

A SURVEY OF AREA VOCATIONAL-TECHNICAL
ADMINISTRATIVE OFFICIALS' BELIEFS
CONCERNING COMMUNITY
EDUCATION

By

LARRY ANN HOLLEY
"

Bachelor of Science
Oklahoma State University
Stillwater, Oklahoma
1969

Master of Science
Oklahoma State University
Stillwater, Oklahoma
1970

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
May, 1978

Thesis
1978D
H738s
Cop. 2



A SURVEY OF AREA VOCATIONAL-TECHNICAL
ADMINISTRATIVE OFFICIALS' BELIEFS
CONCERNING COMMUNITY
EDUCATION

Thesis Approved:

Clyde B. Knight

Thesis Adviser

D S Phillips

Lloyd Wiggins

Kenneth H. Clair

Norman N. Durham

Dean of the Graduate College

1816578

ACKNOWLEDGMENTS

The writer wishes to express her appreciation to Dr. Don Phillips and Dr. Clyde Knight for their interest, guidance, and assistance in the development and completion of this thesis. The writer is also grateful to Dr. Lloyd Wiggins and Dr. Ken St. Clair for their guidance and constructive suggestions.

I am indebted to the cooperation of Mr. Larry Hansen, Area Schools Division of the State Department of Vocational and Technical Education.

Finally, I would like to express my appreciation to Mrs. Betty Jefferies for an outstanding job of typing and editing the manuscript.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of the Problem	2
Purpose of the Study	3
Objectives of the Study	3
Need for this Study.	5
Assumptions and Limitations of the Study	7
Definitions	8
II. REVIEW OF THE LITERATURE	9
Introduction.	9
Community Education Concepts	9
Vocational Education Concepts.	14
Vocational Education in Oklahoma	22
Summary	22
III. METHODOLOGY	24
Introduction.	24
The Study Population	26
Development of the Instrument.	27
Collection of the Data	28
Analysis of the Data	28
IV. PRESENTATION AND ANALYSIS OF DATA	30
Introduction	30
Results of Data Pertaining to Area Vocational- Technical Administrative Officials' Knowledge of Community Education	32
Financial Ability of Area Vocational-Technical Schools to Become Involved in Community Education	39
Results of Data Pertaining to Area Vocational- Technical Schools Serving as the Locus for Community Education	42

Chapter	Page
Results of Data Pertaining to Current Community Education Services Provided by Area Vocational-Technical Schools	44
Results of Data Pertaining to the Involvement in Community Education by Area Vocational- Technical Administrative Officials	49
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	56
Summary of the Study.	56
Findings of the Study.	57
Conclusions.	61
Recommendations	63
SELECTED BIBLIOGRAPHY.	65
APPENDIXES	68
APPENDIX A -- OKLAHOMA AREA VOCATIONAL- TECHNICAL SCHOOLS	69
APPENDIX B -- STEERING COMMITTEE	71
APPENDIX C -- QUESTIONNAIRE	73

LIST OF TABLES

Table	Page
I. Summary of Responses to the Question, "Are You Aware of the Community Education Concept?"	33
II. Summary of Responses to the Question, "The Community Education Concept is a Process for Community Involvement."	34
III. Summary of Responses to the Question, "Community Education Leaders have Identified Basic Components of the Community Education Concept."	35
IV. Summary of Responses to the Statement, "Area Vocational-Technical Schools Should Help People Help Themselves in Various Aspects of Learning."	36
V. Summary of Responses to the Statement, "Area Vocational-Technical Schools Should Serve to Decrease Juvenile Delinquency."	37
VI. Summary of Responses to the Statement, "Area Vocational-Technical Schools Should Assist With the Reduction of Poverty."	38
VII. Summary of Responses to the Statement, "The Area Vocational-Technical School Should Provide Programs That Offer Opportunities for Social Interaction Between People of Differing Backgrounds."	38
VIII. Summary of Responses to the Statement, "Area Vocational-Technical School Facilities Should be Available for Utilization by Outside Non-Profit Groups Free of Charge."	40
IX. Summary of Responses to the Statement, "Area Vocational-Technical Schools Should Provide Coordination for Multi-Agency Community Improvement Efforts."	40

Table	Page
X. Summary of Responses to the Statement, "The Area Vocational-Technical School Should Develop a Comprehensive Process for Identifying Needs and Wants of Individuals."	41
XI. Summary of Responses to the Statement, "Area Vocational-Technical Schools Should Receive Financial Support From Agencies Other Than the State Department of Vocational and Technical Education to Conduct Activities for Community Citizens."	42
XII. Summary of Responses to the Question, "Area Vocational-Technical Schools Should Serve as the Locus for Providing Leadership and Coordination for Community Education Activities."	43
XIII. Summary of Responses to the Statement, "Area Vocational-Technical Schools Should Provide a System of Leadership for Community Education."	44
XIV. Summary of Responses to the Statement, "Adult Vocational Education Should be One Aspect of Community Education."	45
XV. Summary of Responses to the Statement, "Evening Vocational Programs Should be an Aspect of Community Education."	46
XVI. Summary of Responses to the Statement, "Area Vocational-Technical Schools Should Provide a Vehicle for Teenagers to Find a Meaningful Position in Society."	47
XVII. Summary of Responses to the Statement, "Area Vocational-Technical Schools Should Provide Leisure and Hobby Time (Avocational) Planned Programs for the Citizens of Each Area District."	47
XVIII. Summary of Responses to the Statement, "Area Vocational-Technical Schools Should be Actively Concerned With the Problem of Integration."	48

Table	Page
XIX. Summary of Responses to the Statement, "The Area Vocational-Technical School Should Provide Services Other Than Adult Vocational Education Programs on a Regular Basis to all Community Citizens."	49
XX. Summary of Responses to the Statement, "Area Vocational-Technical Schools Should Unify the Influence of Home, School and Community."	50
XXI. Summary of Responses to the Statement, "Area Vocational-Technical Schools Should Help Communities Overcome Barriers to Social Progress."	51
XXII. Summary of Responses to the Statement, "Area Vocational-Technical Schools Should Provide Culturally Enriching Experiences."	52
XXIII. Summary of Responses to the Statement, "Area Vocational-Technical Schools Should Provide for Raising the Literacy Level of Adults."	52
XXIV. Summary of Responses to the Statement, "Area Vocational-Technical Schools Should Provide Employment Retraining Experience."	53
XXV. Summary of Responses to the Statement, "Area Vocational-Technical Schools Should Provide for Development of Individual Understanding Concerning Government, Economics and Society."	54
XXVI. Summary of Responses to the Statement, "Adult Education Directors Should Assume Responsibility for Community Education Activities in the Area Vocational-Technical School."	55

CHAPTER I

INTRODUCTION

A major problem in today's complex and specialized society is providing a means whereby individuals and communities can identify problems and seek practical solutions. Community education stresses an expanded role for public education in a dynamic approach to individual and community involvement to achieve effective utilization of human, physical and financial resources for both individual needs and improvement of the total community. Federal funds for community education were appropriated for the first time in 1975. The funds were listed in the Federal Register (6) and eligible applicants were encouraged to submit proposals.

Oklahoma State University, Stillwater, Oklahoma, in cooperation with Kansas State University, Manhattan, Kansas, submitted a request for training individuals in the area of community education. The request was approved in July of 1976. The two universities, through combined efforts, provide technical assistance for interested community education leaders. Currently the Oklahoma State University Community Education Center is offering technical assistance in the planning and implementation of community education in seven Oklahoma communities.

The seven communities include Tulsa, Broken Arrow, Stigler, Cushing, Yukon and Shawnee.

Gordon Cooper Area Vocational-Technical School, located in Shawnee, is the only area vocational-technical school currently operating a community education program under the direction of the Oklahoma State Community Education Center. Leadership and direction for this program have been provided by the Center's staff.

Statement of the Problem

Oklahoma has established twenty area vocational-technical school districts with twenty-seven sites which are within commuting distance of most Oklahomans. Appendix A includes a map of Oklahoma indicating the area vocational-technical districts. Oklahoma area vocational-technical schools are partially supported by the local taxpayers of each district. The area vocational-technical school district may include several communities and has a five-member board as outlined in State Question 434, Section 9B, Article 10, Oklahoma Constitution and Title 70, Section 4-47, Oklahoma Statutes. The area vocational-technical school districts, which are comprised of several small communities, are considered a means to provide a total network system of community education. However, no systematic procedure has been established in Oklahoma to investigate the potential for area vocational-technical school district community education.

The possibility of the area vocational-technical schools providing community education services to community district members necessitates an indepth investigation of attitudes held by administrative members of area vocational-technical schools. Specifically, the problem is to determine if area vocational-technical administrative officials are willing for their schools to become the locus for community education and if the vocational-technical schools are financially able to become totally involved in such a program.

Purpose of the Study

The primary purpose of this study is to make ~~is~~ an indepth investigation to determine the potential of area vocational-technical schools becoming involved in providing community education to area district community members. The initial investigation will concern area vocational-technical administrative officials' educational philosophy and beliefs concerning community education and vocational education. The identification of educational philosophy similarities could bring community education activities to most Oklahomans via utilization of the area vocational-technical schools area-wide district coordination and leadership.

Objectives of the Study

In order to accomplish the purpose of this study, the following specific questions must be explored.

1. What do area vocational-technical school administrative officials perceive about the role of community education?
2. To what financial extent are area vocational-technical school administrative officials able to become involved in community education?
3. Would area vocational-technical schools be perceived by administrative officials as being the locus for community education?
4. To what extent are services being provided by area vocational-technical schools which are considered by the administrative officials to be community education services?
5. To what extent are area vocational-technical school administrative officials willing to become involved in community education?

These five questions were formulated as a means to gather base line data for this study.

Question 1, "What do area vocational school administrative officials perceive about the role of community education," was formulated to determine the administrative officials current knowledge of the community education concept.

Question 2, "To what financial extent are area vocational-technical school administrative officials able to become involved in community education," was formulated to determine if area vocational-technical school administrative officials are willing to offer financial support for community education.

Question 3, "Would area vocational-technical schools be perceived by administrative officials as being the locus for community education,"

was formulated to determine if administrative officials believed the leadership and coordination for community education should be provided by the area vocational-technical schools.

The fourth question, "To what extent are services being provided by area vocational-technical schools which are considered by the administrative officials to be community education services," was designed to obtain administrative beliefs concerning whether adult education and special short courses are viewed as community education.

The fifth question, "To what extent are area vocational-technical school administrative officials willing to become involved in community education," was formulated to determine if administrative officials are willing to become involved in community education. Adult education and special evening programs are considered one component of community education. This question was designed to ascertain other areas which should be included as a part of community education.

Need for this Study

The area vocational-technical schools in Oklahoma are available to the vast majority of the citizens. The area district includes one or more school districts and is an extension of each respective high school curriculum. The opportunity to serve citizens by an area vocational-technical school district concept greatly reduces the cost for each school respectfully. The combining of available resources to serve people is one component of community education. Currently most area vocational-technical

schools offer full-time and evening adult education programs.

Jack Minzey (10) states that community education, adult education and recreation are often used interchangeably and perceived as merely different names for the same thing. Minzey (10) also states that the difference is a conceptual one, a difference in goals and objectives, rather than specific differences in existing programs. This difference is the concept one accepts of the entire educational system. Similar programs may have different purposes. Community education leaders advocate that programs are designed not as an end in themselves, but rather become the entree to greater individual involvement and contribution to the community. Minzey (10) proposes that true community education is not achieved within a few years. It is a process that must develop slowly and steadily.

The area vocational-technical schools received community support in the initial formation of area districts. Advisory committees made up of professional and lay citizens are recommended for each program of the area vocational-technical school. Therefore, the area vocational-technical school may, with its established agency coordination and advisory committee patterns, have the ability to coordinate and provide leadership for community education. The first step in trying to utilize the area vocational-technical school as a locus for coordination of community education is to ascertain the educational philosophy and beliefs concerning community education which are held by the administrative officials.

This study is needed to determine the beliefs currently held by administrative officials and their willingness to participate in a community education program and to determine if the already established agency coordination and advisory committee patterns could make the area vocational-technical school an excellent focal point for community education.

Assumptions and Limitations of the Study

Assumptions

The design of this study was based upon three major assumptions:

1. It was assumed that the 60 administrative officials would be likely to have formed opinions and attitudes regarding community education.

2. It was assumed that the statements that were developed by the steering committee and included in the study would adequately assess the beliefs concerning community education as perceived by the respondents.

3. An additional assumption of this study was that those individuals utilized for this study would respond with sincerity to the questionnaire items.

Limitations

The following limitations were recognized by the investigator:

1. The degree of understanding by each respondent concerning the community education concept.

2. The unique system of area vocational-technical schools in Oklahoma limits the findings of this study to Oklahoma.

Definitions

Community Education--A philosophical concept which serves the community members. It uses the local school to serve as a catalyst for bringing community resources to bear on community problems in an effort to develop a positive sense of community, improve community living, and develop the community process toward the end of self-actualization.

Area Vocational-Technical School--A school or program involving a large geographical territory usually including more than one local basic administrative unit and offering specialized vocational-technical training to high school students who are preparing to enter the labor market and to persons who have completed or left high school and are available for full-time study.

Steering Committee--Refers to an occupationally diversified group of leading community educators in Oklahoma.

Belief--Refers to a conviction of the truth of some statement or reality of a fact, especially when well grounded.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The review of related literature and research identified a number of factors relating to this study. However, this does not imply that the factors included comprise an exhaustive list. In order to facilitate clarity and organization, historical reviews of community education and vocational education are presented under major topical headings which also served as guides for the search of the literature.

Community Education Concepts

Willard Wirtz (19), in his book, The Boundless Resource, states:

There are two worlds--education and work--one for youth, the other for maturity. There is one world--life. A proposed meaningful education and work policy can be effective only as collaborative processes are devised to both develop and implement the program elements of such a policy (p. 26).

There is an opportunity for this is at the local community level. Wirtz (19) proposes the community should become involved in the processes necessary for each individual's utmost development. This philosophy has currently emerged as the Community Education Act of 1975.

The December 12, 1975, Federal Register (6) listed the following minimum elements of a community education program:

1. School Involvement. The program must provide for the direct and substantial involvement of a public elementary or secondary school in the administration and operation of the program.
2. Community Served. The program must serve an identified community which is at least co-extensive with the school attendance area for the regular instructional program of the school involved in the administration and operation of the program, except where special circumstances warrant the identification of a smaller community.
3. Public facility as a community center. Program services to the community must be sufficiently concentrated and comprehensive in a specific public facility, including, but not limited to, a public elementary or secondary school, a public community or junior college, or a community recreation or park center, in terms of scope and nature of program services (which may not be limited to one or a limited number of areas such as recreation or adult education), hours of service, and other characteristics to constitute such facility as a community center; (ii) Satellite or mobile facilities related to the community center may be used by the center for the provision of a portion of program activities and services, and such satellite and mobile facilities may include nonpublic facilities which are made available for use by the public (p. 57936).

President Ford signed into law legislation permitting the federal implementation of community education in August of 1974. The President's signature on the law was preceded by a favorable vote from both the Senate and House which suggests the federal government greatly endorsed the concept of community education (22).

Prior to 1975 the Charles Stewart Mott Foundation funded activities to promote community involvement. It is through the availability of

private foundation funding that research work thus far has been conducted in the area of community education. There are currently sixty-one centers for community education development operating with significant support and leadership from the Charles Stewart Mott Foundation (2). The research work relating to community education has primarily been conducted through these centers.

Thomas Mayhew (9) in 1971 conducted a study examining the seven verities of life in the United States of America and how a diversified population assayed adult education, community education and K-12 education as systems for the elimination of the stated seven statements of life.

The seven statements of life were stated as the following beliefs:

1. Recognition of unique worth and dignity of every individual.
2. Equality of opportunity for every individual to develop and use his potentialities regardless of race, creed, nationality, background or economic circumstances.
3. Basic rights and liberties for all.
4. The best way to solve common problems is through cooperation among equals.
5. Reason as the most effective way to solve problems.
6. American tradition of optimism and hope for the future.
7. People help people (p. 132).

Thomas Mayhew (9) was able to draw the conclusion that in the minds of the panel of experts and in the minds of the diversified

population, community education does hold great possibility as a system for the fulfillment of the seven statements of life in the United States of America during 1970 and 1971.

F. W. Wagamon (18) in 1974 conducted a study of influence of community education in the priorities given by superintendents to programs and services in their respective school districts. The study indicates that there were very few significant differences in the perceived priorities for programs and services between those superintendents who were identified as being from community education districts and those from non-community education districts.

D. C. Weaver's study (19) of 1972 and Paul DeLargy's study (3) of 1974 have identified between them 15 community education goals. Weaver concluded that high priority was given by community educators to goals which were process oriented. DeLargy (3) ranked the goals and identified them as process oriented, but in reality the ten indicated goals were used by the schools to provide recreational programs. The DeLargy (4) study used the Delphi Technique to identify the goals. This study was a first in utilizing a scientific research method for community education goal identification.

Paul DeLargy (3) obtained the relative importance of goals from the respondents concerning the present and ideal value of the goals. The present goals described community education programs as they existed at the time of the study. The ideal goals indicated the kinds of programs that they wanted.

The 15 ideal goals identified are as follows:

1. To establish public schools as centers for learning for all ages and sections of the community.
2. To improve the public image of the school.
3. To establish effective communication between individuals, groups and organizations in the community.
4. To coordinate community participation in programs, projects, activities, and events.
5. To provide programs that offer opportunities for social interaction between people of differing backgrounds.
6. To increase participation by parents in their own and their children's continuing education.
7. To use available resources to provide opportunities for the development of meaningful human relationships.
8. To use community services and resources for needs not met by the present school program.
9. To improve and beautify the physical features of the community.
10. To provide the opportunity for people to use the recreational resources available within the community.
11. To develop a comprehensive process for identifying individual needs and wants.
12. To use community resources to meet the people's recreational needs.
13. To provide adequate funds to carry out the needed community education program.
14. To provide programs and activities in proportion to needs.
15. To offer activities to increase involvement in social activities between various age groups (p. 11).

John Jeffrey (7), in 1975, studied Southwest Michigan teachers' acceptance of the community education philosophy and reported moderate acceptance of the philosophy and its' program and process aspects, both by teachers in school districts with community education programs and by those in districts without them. Jeffrey (7) found a higher acceptance by teachers in districts with community education programs. Conclusions indicated teachers were far more comfortable with community education components relating to the traditional day school program than they were with those which were process oriented and community related.

Vocational Education Concepts

Here

Vocational education is designed to prepare individuals for gainful employment. It is the training or retraining which is given schools or classes under public supervision and control or under contract with a state board or local educational agency.

The literature review encompassed the years 1910 to present. Many of the accepted principles of vocational education grew out of the deliberations of federal aid prior to the passage of the Smith-Hughes Act of 1917 (12).

An important conference and significant to this review of literature dates back to January 10, 1916. The Commissioner of Education for Massachusetts, Dr. David Snedden (13), appeared before the National Society for the Promotion of Industrial Education. His introductory remarks are still relevant for this decade.

The chief work to be done during the next ten years in the further development of vocational education may be considered under these heads: (a) the critical examination and evaluation of the numerous education beliefs, which, in large part, determine the scope, direction, and character of contemporary experiments, in vocational education; (b) the formulation of a body of tested principles as to aims, administration, and methods of sound vocational education; and (c) the elaboration of detailed programs of vocational school organization and work (p. 21).

Charles A. Prosser, Executive Secretary of the National Society for Vocational Education, played a major role in laying the groundwork for favorable public opinion and extensive federal support of vocational education. In the 1940's Prosser generated a series of theories which have been adopted by many individuals as the 16 basic principles of vocational education. Many state vocational education goals and objectives are derived from Prosser's original 16 theorems. The theorems are as follows (1):

1. Vocational education will be efficient in proportion as the environment in which the learner is trained is a replica of the environment in which he must subsequently work.
2. Effective vocational training can only be given where the training jobs are carried on in the same way with the same operations, the same tools, and the same machines as in the occupation itself.
3. Vocational education will be effective in proportion as it trains the individual directly and specifically in the thinking habits and the manipulative habits required in the occupation itself.
4. Vocational education will be effective, in proportion as it enables each individual to capitalize upon his interest, aptitudes, and intrinsic intelligence to the highest possible degree.

5. Effective vocational education for any profession, calling, trade occupation, or job can only be given to selective group of individuals who need it, want it, and are able to profit by it.
6. Vocational training will be effective in proportion as the specific training experiencing for forming right habits of doing and thinking are repeated to the point that these habits become fixed to the degree necessary for gainful employment.
7. Vocational education will be effective in proportion as the instructor has had successful experience in the application of skills and knowledge to the operations and processes he undertakes to teach.
8. For every occupation there is a minimum of productive ability which an individual must possess in order to secure or retain employment in that occupation. If vocational education is not carried to that point with that individual, it is neither personally nor socially effective.
- ~~9.~~ Vocational education must recognize conditions as they are and must train individuals to meet the demands of the labor market even though it may be true that more efficient ways of conducting the occupations may be known, and that better working conditions are highly desirable.
10. The effective establishment of processes and habits in any learner will be secured in proportion as the training is given on actual jobs and not on exercises of that occupation.
11. The only reliable source of content for specific training in an occupation is in the experience of masters of that occupation.
12. For every occupation there is a body of content which is peculiar to that occupation, and which practically has no functioning value in any other occupation.
13. Vocational education will render efficient social service in proportion as it meets the specific training needs of any group at the time they need it, and in such a way that they can most effectively profit by the instruction.

14. Vocational education will be socially efficient in proportion as in its personal relations with learners it takes into consideration the particular characteristics of any particular group which it serves.
15. The administration of vocational education will be efficient in proportion as in its elastic and fluid rather than rigid and standardized.
16. While every reasonable effort should be made to reduce per capita cost, there is a minimum below which effective vocational education cannot be given, and if the course does not permit of this minimum of per capita cost, vocational education cannot be tempted (pp. 63-64).

Since 1960 a number of professional associations have formed national committees to review and make recommendations regarding various aspects of vocational-technical education. Some of these reports, published in paperback form, provided educators with current beliefs as to the future role of vocational-technical education in America. The National Association of Secondary School Principals (11) published, "Vocational Education, Time for Decision," in The Bulletin. The American Council on Education commissioned Grant Venn (17) to write Man, Education, and Work. A report on the current scene in vocational education was written by Dale C. Draper (5) for the National Committee on Secondary Education of the National Association of Secondary School Principals. The title of the paperback was Education For Work.

In 1956, the United States Office of Education (16) published a bulletin entitled Public Vocational Education Programs. In this report twelve "Essentials for Vocational Programs" were characterized. In 1963 the Panel of Consultants on Vocational Education presented to the

United States Department of Health, Education and Welfare, the Office of Education, a report which contained five sections. The report is better known as Education for a Changing World of Work (16). Various writers contributed significant articles on the economic and social background of vocational education. The consultants felt little had been done by vocational educators to help the people in need of help--the unskilled, poorly educated, older workers, and the high school dropouts. The writers called for greater participation of vocational educators in total community planning in order to solve the socio-economic problems which exist (14).

President John Kennedy appointed a Panel of Consultants on Vocational Education which has been viewed as a milestone in the redirection of vocational education. President Lyndon Johnson in November, 1966, appointed The Advisory Council on Vocational Education which was a continuation of the former committee. The council consists of twelve members. Melvin L. Barlow was appointed the professional director. The first publication entitled, The Bridge Between Man and His Work, was used extensively for selecting statements of beliefs (16). The first section of the report described the changing social and economic environment "which has elevated formal preparation for employment to a critical level in public policy" (p. 8). The second section reviewed the background and objectives of the Vocational Education Act of 1963. The next section described the current status of vocational education. This was followed by some basic concepts for career development.

The last section contained "recommendations for the improvement of the 1963 Act and for the administration of new and changing concepts of education for employment" (p. 46).

Various studies have been conducted concerning the basic concepts of vocational education. Louise Keller (8) in 1969 investigated statements of vocational education beliefs selected from literature and research. Nine common beliefs were identified. These beliefs were validated utilizing a modified version of the Q sort technique. The validated beliefs include:

1. Current content is based on occupational analysis.
2. Programs are built around people.
3. Occupational preparation is not limited to classroom instruction.
4. Evaluation of vocational education considers both the product and the process.
5. Follow-up studies of graduates and dropouts are evaluative tools for program effectiveness.
6. Vocational guidance includes assistance in vocational planning, appraisal, placement, follow-up, and collecting and disseminating occupational information.
7. Dissemination of information is vital to the progress of vocational education.
8. Vocational education is buttressed by research and innovation.
9. Programs for vocational education are a blend of practical experience and academic preparation.

These common beliefs are generalized principles which serve as (a) decision-making guides, (b) a means for evaluating present practices, and (c) provide direction for future actions (p. 79).

James A. Wojcik (21) conducted a study to ascertain what vocational educators and guidance personnel feel are essential for effective vocational education. The study was limited to personnel in Buffalo and Erie County of New York. Wojcik utilized a questionnaire which contained broad and narrow concepts and perceptions of vocational education. The development of the questionnaire was aided by a task force for the final decision of broad and narrow concept statements. The results indicated 68 percent of the respondents tended toward a broader concept of vocational education. There was no significant difference found to exist in preference for items relating toward a broad and narrow concept of vocational education among vocational teachers, counselors, and administrators.

The statements relating to the broad concept of vocational education included:

1. A general skills training which will prepare an individual for changes brought about by technology makes vocational education effective.
2. For vocational education to be effective it must be an appropriate part of maintenance of general education.
3. Vocational education must be seen as starting when formal schooling starts. Vocational education is developmental and culminates with a program in a particular skills area.
4. Vocational education starts only at the secondary school level or beyond.
5. The process of decision making is as much a part of the vocational education process as the training in specific skills.

6. Vocational education is effective when vocational guidance and counseling has been effective.
7. Vocational education is effective in a school when the English teacher is considered an important part of the vocational education team by the rest of the faculty.
8. Vocational education is effective in a school where the school guidance counselor is considered an important part of the vocational education team by the rest of the faculty.
9. Vocational education is effective when seen as an on-going process that begins when learning begins and ends when the individual retires from the world of work.
10. If an individual is to perform effectively as a vocational educator, he must realize that many skills once associated with general education are now essential to a thorough vocational education and could even be considered as vocational skills.
11. A school should make refresher classes available to its graduates in order to keep them up to the latest changes taking place in their particular occupation if a truly effective program of vocational education is to exist.
12. Part of an effective vocational education program includes follow-up services to aid the individual in his occupational life after his formal schooling ends. Such follow-up services are the responsibility of the school.
13. Effective vocational education is any form of education, training or retraining which is designed to prepare persons to enter or continue in gainful employment.
14. Effective vocational education includes the guidance and counseling that precedes or parallels the preparation for employment or re-employment.
15. Self-actualization and self-fulfillment are the primary goals of an effective education, preparation for the world of work being a secondary, incidental achievement (pp. 122-125).

Vocational Education in Oklahoma

The network system of area vocational-technical schools in Oklahoma was developed to provide vocational-technical education within commuting distance of most Oklahomans. The network system includes twenty area vocational-technical school districts with twenty-seven sites. This is illustrated on the map included in Appendix A.

This unique system of combining several small communities to provide a comprehensive program of vocational offerings to the populace of Oklahoma is partially supported by the local taxpayers of each area district.

Summary

The review of literature has included various studies regarding vocational education and community education concepts. The related studies have assisted in identifying concepts common to each of the respective areas under consideration. The identification of community education goals by DeLargy (3) and Weaver (19) will assist in the establishment of a common community education concept. The use of Prosser's theorem and the study by Mayhew (9) were utilized for the development of vocational education concepts.

Several similarities exist between community education and vocational education concepts. Serving people was stressed by DeLargy (3) as a major goal of community education and by Prosser as a major goal of vocational education. Identifying individual needs and wants was

listed by DeLargy (3) as an essential activity of community education. Addressing the same issue, Prosser indicated that each individual in vocational education must be encouraged to capitalize on his/her interests, aptitudes, and intrinsic intelligence to the highest possible degree. Knowledgeable instructional personnel are essential to successful programs in either vocational education or community education.

It is through the identification of similarities in the basic concepts of community and vocational education that the potential exists for utilization of the area vocational-technical school in better serving the populace of Oklahoma.

It is the purpose of this study to investigate the potential of area vocational schools becoming involved in providing community education to area district community members. This initial investigation will concern area vocational-technical administrative officials' educational philosophy and beliefs concerning community education and vocational education. The identification of educational philosophy similarities could bring community education activities to most Oklahomans via utilization of the area vocational-technical schools area-wide district coordination and leadership.

CHAPTER III

METHODOLOGY

Introduction

The primary purpose of the study was to make an indepth investigation to determine the potential of area vocational-technical schools becoming involved in providing community education to area district community members. This initial investigation concerned area vocational-technical administrative officials' educational philosophy and beliefs concerning community education and vocational education. The identification of educational philosophy similarities could bring community education activities to most Oklahomans via utilization of the area vocational-technical schools area-wide district coordination and leadership.

Methodology was designed to answer the following questions.

1. What do area vocational-technical school administrative officials perceive about the role of community education?
2. To what financial extent are area vocational-technical school administrative officials able to become involved in community education?
3. Would area vocational-technical schools be perceived by administrative officials as being the locus for community education?

4. To what extent are services being provided by area vocational-technical schools which are considered by the administrative officials to be community education services?

5. To what extent are area vocational-technical school administrative officials willing to become involved in community education?

These five questions were formulated as a means to gather base line data for this study.

Question 1, "What do area vocational school administrative officials perceive about the role of community education," was formulated to determine the administrative officials current knowledge of the community education concept.

Question 2, "To what financial extent are area vocational-technical school administrative officials able to become involved in community education," was formulated to determine if area vocational-technical school administrative officials are willing to offer financial support for community education.

Question 3, "Would area vocational-technical schools be perceived by administrative officials as being the locus for community education," was formulated to determine if administrative officials believed the leadership and coordination for community education should be provided by the area vocational-technical schools.

The fourth question, "To what extent are services being provided by area vocational-technical schools which are considered by the

administrative officials to be community education services," was designed to obtain administrative beliefs concerning whether adult education and special short courses are viewed as community education.

The fifth question, "To what extent are area vocational-technical school administrative officials willing to become involved in community education," was formulated to determine if administrative officials are willing to become involved in community education. Adult education and special evening programs are considered one component of community education. This question was designed to ascertain other areas which could be included as a part of community education.

In order to collect and analyze data pertaining to the questions posed by this study, it was necessary to accomplish the following tasks.

1. Determine the population for study.
2. Develop an instrument for data collection.
3. Develop a procedure for data collection.
4. Select methods of data analysis.

The Study Population

Administrative officials of all area vocational-technical schools in the state of Oklahoma were utilized for this study. A concern in selecting participants for this study was to choose administrative officials who would be affected by future developments which might result from this study. After careful consideration of the organizational structure of Oklahoma area vocational-technical schools, it was decided to select

three participants from each school. The superintendent, adult education director and the board president comprised the group of administrative officials from each of the twenty area vocational-technical school districts.

Development of the Instrument

This study utilized a questionnaire to obtain data from all selected administrative officials of area vocational-technical schools.

In formulating the statements used on the questionnaire the investigator reviewed related literature and certain instruments such as those used in studies by Mayhew (9), DeLargy (3) and Wojcik (21). The investigator also considered personal concerns and suggestions from teachers, educators, community educators, and members of the state vocational-technical education staff. The questionnaire was divided into two parts. The first part contained direct questions relating to the community education concept. A Likert scale was used for the second part of the study as a means of securing the extent to which participants agreed with statements concerning broad and narrow community and vocational education concepts.

After an initial draft of the questionnaire was developed, it was submitted to the Steering Committee for their critical review and suggestions. The Steering Committee was composed of community education directors in the state of Oklahoma. A list of members on this committee is contained in Appendix B. Committee members ranked each statement on a one to five continuum with five being the greatest in value. The

responses were totaled and averages were used to determine whether a statement would be used on the instrument. The statements were randomly selected and placed in random order on the questionnaire. Both broad and narrow concepts were included. The questionnaire is located in Appendix C.

Collection of the Data

Data were collected by the questionnaire method from the administrative officials of the twenty area vocational-technical schools in the state of Oklahoma. The questionnaire was mailed the middle of October, 1977. A two-week period was allowed for return of the questionnaires. At the end of the two-week period, the investigator called the twenty-three non-respondents as a reminder of the importance of the questionnaire. An additional two-week period was allowed for return of the questionnaires. A total of fifty-two administrative officials responded. Fifty questionnaires from respondents were complete. This represented a little over 82 percent of the total questionnaires mailed.

Analysis of the Data

The following description of the analysis procedure is to provide the reader an overview of the descriptive data provided by this study.

The questionnaire was divided into two parts. Part I included three direct answer type questions and one question relating to the basic components of the community education concept by the respondent

marking agree or disagree. Part II of the questionnaire was a group of statements to which the participant responded utilizing a Likert scale which was on a continuum from strongly agree through neutral to strongly disagree. To permit calculating a mean for the data, numerical values were assigned to the response categories according to the following pattern:

5 = Strongly Agree

4 = Agree

3 = Neutral

2 = Disagree

1 = Strongly Disagree

The mean rating is calculated utilizing the following formula:

$$\text{Mean Rating} = \frac{5(N_1) + 4(N_2) + 3(N_3) + 2(N_4) + (N_5)}{N}$$

where:

N = The total number of participants.

N_1 = The number of participants who marked strongly agree.

N_2 = The number of participants who marked agree.

N_3 = The number of participants who marked neither agree or disagree.

N_4 = The number of participants who marked disagree.

N_5 = The number of participants who marked strongly disagree.

The mean rating of each item is recorded on tables and presented in Chapter IV with the total number (N) of responses and the mean of the responses for each item.

L.A. Holley

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

The primary purpose of the study was to make an indepth investigation to determine the potential of area vocational-technical schools becoming involved in providing community education to area district community members. This initial investigation concerned area vocational-technical administrative officials' educational philosophy and beliefs concerning community education and vocational education. The identification of educational philosophy similarities could bring community education activities to most Oklahomans via utilization of the area vocational-technical schools area-wide district coordination and leadership. In order to accomplish the purpose of this study, the following specific questions were explored:

1. What do area vocational-technical school administrative officials perceive about the role of community education?
2. To what financial extent are area vocational-technical school administrative officials able to become involved in community education?
3. Would area vocational-technical schools be perceived by administrative officials as being the locus for community education?

4. To what extent are services being provided by area vocational-technical schools which are considered by the administrative officials to be community education services?

5. To what extent are area vocational-technical school administrative officials willing to become involved in community education?

As described in the previous chapter, a group of statements was developed to assess the administrative official beliefs concerning community education as perceived by the study respondents. These statements were categorized according to the specific questions of the study. Therefore the investigator considered it appropriate to report the findings of the study in sections related to the specific questions.

To facilitate comparison of the findings by administrative officials, Part I of the questionnaire was designed with yes, no, agree or disagree answers. Part II of the questionnaire was a group of statements to which participants responded utilizing a Likert type scale which was on a continuum from strongly agree through neutral to strongly disagree. To permit calculating a mean for the data, numerical values were assigned to the response categories according to the following pattern:

5 = Strongly Agree

4 = Agree

3 = Neutral

2 = Disagree

1 = Strongly Disagree

Also, due to a need to determine the average response of the group of administrative officials to the statements and because computation of these mean responses resulted in decimal fractions, a range of numerical values was established for each degree of agreement response category for all statements as follows:

4.5 - 5.0 = Strongly Agree

3.5 - 4.49 = Agree

2.5 - 3.49 = Neutral

1.5 - 2.49 = Disagree

0 - 1.49 = Strongly Disagree

Thus, if the mean response of a group of administrative officials was 4.6, then according to the formula, the group was considered to strongly agree with the statement in question.

Results of Data Pertaining to Area Vocational-

Technical Administrative Officials'

Knowledge of Community

Education

Part I of the questionnaire was designed to assess the administrative officials' knowledge of community education. In addition, a group of three statements in Part II of the questionnaire was included for the purpose of determining whether the administrative officials were knowledgeable of community education. Findings relative to these statements are reported in this section.

Table I contains a summary to the question, "Are you aware of the community education concept?" Overall, it was found that 86 percent of all respondents reported they were aware of the community education concept.

TABLE I
SUMMARY OF RESPONSES TO THE QUESTION,
"ARE YOU AWARE OF THE COMMUNITY
EDUCATION CONCEPT?"

Administrative Official	Yes	No
Adult Education Director	14	2
Board President	10	4
Superintendent	19	1

Table II includes only respondents answering yes to the question concerning awareness of community education. The belief that community education is a process for community involvement is expressed by over 97 percent of the respondents as reported in Table II.

TABLE II

SUMMARY OF RESPONSES TO THE QUESTION,
"THE COMMUNITY EDUCATION CONCEPT
IS A PROCESS FOR COMMUNITY
INVOLVEMENT."

Administrative Official	Yes	No
Adult Education Director	14	0
Board President	9	1
Superintendent	19	0

Table III includes only respondents who answered yes to the questions concerning an awareness of the community education concept. The concept, "The K-12 is a population served," represented the greatest amount of disagreement by all respondents. The writer believes this component was interpreted by the respondents as the population served by area vocational-technical schools rather than a population served by community education. This is a strong indication that the area vocational-technical administrative officials do not completely understand the concept of community education. The remaining components ranged from 80 percent to 93 percent agreement by the respondents who answered yes to the question concerning an awareness of the community education concept.

TABLE III
 SUMMARY OF RESPONSES TO THE QUESTION,
 "COMMUNITY EDUCATION LEADERS HAVE
 IDENTIFIED BASIC COMPONENTS OF
 THE COMMUNITY EDUCATION
 CONCEPT."

Administrative Official	Concept	Agree	Disagree
Adult Education Director	a.	7	7
Board President	a.	7	3
Superintendent	a.	9	10
Adult Education Director	b.	13	1
Board President	b.	9	1
Superintendent	b.	15	4
Adult Education Director	c.	11	3
Board President	c.	9	1
Superintendent	c.	19	0
Adult Education Director	d.	14	0
Board President	d.	9	1
Superintendent	d.	17	2
Adult Education Director	e.	12	2
Board President	e.	8	2
Superintendent	e.	17	2
Adult Education Director	f.	13	1
Board President	f.	9	1
Superintendent	f.	17	2
a.	The K-12 is a population served.	Agree	Disagree
b.	Community education should maximize use of public facilities.	Agree	Disagree
c.	Community education programs should serve youth/children.	Agree	Disagree
d.	Community education should have programs to serve adults.	Agree	Disagree
e.	Community education should deliver services to the people.	Agree	Disagree
f.	Community education should have total community involvement.	Agree	Disagree

Administrative officials responded at the strongly agree level to the statement relating to area vocational-technical schools helping people help themselves in various aspects of learning. This strong agreement by all administrative officials reflects a definite positive desire to help people in various aspects of learning. This is illustrated in Table IV.

TABLE IV
SUMMARY OF RESPONSES TO THE STATEMENT,
"AREA VOCATIONAL-TECHNICAL SCHOOLS
SHOULD HELP PEOPLE HELP THEM-
SELVES IN VARIOUS ASPECTS
OF LEARNING."

Administrative Official	\bar{X} Response
Adult Education Director	4.6
Board President	4.7
Superintendent	4.5

The mean response by all administrative official groups as illustrated in Table V indicated agreement with the concept of area vocational-technical schools serving to decrease juvenile delinquency.

TABLE V
 SUMMARY OF RESPONSES TO THE STATEMENT,
 AREA VOCATIONAL-TECHNICAL SCHOOLS
 SHOULD SERVE TO DECREASE
 JUVENILE DELINQUENCY."

Administrative Official	\bar{X} Response
Adult Education Director	3.6
Board President	3.6
Superintendent	3.7

The mean response by all administrative officials indicates agreement with the concept of vocational-technical schools assisting with the reduction of poverty. This is illustrated in Table VI.

There is a difference of opinion as expressed by the board presidents who agree the vocational-technical schools should provide programs that offer opportunities for social interaction between people of differing backgrounds. The board presidents all agreed to this statement. The superintendents and adult education directors responded with a mean response indicating neutrality to this statement. This neutral response indicated no strong positive or negative feelings by the superintendents and adult education directors concerning this statement. This may be indicative of the fact that the adult education

directors and superintendents view their role strictly as vocational-technical preparation. This is illustrated in Table VII.

TABLE VI

SUMMARY OF RESPONSES TO THE STATEMENT,
"AREA VOCATIONAL-TECHNICAL SCHOOLS
SHOULD ASSIST WITH THE REDUCTION
OF POVERTY."

Administrative Official	\bar{X} Response
Adult Education Director	4.0
Board President	4.3
Superintendent	4.3

TABLE VII

SUMMARY OF RESPONSES TO THE STATEMENT,
"THE AREA VOCATIONAL-TECHNICAL SCHOOL
SHOULD PROVIDE PROGRAMS THAT OFFER
SOCIAL INTERACTION BETWEEN PEOPLE
OF DIFFERING BACKGROUNDS."

Administrative Official	\bar{X} Response
Adult Education Director	3.0
Board President	3.5
Superintendent	2.8

Financial Ability of Area Vocational-Technical
Schools to Become Involved in
Community Education

A second group of statements was developed in order to determine if administrative officials believe their school districts are financially able to become involved with community education. Mean responses to these statements are reported in tables in this section.

Administrative officials expressed a neutral response for the availability of the area vocational-technical school by outside non-profit groups free of charge. This is illustrated in Table VIII. The administrative official groups of all Oklahoma area vocational-technical superintendents expressed less agreement with this particular statement than the other two administrative official groups.

Table IX contains mean responses for all administrative officials and represents a response of neutral to the statement concerning area vocational-technical schools providing coordination for multi-agency community improvement efforts. This indicates the administrative officials do not have strong feelings concerning the area vocational-technical school providing coordination for multi-agency community improvement efforts.

TABLE VIII

SUMMARY OF RESPONSES TO THE STATEMENT,
 "AREA VOCATIONAL-TECHNICAL SCHOOL
 FACILITIES SHOULD BE AVAILABLE
 FOR UTILIZATION BY OUTSIDE
 NON-PROFIT GROUPS FREE
 OF CHARGE."

Administrative Official	\bar{X} Response
Adult Education Director	3.2
Board President	3.4
Superintendent	2.8

TABLE IX

SUMMARY OF RESPONSES TO THE STATEMENT,
 "AREA VOCATIONAL-TECHNICAL SCHOOLS
 SHOULD PROVIDE COORDINATION FOR
 MULTI-AGENCY COMMUNITY
 IMPROVEMENT EFFORTS."

Administrative Official	\bar{X} Response
Adult Education Director	2.9
Board President	2.8
Superintendent	3.2

Administrative officials all agree area vocational-technical schools should develop a comprehensive process for identifying needs and wants of individuals. This is illustrated in Table X.

TABLE X
SUMMARY OF RESPONSES TO THE STATEMENT,
"THE AREA VOCATIONAL-TECHNICAL SCHOOL
SHOULD DEVELOP A COMPREHENSIVE
PROCESS FOR IDENTIFYING NEEDS
AND WANTS OF INDIVIDUALS."

Administrative Officials	\bar{X} Response
Adult Education Director	3.9
Board President	3.8
Superintendent	4.2

Table XI contains data from all the administrative officials indicating agreement to the statement, "Area vocational-technical schools should receive financial support from agencies other than the State Department of Vocational and Technical Education to conduct activities for community citizens."

TABLE XI

SUMMARY OF RESPONSES TO THE STATEMENT,
 "AREA VOCATIONAL-TECHNICAL SCHOOLS
 SHOULD RECEIVE FINANCIAL SUPPORT
 FROM AGENCIES OTHER THAN THE
 STATE DEPARTMENT OF VOCA-
 TIONAL AND TECHNICAL
 EDUCATION TO CON-
 DUCT ACTIVITIES
 FOR COMMUNITY
 CITIZENS."

Administrative Official	\bar{X} Response
Adult Education Director	3.7
Board President	4.0
Superintendent	4.2

Results of Data Pertaining to Area Vocational-
 Technical Schools Serving as the Locus
 for Community Education

A direct question and a Likert scale statement were developed to determine if area vocational-technical schools would be perceived by administrative officials as being the locus for community education. Part I of the questionnaire included a direct question relating to this perception. Part II of the questionnaire was a statement relating to the area vocational school providing leadership for community education activities.

According to the responses, a total of 62.8 percent of the administrative officials responded that the area vocational-technical schools should serve as the locus for providing leadership and coordination for community education activities. This is illustrated in Table XII. The board presidents responded as a group with over 70 percent of the respondents favoring the area vocational-technical school serving as the locus for community education activities.

TABLE XII

SUMMARY OF RESPONSES TO THE QUESTION,
"AREA VOCATIONAL-TECHNICAL SCHOOLS
SHOULD SERVE AS THE LOCUS FOR
PROVIDING LEADERSHIP AND
COORDINATION FOR COM-
MUNITY EDUCATION
ACTIVITIES."

Administrative Official	Yes	No
Adult Education Director	9	5
Board President	7	3
Superintendent	11	8

The administrative officials received a 4.1 overall agree mean response. The mean responses by the administrative official groups varied greatly with the adult education group responding with a neutral

mean response as compared to the board presidents with an agree mean response and the superintendents with a strongly agree mean response.

This data indicates the board presidents and superintendents believe the area vocational school should provide a system of leadership for community education. The data is illustrated in Table XIII.

TABLE XIII
SUMMARY OF RESPONSES TO THE STATEMENT,
"AREA VOCATIONAL-TECHNICAL SCHOOLS
SHOULD PROVIDE A SYSTEM OF
LEADERSHIP FOR COMMUNITY
EDUCATION."

Administrative Official	\bar{X} Response
Adult Education Director	3.4
Board President	3.9
Superintendent	4.9

Results of Data Pertaining to Current Community

Education Services Provided by Area

Vocational-Technical Schools

A fourth group of statements was developed in order to determine what services are being provided by area vocational-technical schools

which are considered by the administrative officials to be community education services. Mean responses to these statements are reported in tables in this section.

The administrative official groups agreed or strongly agreed with the statement relating to adult vocational education being one aspect of community education. This is illustrated in Table XIV.

TABLE XIV
SUMMARY OF RESPONSES TO THE STATEMENT,
"ADULT VOCATIONAL EDUCATION SHOULD
BE ONE ASPECT OF COMMUNITY
EDUCATION."

Administrative Official	\bar{X} Response
Adult Education Director	4.7
Board President	4.2
Superintendent	4.8

The mean responses represent a combined response of strongly agree by all administrative officials to the statement, "Evening vocational programs should be an aspect of community education." This is illustrated in Table XV.

TABLE XV

SUMMARY OF RESPONSES TO THE STATEMENT,
 "EVENING VOCATIONAL PROGRAMS SHOULD
 BE AN ASPECT OF COMMUNITY
 EDUCATION."

Administrative Official	\bar{X} Response
Adult Education Director	4.6
Board President	4.8
Superintendent	4.9

Two of the three groups of administrative officials strongly agree and the adult education directors agree with the statement, "Area vocational-technical schools should provide a vehicle for teenagers to find a meaningful position in society." This data is illustrated in Table XVI.

Table XVII contains a summary of responses to the statement, "Area vocational-technical schools should provide leisure and hobby time (avocational) planned programs for the citizens of each area district." A comparison of the three administrative official groups represents a neutral response to this question. Past adult program offerings by area vocational-technical schools have included avocational programs; however, the administrative officials did not respond strongly as this being a responsibility of the area vocational-technical school.

TABLE XVI

SUMMARY OF RESPONSES TO THE STATEMENT,
 AREA VOCATIONAL-TECHNICAL SCHOOLS
 SHOULD PROVIDE A VEHICLE FOR
 TEENAGERS TO FIND A MEAN-
 INGFUL POSITION IN
 SOCIETY."

Administrative Official	\bar{X} Response
Adult Education Director	3.8
Board President	4.9
Superintendent	4.5

TABLE XVII

SUMMARY OF RESPONSES TO THE STATEMENT,
 "AREA VOCATIONAL-TECHNICAL SCHOOLS
 SHOULD PROVIDE LEISURE AND HOBBY
 TIME (AVOCATIONAL) PLANNED PRO-
 GRAMS FOR THE CITIZENS OF
 EACH AREA DISTRICT."

Administrative Official	\bar{X} Response
Adult Education Director	3.1
Board President	2.6
Superintendent	2.5

The administrative official groups of board presidents and superintendents agree integration should be a concern of the area vocational-technical school as compared to the adult education directors who expressed a neutral mean response to this statement. Responses to the statement relating to integration in area vocational-technical schools is illustrated in Table XVIII.

TABLE XVIII

SUMMARY OF RESPONSES TO THE STATEMENT,
"AREA VOCATIONAL-TECHNICAL SCHOOLS
SHOULD BE ACTIVELY CONCERNED
WITH THE PROBLEM OF
INTEGRATION."

Administrative Official	\bar{X} Response
Adult Education Director	3.0
Board President	3.5
Superintendent	3.5

A summary of mean responses to the statement, "Area vocational-technical schools should provide services other than adult vocational education programs on a regular basis to all community citizens," is illustrated in Table XIX. All of the administrative official groups responded with a neutral response to this statement. This indicates the

administrative officials are not committed to providing additional services other than the regular adult vocational programs.

TABLE XIX

SUMMARY OF RESPONSES TO THE STATEMENT,
 "THE AREA VOCATIONAL-TECHNICAL SCHOOL
 SHOULD PROVIDE SERVICES OTHER THAN
 ADULT VOCATIONAL EDUCATION PRO-
 GRAMS ON A REGULAR BASIS TO
 ALL COMMUNITY CITIZENS."

Administrative Official	\bar{X} Response
Adult Education Director	2.6
Board President	3.1
Superintendent	2.9

Results of Data Pertaining to Involvement in
 Community Education by Area Vocational-
 Technical Administrative Officials

A fifth group of statements was developed in order to determine the extent area vocational-technical administrative officials are willing to become involved in community education. Mean responses to these statements are reported in tables in this section.

The administrative official group of superintendents agree with the statement, "Area vocational-technical schools should unify the influence of home, school, and community," as compared to the administrative official group of board presidents and adult education directors who responded with a mean response of neutral. This is illustrated in Table XX.

TABLE XX
SUMMARY OF RESPONSES TO THE STATEMENT,
"AREA VOCATIONAL-TECHNICAL SCHOOLS
SHOULD UNIFY THE INFLUENCE
OF HOME, SCHOOL, AND
COMMUNITY."

Administrative Official	\bar{X} Response
Adult Education Director	3.2
Board President	3.2
Superintendent	3.6

The mean responses indicated agreement by the three administrative official groups to the statement, "Area vocational-technical schools should help communities overcome barriers to social progress." This is illustrated in Table XXI.

TABLE XXI

SUMMARY OF RESPONSES TO THE STATEMENT,
 "AREA VOCATIONAL-TECHNICAL SCHOOLS
 SHOULD HELP COMMUNITIES OVERCOME
 BARRIERS TO SOCIAL PROGRESS."

Administrative Official	\bar{X} Response
Adult Education Director	3.5
Board President	4.0
Superintendent	3.5

Data illustrated in Table XXII indicates the administrative official group of superintendents disagree with the statement, "Area vocational-technical schools should provide culturally enriching experiences," as compared to the administrative official groups of board presidents and adult education directors who responded with a mean response of neutral. This indicates the administrative officials believe culturally enriching experiences should not be provided by the area vocational-technical schools.

A mean response of neutral was expressed by the adult education directors as compared to a mean response of agree as expressed by the board presidents and superintendents to the statement concerning the area vocational-technical schools responsibility for raising the literacy level of adults. This is illustrated in Table XVIII.

TABLE XXII

SUMMARY OF RESPONSES TO THE STATEMENT,
 "AREA VOCATIONAL-TECHNICAL SCHOOLS
 SHOULD PROVIDE CULTURALLY
 ENRICHING EXPERIENCES."

Administrative Official	\bar{X} Response
Adult Education Director	2.7
Board President	2.9
Superintendent	2.4

TABLE XXIII

SUMMARY OF RESPONSES TO THE STATEMENT,
 "AREA VOCATIONAL-TECHNICAL SCHOOLS
 SHOULD PROVIDE FOR RAISING THE
 LITERACY LEVEL OF ADULTS."

Administrative Official	\bar{X} Response
Adult Education Director	3.3
Board President	3.6
Superintendent	3.7

A mean response of strongly agree was expressed by all administrative official groups to the statement, "Area vocational-technical

schools should provide employment retraining experiences." This is the first statement unanimous strong agreement has been exhibited by all of the respondents. This is illustrated in Table XXIV.

TABLE XXIV
SUMMARY OF RESPONSES TO THE STATEMENT,
"AREA VOCATIONAL-TECHNICAL SCHOOLS
SHOULD PROVIDE EMPLOYMENT
RETRAINING EXPERIENCE."

Administrative Official	\bar{X} Response
Adult Education Director	4.7
Board President	4.9
Superintendent	4.9

The mean responses to the statement, "Area vocational-technical schools should provide for development of individuals understanding concerning government, economics, and society," were rated neutral by all groups of administrative officials. This is illustrated in Table XXV.

TABLE XXV

SUMMARY OF RESPONSES TO THE STATEMENT,
 "AREA VOCATIONAL-TECHNICAL SCHOOLS
 SHOULD PROVIDE FOR DEVELOPMENT
 OF INDIVIDUAL UNDERSTANDING
 CONCERNING GOVERNMENT,
 ECONOMICS, AND
 SOCIETY."

Administrative Official	\bar{X} Response
Adult Education Director	2.7
Board President	3.0
Superintendent	3.0

Mean responses by the administrative officials to the statement, "Adult education directors should assume responsibility for community education activities in the area vocational-technical schools," is illustrated in Table XXVI. It is interesting to note the administrative official responses by the adult education director and superintendent groups agree with the statement as compared to the board presidents whose mean response indicates a neutral position.

TABLE XXVI

SUMMARY OF RESPONSES TO THE STATEMENT,
 "ADULT EDUCATION DIRECTORS SHOULD
 ASSUME RESPONSIBILITY FOR COM-
 MUNITY EDUCATION ACTIVITIES
 IN THE AREA VOCATIONAL-
 TECHNICAL SCHOOL."

Administrative Official	\bar{X} Response
Adult Education Director	3.7
Board President	3.0
Superintendent	3.8

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study

The primary purpose of this study was to make an indepth investigation to determine the potential of area vocational-technical schools becoming involved in providing community education to area district community members. This initial investigation concerned area vocational-technical administrative officials' educational philosophy and beliefs concerning community education and vocational education. The identification of educational philosophy similarities could bring community education activities to most Oklahomans via utilization of the area vocational-technical schools area-wide district coordination and leadership.

In order to accomplish the purpose of this study, the following specific questions were explored.

1. What do area vocational-technical school administrative officials perceive about the role of community education?
2. To what financial extent are area vocational-technical school administrative officials able to become involved in community education?

3. Would area vocational-technical schools be perceived by administrative officials as being the locus for community education?

4. To what extent are services being provided by area vocational-technical schools which are considered by the administrative official to be community education services?

5. To what extent are area vocational-technical school administrative officials willing to become involved in community education?

The superintendent, adult education director and board president comprised the group of administrative officials from each of the twenty area vocational-technical schools.

Findings of the Study

It was found that 43, or 86 percent, of the 50 respondents were aware of the community education concept. Forty-two of the respondents who answered they were aware of the community education concept also answered yes to the question relating to the statement that community education is a process for community involvement. Respondents who answered yes concerning an awareness of the community education concept were asked to agree or disagree with six basic components of community education as identified by leaders in the field. Five of the six basic components received an agree rating ranging from 80 percent to 93 percent agreement. The component, "The K-12 is a population served," represented the greatest amount of disagreement by all respondents. The writer believes this component was interpreted by

the respondents as the population served rather than a population to be served by community education. This indicated to the writer a lack of understanding of the community education concept as evidenced by the disagreement of all respondents. The overall mean response to the remaining groups of statements developed to measure this question was 3.8 or agreement indicating the administrative officials believe several activities are being conducted by area vocational-technical schools which are also viewed as the role of community education.

In response to research question number two, to determine if area vocational-technical school administrative officials feel area vocational-technical school districts are financially able to become involved in community education, an overall mean response of neutral was given by administrative officials to the statements of (1) providing the school facility to outside groups free of charge and (2) providing coordination for multi-agency community improvement efforts. Administrative officials responded with an overall mean response of agree when asked if (1) the area vocational-technical school should develop a comprehensive process for identifying needs and wants of individuals and (2) area vocational-technical schools should receive financial support from agencies other than the State Department of Vocational and Technical Education to conduct activities for community citizens.

It was found that 62.8 percent of the administrative officials who were aware of the community education concept responded that the area vocational-technical schools should serve as the locus and provide

leadership and coordination for community education activities. A mean response of 4.1 or agree was calculated in relation to a direct statement in Part II of the questionnaire regarding area vocational-technical schools providing a system of leadership for community education. This strong agree response indicates all administrative officials believe the area vocational-technical school should provide leadership for community education.

A group of six statements relating to research question number four was developed to determine the extent services are being provided by area vocational-technical schools which are considered by administrative officials to be community education services. Responses to three of the statements regarding adult education, evening adult programs and the responsibility of area vocational-technical schools to provide a vehicle for teenagers to find a meaningful place in society, were combined for a mean response of strongly agree by all administrative officials. Statements relating to area schools providing avocational activities, being concerned with the problem of integration and providing services other than adult vocational education programs received an overall mean response of 2.9 or neutral. This neutral response indicates the administrative officials are not philosophically committed to providing avocational activities, being concerned with the problem of integration and providing services other than adult education as compared to the strongly agree response by administrative officials to the statements regarding adult education, evening adult programs and the

responsibility of providing a vehicle for teenagers to find a meaningful place in society.

A group of seven statements relating to research question number five was used to determine the extent area vocational-technical school administrative officials are willing to become involved in community education. The mean responses for the seven statements varied greatly and therefore are reported individually. A mean response of 3.3 and 3.7 respectively or agree was made by the administrative officials in relation to the statements, "Area vocational-technical schools should unify the influence of home, school, and community," and "Area vocational-technical schools should help communities overcome barriers to social progress." The statement regarding area vocational-technical schools providing culturally enriching experiences received a disagree mean response by the board president and the adult education director groups of administrative officials. The adult education director group of administrative officials also responded with a neutral mean response as compared to the board president and superintendent groups who responded with a mean response of agree in relation to the statement, "Area vocational-technical schools should provide for raising the literacy level of adults." The only statement to receive a strongly agree by all administrative groups was, "Area vocational-technical schools should provide employment retraining experiences." A neutral mean response by all administrative official groups was made to the statement, "Area vocational-technical schools should provide for development of individual

understanding concerning government, economics, and society." It is interesting to note agreement by the adult education director and the superintendent groups to the statement, "Adult education directors should assume responsibility for community education activities in the area vocational-technical school."

Conclusions

Conclusion I

The respondents in the study believe they are aware of the community education concept as evidenced by 86 percent of respondents answering yes to the direct question seeking this information. However, the data presented in Table III indicates the community education concept is not completely understood by all administrative officials. The overall mean rating was 3.8 or agree to statements indicating several activities are being conducted by area vocational-technical schools which are considered community education. Administrative officials believe the adult and part-time evening classes are a part of community education which are already provided by the majority of area vocational-technical schools.

Conclusion II

The administrative officials were not willing to commit finances to community education as indicated by their neutral mean response being neither negative or positive. The administrative officials did agree

agencies other than the State Department of Vocational and Technical Education should assist with the financing of community education.

Conclusion III

The respondents (62.8 percent) who were aware of the community education concept believed that the area vocational-technical school should serve as the locus and provide leadership and coordination for community education activities. A mean response of 4.1 or agree was given by all of the respondents to the statement relating to the area vocational-technical school providing a system of leadership for community education.

Conclusion IV

Administrative officials agreed that adult education and part-time evening programs are a part of community education services; however, such services as avocational programs, providing services other than adult vocational education programs and being concerned with the problem of integration all received a mean response of neutral. This indicates the administrative officials are willing to provide adult education and part-time evening vocational programs as a part of community

Conclusion V

The administrative officials of the study perceived area vocational-technical schools as a unifying influence of the home, school and community and also an aid in assisting communities overcome social barriers. This was evidenced by a mean response of 3.5. However, the adult education director and board president groups had a mean response of neutral when asked about the area vocational-technical school providing culturally enriching activities. Again, a strongly agree mean response was made by all administrative officials relating to the statement of area vocational-technical schools providing retraining experiences.

Recommendations

On the basis of data collected in this study, the following recommendations are made.

1. Area vocational-technical schools be encouraged to support community education within the constraints of the available facilities as evidenced by the administrative officials who believe that the area vocational-technical school should serve as the locus to provide leadership and coordination for community education activities.
2. Community educators make a concerted effort to more adequately inform area vocational-technical school administrative officials of the community education process concept via the use of statewide workshops. Data indicated 86 percent of the respondents were aware

of the community education concept; however, the data also indicated disagreement or a lack of understanding concerning the basic community education components.

3. Administrative officials of area vocational-technical schools continue assistance in providing adult and part-time evening programs as a part of community education.

4. Community educators, area vocational-technical administrative officials and the Oklahoma State Department of Vocational and Technical Education seek legislative support by a joint endeavor to serve a greater number of citizens through community education activities coordinated by the area vocational-technical schools.

5. A study be conducted to determine the area vocational-technical school district populace needs and strategies for implementing methods to meet these needs.

With the indicated community education interest by administrative officials, it is imperative that all educators work in a spirit of cooperation to serve the needs of the populace of Oklahoma.

SELECTED BIBLIOGRAPHY

- (1) Culhoun, Calfrey C. and Alton V. Finch. Vocational and Career Education: Concepts and Operations. Belmont, California: Wadsworth Publishing Company, Inc., 1976.
- (2) Decker, Larry E. People Helping People. Midland: Pendall Publishing Company, 1976.
- (3) DeLargy, Paul. Community Education and Goal Identification. Community Education Research Monograph. Ed. Peter J. Cwik, Marilyn J. King and Curtis Van Voorhees. Flint, Michigan: The Office of Community Education Research Monograph, Vol. 1, No. 3, 1975.
- (4) DeLargy, Paul. "The Community Education Goals Inventory--CEGI--A Report on a Recent Delphi Study." Community Education Journal, June, 1974, pp. 38-39.
- (5) Draper, Dale C. Education for Work, A Report on the Current Scene in Vocational Education and the Committee's Conclusions, A Statement by the National Committee on Secondary Education. The National Association of Secondary School Principals, National Committee Paper, No. 2, 1967.
- (6) Federal Register. Community Education Program. U. S. Government Printing Office, 45CFR, Vol. XL, No. 240, pp. 57936-57937, 1975.
- (7) Jeffrey, John B. A Comparative Study of Teacher Acceptance of the Community Education Philosophy in Southwest Michigan. Community Education Research Monograph. Ed. Peter J. Cwik, Marilyn J. King and Curtis Van Voorhees. Flint, Michigan: The Office of Community Education Research Monograph, Vol. 2, No. 2, 1976.
- (8) Keller, Louise Jean. "Principles for Vocational Education - Validation of Statements of Beliefs from Literature and Research." (Unpub. Ed.D. dissertation, Montana State University, 1969.)

- (9) Mayhew, Thomas H. "An Examination of the Apparent Conflicts Between the Concepts of Community Education and the Concepts of Other Phases of Education." (Unpub. Ed.D. dissertation, Michigan State University, 1971.)
- (10) Minzey, Jack. Community Education: From Program to Process. Michigan: Pendall Publishing Company, 1972.
- (11) National Association of Secondary School Principals. "Vocational Education--Time for Decision." The Bulletin, Vol. 49, May, 1965, p. 301.
- (12) Roberts, Roy. Vocational and Practical Arts Education: History, Development and Principles. Second Edition. New York: Harper and Row Publishers, 1965.
- (13) Sneed, David. "The Examination of Existing Beliefs as to Vocational Education." Proceedings - Ninth Annual Meeting, National Society for the Promotion of Industrial Education, Bulletin No. 22, (1916), pp. 21-40.
- (14) U. S. Office of Education. Education for a Changing World of Work. Report of the Panel of Consultants on Vocational Education, Prepared at the request of the President, 1963.
- (15) U. S. Office of Education. Essentials for Successful Vocational Education Programs. Public Vocational Programs, 1960.
- (16) U. S. Office of Education. Vocational Education - The Bridge Between Man and His Work. General Report of the Advisory Council on Vocational Education, Publication 1, 1968.
- (17) Venn, Grant. Man, Education and Work. Post-Secondary Vocational and Technical Education, American Council on Education Report, Washington: 1964.
- (18) Wagamon, T. W. A Comparison of the Perceived Priorities of Community Education School District Superintendents Regarding School Programs and Services. Community Education Research Monograph. Ed. Peter J. Cwik, Marilyn J. King and Curtis Van Voorhees. Flint, Michigan: The Office of Community Education Research Monograph, Vol. 1, No. 3, 1975.

- (19) Weaver, D. C. The Emerging Community Education Model. Community Education Research Monograph. Ed. Peter J. Cwik, Marilyn J. King and Curtis Van Voorhees. Flint, Michigan: The Office of Community Education Research Monograph, Vol. 1, No. 3, 1975.
- (20) Wirtz, Willard, The Boundless Resource. Washington: The New Republic Book Company, Inc., 1975.
- (21) Wojcik, James A. "Concepts Perceived to be Essential to Effective Vocational Education in Buffalo Area Vocational Programs." (Unpub. Ed.D. dissertation, State University of New York, 1971.)
- (22) Wyatt, LeRoy. Community Education. Kansas State University, Eric Accession, 1974, No. ED 105-548.

APPENDIX A
OKLAHOMA AREA VOCATIONAL-
TECHNICAL SCHOOLS

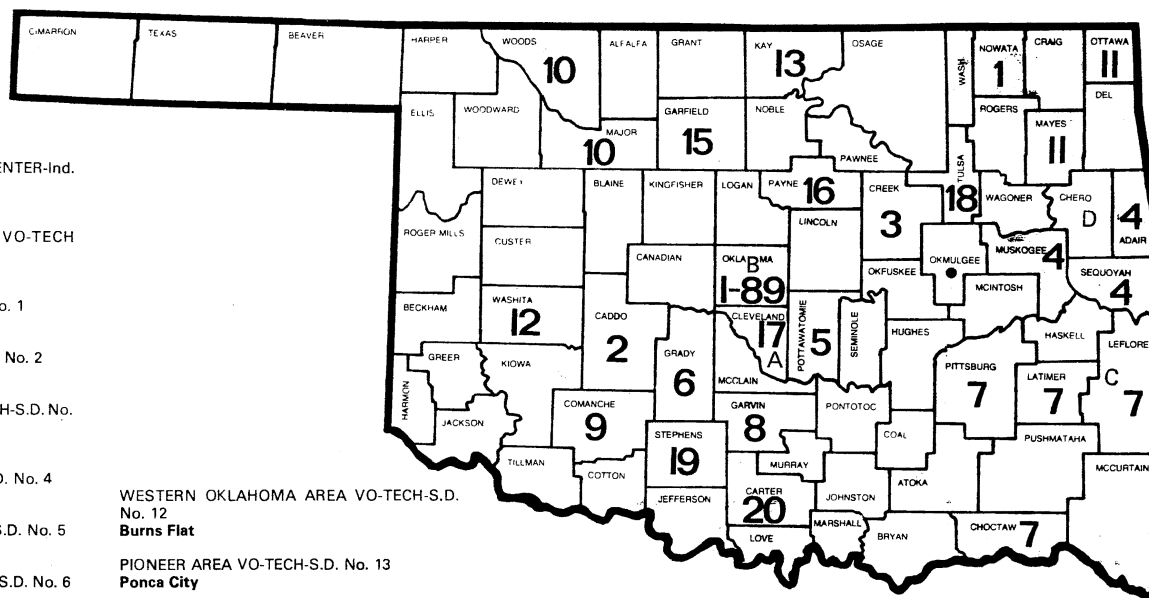
PLEASE NOTE:

Dissertation contains small
and indistinct print.
Filmed as received.

UNIVERSITY MICROFILMS.

Oklahoma Area Vocational-Technical Schools And Manpower Skills Centers

July 1, 1977



SCHOOLS IN OPERATION

FOSTER ESTES AREA VO-TECH CENTER-Ind.
S.D. No. I-89
Oklahoma City

MIDWEST CITY-DEL CITY AREA VO-TECH
CENTER-S.D. No. I-52
Midwest City

TRI-COUNTY AREA VO-TECH-S.D. No. 1
Bartlesville

CADDO-KIOWA AREA VO-TECH-S.D. No. 2
Ft. Cobb

CENTRAL OKLAHOMA AREA VO-TECH-S.D. No. 3
Drumright and Sapulpa

INDIAN CAPITAL AREA VO-TECH-S.D. No. 4
Muskogee, Stilwell and Sallisaw

GORDON COOPER AREA VO-TECH-S.D. No. 5
Shawnee

CANADIAN VALLEY AREA VO-TECH-S.D. No. 6
El Reno and Chickasha

KIAMICHI AREA VO-TECH-S.D. No. 7 (Wilburton
Adm. Offices)
Poteau, Hugo, and McAlester

MID-AMERICA AREA VO-TECH-S.D. No. 8
Wayne

GREAT PLAINS AREA VO-TECH-S.D. No. 9
Lawton

OKLAHOMA NORTHWEST AREA VO-TECH-S.D.
No. 10
Alva and Fairview

NORTHEAST OKLAHOMA AREA VO-TECH-S.D.
No. 11
Afton and Pryor

WESTERN OKLAHOMA AREA VO-TECH-S.D.
No. 12
Burns Flat

PIONEER AREA VO-TECH-S.D. No. 13
Ponca City

O. T. AUTRY AREA VO-TECH-S.D. No. 15
Enid

INDIAN MERIDIAN AREA VO-TECH-S.D. No. 16
Stillwater

MOORE-NORMAN AREA VO-TECH-S.D. No. 17
Norman

TULSA COUNTY AREA VO-TECH-S.D. No. 18
Tulsa - Peoria and Memorial Sites

RED RIVER AREA VO-TECH-S.D. No. 19
Duncan

SOUTHERN OKLAHOMA AREA VO-TECH-S.D.
No. 20
Ardmore

NEW AREA SCHOOL SITE APPROVED

KIAMICHI - McCurtain County
Atoka County and parts of Coal and
Johnston counties

● Oklahoma State Tech, Okmulgee
(State Residential School)

SKILLS CENTERS

- A. Lexington Inmate Training Center
Lexington
- B. Oklahoma City Skills Center
Oklahoma City
- C. Ouachita Inmate Training Center
Hodgens
- D. W. P. "Bill" Willis Skills Center
Tahlequah

APPENDIX B
STEERING COMMITTEE

STEERING COMMITTEE UTILIZED FOR
DEVELOPMENT OF QUESTIONNAIRE

Sandy Andrew
Community Education Director
1700 East Walnut
Cushing, OK 74023

Keith Kashwer
Community Education Director
915 West Norman Street
Broken Arrow, OK 74012

Joe Ogle
Former Community Education Director
Stigler Community School
P. O. Box 409
Stigler, OK 74462

Phil Goodman
Community Education Director
Tulsa Community School
31st Street and South Newhaven
Tulsa, OK 74100

Kent Cooper
Former Community Education Director
Gordon Cooper Area Vo-Tech School
Shawnee, OK 74801

Wanece Gibson
Community Education Director
Yukon Junior High
Yukon, OK 73099

APPENDIX C
QUESTIONNAIRE

NAME _____

PART I COMMUNITY EDUCATION CONCEPT

We are attempting to determine how the administrative officials responsible for area vocational-technical schools feel about the concept of community education. As administrative officials, you are important members of the public and the extent to which you agree with the following statements will benefit us a great deal in assessing area vocational-technical school administrative opinions. (Please circle your answer.)

1. Are you aware of the community education concept? Yes No (If answer is yes, please answer next three questions and Part II. If answer is no, please complete Part II.)
2. The community education concept is a process for community involvement. Yes No
3. Community education leaders have listed the following as the basic components of the community education concept:

a.	The K-12 is a population served.	Agree	Disagree
b.	Community education should maximize use of public facilities.	Agree	Disagree
c.	Community education programs should serve youth/children.	Agree	Disagree
d.	Community education should have programs to serve adults.	Agree	Disagree
e.	Community education should deliver services to the people.	Agree	Disagree
f.	Community education should have total community involvement.	Agree	Disagree
4. Area vocational-technical schools should serve as the locus for providing leadership and coordination for community education activities. Yes No

Please indicate how you feel about each of the statements by using the following scale: (Please circle your answer.)

- 5 = Strongly Agree
- 4 = Agree
- 3 = Neutral
- 2 = Disagree
- 1 = Strongly Disagree

PART II

CONCEPT QUESTIONNAIRE

1. Area vocational-technical schools facilities should be available for utilization by outside non-profit groups free of charge.
5 4 3 2 1
2. Adult vocational education should be one aspect of community education.
5 4 3 2 1
3. Evening vocational programs should be an aspect of community education.
5 4 3 2 1
4. Area vocational-technical schools should help people help themselves in various aspects of learning.
5 4 3 2 1
5. Area vocational-technical schools should unify the influence of home, school, and community.
5 4 3 2 1
6. Area vocational-technical schools should help communities overcome barriers to social progress.
5 4 3 2 1
7. Area vocational-technical schools should provide a vehicle for teenagers to find a meaningful position in society.
5 4 3 2 1
8. Area vocational-technical schools should provide leisure and hobby time (avocational) planned programs for the citizens of each area district.
5 4 3 2 1
9. Area vocational-technical schools should provide culturally enriching experiences.
5 4 3 2 1

10. Area vocational-technical schools should provide for raising the literacy level of adults.
- 5 4 3 2 1
11. Area vocational-technical schools should provide employment retraining experiences.
- 5 4 3 2 1
12. Area vocational-technical schools should provide for development of individual understanding concerning government, economics, and society.
- 5 4 3 2 1
13. Area vocational-technical schools should provide coordination for multi-agency community improvement efforts.
- 5 4 3 2 1
14. Area vocational-technical schools should provide a system of leadership for community education.
- 5 4 3 2 1
15. Area vocational-technical schools should serve to decrease juvenile delinquency.
- 5 4 3 2 1
16. Area vocational-technical schools should be actively concerned with the problem of integration.
- 5 4 3 2 1
17. Area vocational-technical schools should assist with the reduction of poverty.
- 5 4 3 2 1
18. The area vocational-technical school should provide programs that offer opportunities for social interaction between people of differing backgrounds.
- 5 4 3 2 1

19. The area vocational-technical school should utilize community services and resources for needs not met by the present vocational-technical programs.
- 5 4 3 2 1
20. The area vocational-technical school should develop a comprehensive process for identifying needs and wants of individuals.
- 5 4 3 2 1
21. Area vocational-technical schools should receive financial support from agencies other than the State Department of Vocational and Technical Education to conduct activities for community citizens.
- 5 4 3 2 1
22. Adult education directors should assume responsibility for community education activities in the area vocational-technical school.
- 5 4 3 2 1
23. The area vocational-technical school should provide services other than adult vocational education programs on a regular basis to all community citizens.
- 5 4 3 2 1

VITA 2

Larry Ann Holley

Candidate for the Degree of

Doctor of Education

Thesis: A SURVEY OF AREA VOCATIONAL-TECHNICAL ADMINISTRATIVE OFFICIALS' BELIEFS CONCERNING COMMUNITY EDUCATION

Major Field: Vocational-Technical and Career Education

Biographical:

Personal Data: Born at Bartlesville, Oklahoma, December 8, 1945, the daughter of Olen and Pauline Holley.

Education: Graduated from Alluwe High School, Alluwe, Oklahoma, in 1963; received an Associate of Arts degree from Northeastern A & M Junior College in May, 1965; received the Bachelor of Science degree from Oklahoma State University with a major in Trade and Industrial Education in 1969; received the Master of Science degree in Trade and Industrial Education at Oklahoma State University in July, 1970; completed requirements for Doctor of Education degree at Oklahoma State University in May, 1978.

Professional Experience: Secondary Vocational Teacher, Choctaw High School, Choctaw, Oklahoma, from 1965 to 1969; Manpower Research Intern, Oklahoma State University, from 1969 to 1970; Secondary Vocational Teacher, Central Oklahoma Area Vocational-Technical School, Drumright, Oklahoma, from 1970 to 1973; Secondary Counselor, Central Oklahoma Area Vocational-Technical School, Drumright, Oklahoma, from 1973 to 1977; Director of Federal Project, Central Oklahoma Area Vocational-Technical School, Drumright, Oklahoma, from 1977 to Present.

Professional Organizations: Life Member of American Vocational Association, Member of Oklahoma Vocational Association, Oklahoma Personnel and Guidance Association, Oklahoma Community Education Association, and Phi Delta Kappa.

Awards: Manpower Fellowship for full-time graduate study from the Department of Labor, 1969-1970; EPDA Extern program participant, 1975.