W,F	6:30 to 9:30	5 Wks.
Gardening	H.S.	T&Th	6:30 to 9:30	5 Wks.

Classes for the handicapped

If you or someone you know has a physical handicap, we have a program for all ages. Call the Hotline for details- (419-627-3890) or ask at the registration desk.

Special Trip for Senior Citizens

For adults over 54, we have a sight seeing excursion to Eureka Springs, Arkansas scheduled for April 13th. The bus is already more than half-full. The bus fare and cost of ticket to hear the music at the Country Hall of Music will be $25.00 for each person. The bus will leave at 6:30 a.m. from the high school and is scheduled to arrive back in Wakonda at 11:30 p.m. You may leave your car on the high school parking lot. Call for more details (419-627-3890).

Program Development

Test - Retest for Reliability

Pearson r (Raw-score method)

(Subject)	(x) Test I	(x^2)	(y) Test II	(y^2)	(xy)
1	44	1936	44	1936	1936
2	47	2209	51	2601	2397
4	53	2809	52	2704	2756
5	49	2401	50	2500	2450
6	62	3844	63	3969	3906
7	58	3364	58	3364	3364
8	44	1936	42	1764	1848
9	50	2500	53	2809	2650
10	56	3136	63	3969	3528
11	60	3600	62	3844	3720
12	56	3136	56	3136	3136
13	55	3025	63	3969	3465
14	47	2209	49	2401	2303
15	52	2704	51	2601	2652
16	49	2401	47	2209	2303
17	62	3844	58	3364	3596
18	42	1764	42	1764	1764
19	58	3364	53	2809	3074
20	56	3136	53	2809	2968
21	56	3136	56	3136	3136
22	45	2025	45	2025	2025
23	58	3364	59	3481	3422
	1,159	61,843	1,170	63,164	62,399

$$r = \frac{62,399 - \dfrac{(1,159)\,(1,170)}{22}}{\sqrt{\left(61,843 - \dfrac{(1,159)^2}{22}\right)\left(63,164 - \dfrac{(1,170)^2}{22}\right)}}$$

$$r = \frac{62,399 - 61,638}{\sqrt{(785)\,(941)}}$$

$$r = \frac{761}{859}$$

$$r = .89$$

Council Involvement Process

Test-retest Method for Reliability

Pearson r (raw score method)

(Subject)	(x) Test I	(x^2)	(y) Test II	(y^2)	(xy)
1	83	6889	83	6889	6889
2	45	2025	40	1600	1800
4	76	5776	78	6084	5928
5	68	4624	68	4624	4624
6	92	8464	90	8100	8280
7	76	5776	73	5329	5548
8	60	3600	58	3364	3480
9	67	4489	69	4761	4623
10	93	8649	93	8649	8649
11	100	10000	96	9216	9600
12	68	4624	66	4356	4488
13	81	6561	80	6400	6480
14	70	4900	70	4900	4900
15	77	5929	84	7056	6468
16	80	6400	76	5776	6080
17	93	8649	91	8281	8463
18	81	6561	77	5929	6237
19	95	9025	97	9409	9215
20	95	9025	92	8464	8740
21	78	6084	76	5776	5928
22	57	3249	60	3600	3420
23	83	6889	81	6561	6723
	1,718	138,188	1,698	135,124	136,563

$$= \frac{136,563 - \frac{(1718)\,(1698)}{22}}{\sqrt{\left(138,188 - \frac{(1718)^2}{22}\right)\left(135,124 - \frac{(1698)^2}{22}\right)}}$$

$$= \frac{136,563 - 132,598}{\sqrt{(4,028)\quad(4,069)}}$$

$$= \frac{3965}{4048}$$

$$= .98$$

Citizen and Non-school Agency Involvement Process

Test-retest Method for Reliability

Pearson r (raw score method)

(Subject)	(x) Test I	(x^2)	(y) Test II	(y^2)	(xy)
1	59	3481	59	3481	3481
2	48	2304	43	1849	2064
4	59	3481	62	3844	3658
5	65	4225	65	4225	4225
6	94	8836	96	9216	9024
7	55	3025	51	2601	2805
8	58	3364	61	3721	3538
9	61	3721	61	3721	3721
10	81	6561	79	6241	6399
11	72	5184	69	4761	4968
12	67	4489	68	4624	4556
13	80	6400	83	6889	6640
14	74	5476	74	5476	5476
15	73	5329	68	4624	4964
16	66	4356	63	3969	4158
17	83	6889	85	7225	7055
18	76	5776	76	5776	5776
19	60	3600	63	3969	3780
20	81	6561	81	6561	6561
21	80	6400	77	5929	6160
22	62	3844	62	3844	3844
23	63	3969	61	3721	3843
	1,517	107,271	1,507	106,267	106,696

$$= \frac{106,696 - \dfrac{(1517)\ (1507)}{22}}{\sqrt{\left(107,271 - \dfrac{(1517)^2}{22}\right)\left(106,267 - \dfrac{(1507)^2}{22}\right)}}$$
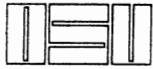
$$= \frac{106,696 - 103,915}{\sqrt{(2667)\qquad (3037)}}$$

$$= \frac{2781}{2846}$$

$$= \quad .98$$

APPENDIX D

THE SURVEY SCORE RESULTS

Oklahoma State University

COMMUNITY EDUCATION CENTER

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

June 28, 1988

Greetings!

Thankyou for finding the time to complete The Process
and Program Survey! There was a 60.0 percent return response.
As such, valuable descriptive data were made available for
analysis.

Enclosed are scores for each program site that partici-
pated. It is beyond the scope of this mailing to interpret
individual program site scores; however, a comparison of
scores among other program site scores may be of interest
to you. We should keep in mind that different programs are
at various stages of development. Also, individual community
needs may account for some of the variance found in program
development scores.

Any benefit that may be derived from this research study
is directly attributed to each of you. Again, thank you.

Sincerely,

Ray Willard

Deke Johnson
Director

**CENTENNIAL
DECADE**
1980·1990

SCORE RESULTS OF THE PROCESS AND PROGRAM SURVEY

Program Site Num-	Program De- velopment Score	Citizen & Non- school Agency Involvement Score	Council Involve- Ment Score
5	89	67	87
6	39	44	69
7	39	56	62
9	55	68	63
10	47	72	69
12	56	65	83
13	40	49	81
14	38	29	47
15	40	78	61
17	54	51	64
19	48	40	33
20	85	88	94
21	32	40	54
22	62	46	52
24	48	65	50
29	41	44	64
30	43	46	63
32	80	43	79
34	72	49	81
35	72	35	62
36	28	38	68
37	43	47	90
40	82	76	63
	Range-(28-89)	(29-88)	(33-94)

VITA 2

Ray Dell Willard

Candidate for the Degree of

Doctor of Education

Thesis: A RELATIONSHIP STUDY BETWEEN OKLAHOMA COMMUNITY
EDUCATION PROCESS AND PROGRAM DEVELOPMENT

Major Field: Educational Administration

Biographical:

Personal Data: Born at Carterville, Missouri, May 31,
1950, the son of IriDell and Laura Willard.

Education: Graduated from Carterville Public High
School, Carterville, Missouri, in May, 1968;
received Bachelor of Science degree in Education
from Missouri Southern State College in July,
1972; received Master of Science degree from
Pittsburg State University in July, 1986;
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