

A 21ST CENTURY COMMUNITY LEARNING
CENTER: A CASE STUDY OF
COLLABORATION AND
PARTNERSHIPS

By

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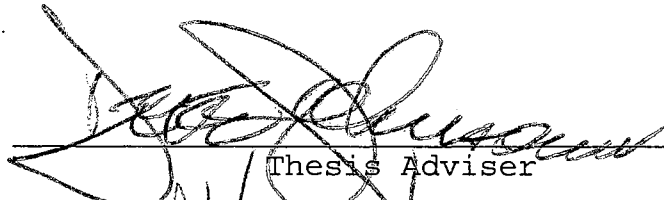
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PREFACE

This study was based on the theoretical basis of systems that must work together to create the synergy necessary for collaboration and partnerships. A case study was conducted of an elementary school in Oklahoma City that had been one of the four designated recipients of a 21st Century Community Learning Center federal grant.

I want to express my appreciation to my major advisor and mentor, Dr. Deke Johnson. A big thanks goes to each of the members of my doctoral committee, Drs. Katye Perry, Nadine Olson, and Ed Harris for their encouragement.

Special thanks goes to my heavenly Father for HIS protection and guidance through these years and to my husband, Thomas Dean Atkinson, for his unfailing love and editing of papers throughout the many years of class work. Special appreciation goes to Dr. Elaine Bowman for all her encouragement and Aarond Graham for his computer help!

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CHAPTER I

INTRODUCTION

A major source of organizational inefficiency is flawed coordination and collaboration, regardless of how one distinguishes between the two concepts (Sarason & Lorentz, 1998, p. x).

Sarason & Lorentz (1998) indicate that trying to repair organizational inefficiency creates major problems. Planning and organizing events to flow smoothly is a major task for an administrator in any organization, including public schools. Worthwhile goals are achieved through effective communication and careful organization.

Therefore, O'Callaghan (1993) said, "one of the principal concepts of systems theory is that individual behavior is best understood as interactive communication in relationship to others" (p. 11-12). Insufficient communication contributes to flawed collaboration.

Therefore, organizations, schools, and 21st Century Learning Centers (after-school programs) need to ensure strong communication by involving "all the relevant 'players'" (Ibid. p.13).

The United States Department of Education had the foresight to see the value of collaboration and partnerships for school districts across the United States

during the 1990's. Some very interesting events transpired. The United States Department of Education convinced Congress in 1997 to appropriate \$40 million to expand learning opportunities after-school. The competitive grant process (21st Century Community Learning Centers, 1999) authorized under Title X, Part I of the Elementary and Secondary Education Act was made available to school districts.

According to Cohen, Assistant Secretary in the Office of Elementary and Secondary Education, the U. S. Department of Education (1998) had the most competitive grant application process in the history of the Department of Education. Over 2,000 applications were processed with ninety-nine applicants chosen and announced by the President on June 17, 1998 to become 21st Century Community Learning Centers Programs (CFDA No 84.287). The 21st Century Community Learning Centers (21st CCLC) were equally divided between rural and inner city school districts and awarded three-year grants.

Statistics gathered from the 1999 grantees show that, in 3/4 of the participating schools, more than half of the children qualify for free or reduced-price lunch. In addition, 18 percent of the students served by the average 1999 project are limited English proficient (Ibid. p. 2)

The Federal intention was to encourage better communication, collaboration, and partnerships within each school district and community that was awarded the grant.

This research, A 21st Century Community Learning Center: A Case Study focuses on the collaboration and partnerships related to an after-school program at an elementary school site in Oklahoma City. The Oklahoma City School District cited the need for better communication in their grant application:

OKC is a fragmented community with a lack of coordination among programs and services designed to meet the needs of youth and their families. Leadership, collaborative linkages, and infrastructures that are found in metropolitan areas of similar size are lacking in OKC. The weak infrastructure includes an historic absence of strong community support for and involvement with the public school system, a weak parent network to advocate for the needs of students and schools, no community-wide ministerial alliance, and uncoordinated system for volunteer recruitment and placement within community agencies, and limited interaction among the education, health, government, civic, and business sectors related to the needs of youth (Oklahoma City Schools Proposal, 1998, p. 4).

Although the description is of a whole city, even the poverty-stricken, multicultural community that surrounds the selected elementary school needs those who would take an interest to plan and organize effective ways to combat the lethargy of the 21st Century. The Mott Foundation (2000) indicated that after-school programs need to

strengthen the relationship and networking between schools and agencies. The 21st Century Learning Centers would need much planning and organization to enable schools to stay open longer. With the start of the 21st Century Community Centers in elementary schools and middle schools located in central Oklahoma, administrators and staff became interested in the long-lasting effects of after-school programs.

Theoretical Framework

The word 'system' is used to describe a collection of continually interacting parts, which together make a whole that is more than the sum of those parts. There is a tendency for each part to affect, and in turn be affected by, all the other parts in the system. A kind of circular balance prevails: A affects B affects C which affects A. Once in motion, the patterns of the system tend to repeat themselves, and to maintain themselves constantly" (Campion, 1985, p. 42).

Systems theory and temporary systems theory form the conceptual frameworks for this study. Systems theory helps explain the dynamic interrelationship of several parts (Viveiros, 1999; Loughran, 1981; Beer, 1980) in organizations. "The term 'organization' is a valid synonym for 'system' if it is recognized that an organization consists of *dynamically interacting* elements, and not

static structures" (Thomas, 1971, p. 29). Systems theory, according to Viveiros (1999) and Loughran (1981), demonstrates how organizations interact or communicate with the environment or the community that surrounds that organization.

Cummings (1980) explains that organizations may be treated "as 'open systems' maintaining relatively steady states while exchanging matter/energy and information with their environment. Open systems, in contrast to the 'closed systems' of classical physics, tend towards higher states of order and complexity" (p. xvi). Changes are brought about in different ways in both systems. According to Cummings (1980) and Dimond (1987), open systems may be "negentropic" replenishing themselves through interaction with the environment. Open systems (Loughran, 1981) may be "self-regulating" by using information in their processes of dealing with problems, and "equifinal" by making necessary changes to match the needs. Dimond (1987) indicated that a system that fails to interact with its environment is "considered closed" (p. 37).

School systems that should be having dynamic feedback from the community have been accused of being islands or fortresses (Boo & Decker, 1985, Decker & Boo, 1996) that prevent input and ideas from permeating the organization.

Viveiros (1999) indicated that closed systems do not allow input and output. When school systems act as closed systems, they lose flexibility, resources and adaptability to change.

Figure 1 shows how schools can be disconnected from their communities. Schoolteachers and administrators work through and with children, but frequently do not have direct contact or communication with the rest of the community, such as parents, agencies, faith-based organizations, or other community based organizations.



Figure 1. How Agencies Interact With School Systems

Mathews (1996) explained, "School issues are especially prone to be treated in isolation from other relevant community concerns" (p. 25). The community usually does not participate in the planning, organization, and implementation of school programs. Schools deal with children and their needs. Children tell parents about experiences at school and if children need additional help, parents reach out to agencies and agencies reach out to the larger community. School systems are considered to be

linear, instead of circular in the flow of information and communication between the school system and agencies.

The value of a theoretical framework, as described by Evered (1980), is that it provides a common terminology with which to convey how school systems are organized. Systems theory describes a closed school system with little interaction with its environment. Limited contact with the environment by systems (Bennis & Slater, 1998) is sometimes offset by introducing temporary systems, which makes it a priority to communicate and engage with a community. School systems may have little feedback, so that temporary systems (Bennis & Slater, 1998) become a means of bringing about changes.

Smith and Orlosky in Elam (1995) emphasized the fact that change is happening in all aspects of American life, therefore, it is not surprising that the education system is affected also. Bennis & Slater (1998) said, "Change continues to be the one given of our time - dizzying, unpredictable, relentless change that all but cries out for temporary systems that can be dismantled as soon as they become outmoded" (p. 61).

Changes have affected school organizations. Educational changes had been attempted during the past 75 years, cited Smith & Orlosky in Elam (1995). The authors

determined that over time, only 14 of the 63 temporary systems they studied had become institutionalized and had permeated the nation's educational system. Some temporary systems or changes caused by outside environmental influences (Elam, 1995) include: (1) adult education, (2) driver education, (3) compulsory attendance, (4) desegregation, (5) Head Start, (6) Kindergarten, (7) and vocational education.

Bennis & Slater (1998), in explaining the organizational structure of the future, emphasized that "the key word will be *temporary*. There will be adaptive, rapidly changing *temporary* systems" (p. 83). A temporary system is only used as long as it is necessary, but may become dysfunctional or may become incorporated into the system.

The temporary system as understood by Bennis & Slater "will be task forces organized around problems to be solved by groups of relative strangers with diverse professional skills" (Ibid. p. 83). Organizations or school systems need to have communication with extensive networks (Wagner, 1992) and collaboration to have dynamic interrelationships or interconnectedness (Viveiros, 1999) that best serves its constituents.

Purposeful and planned community efforts must be made to bring better communication to bear on common problems (Mathews, 1996). Bennis & Slater (1998) noted that they are "more interested than ever in creative collaboration, the process whereby a group pools its talents and creates something that transcends the contribution of the individuals" (p. 63). Hellriegel, Slocum, Woodman (1992) understood that although we may be able to communicate with all other individuals, sometimes communication is restricted due to the fact that individuals or agencies having higher social status will probably dominate the communication network. Sarason & Lorentz understood the basic problem when they wrote, "a major source of organizational inefficiency is flawed coordination and collaboration" (p. x). What can be done to open communication, to become "negentropic" (Cummings, 1980, p. xvi) which means replenishing the organizational energy?

Tubbs (2001) and Loughran (1981) found that although research on communication commonly describes various different communication networks, there was the fact that the leader of a network system enjoyed the position much more than persons whose communication was restricted. The reason that this takes place is that a leader can communicate to any other individual, but entities on the

edges must direct their communication through the leader. The communication networks model is adapted from Tubbs (2001) and Loughran (1981).

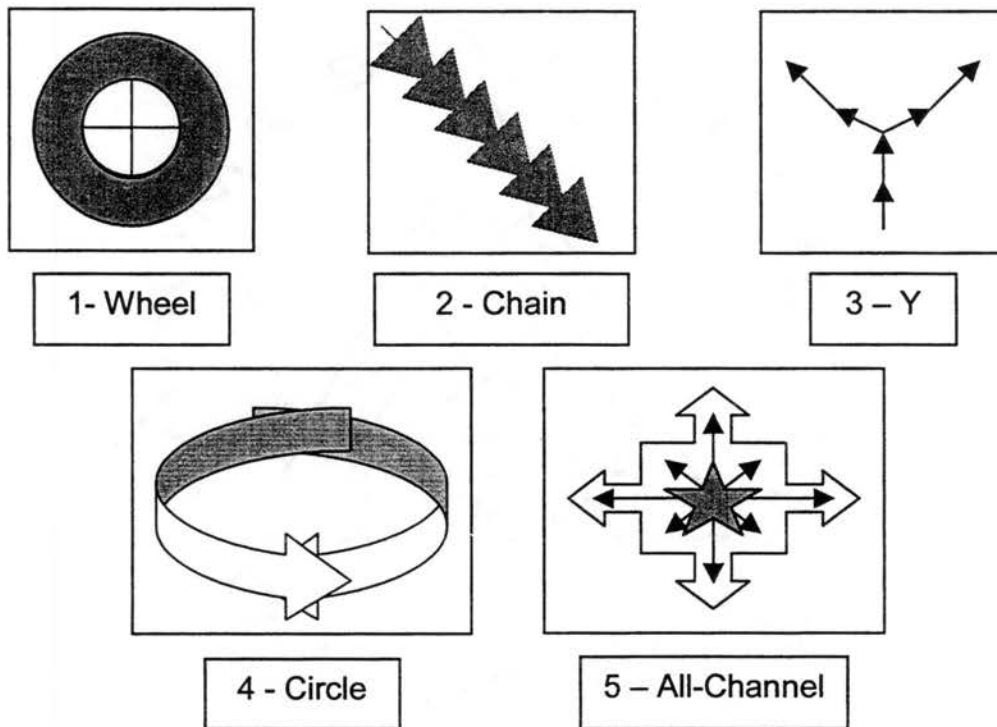


Figure 2. Communication Networks

The communication boxes describe the flow of conversation between individuals. At times communication flows directly as pictured in the first box, which is described as the wheel. Tubbs (2001), Littlejohn (1996) and Loughran (1981) indicated that the wheel symbolizes the communication style of a person who dominates the discussion. The second box, the chain, indicates that

communication may flow from a superior in one direction, to others in the organization. The third box pictures communication flow as a Y, which represents communication from one person to others, but still in one direction and not allowing communication with others. This style of communication "produces subgroups, decreased satisfaction, and a relatively poor amount of idea sharing" (Tubbs, 2001, p. 160). The fourth box, the circle, depicts communication flow as being sporadic and not flowing smoothly between two groups. The fifth box, the all-channel, depicts communication that flows in all directions, and is superior since feedback is more immediate and accurate.

Problem

The whole purpose of the 21st Century Community Learning Centers program (1998) is to encourage collaboration and partnerships to strengthen the school and community. Here is the crux of the problem:

Across the country, many communities are using a variety of impressive approaches to help link isolated families to some of the opportunities, networks, and supports they need. But most of these efforts are not comprehensive enough, nor do they involve sufficient collaboration to change the future for the large numbers of isolated families with multiple problems living in our most troubled neighborhoods (The Annie E. Casey Foundation, 2000, p. 17).

Although, collaboration and partnerships were requisites for planning, implementing and institutionalizing an after-school program such as the 21st Century Community Learning Center, school systems may not know how to make communication match their desired goals. Federal guidelines mandated collaboration (Federal Register, 1997), yet one might question to what extent collaboration exists.

Purpose

The purpose of this study was to ascertain, through a case study, the degree to which communication based on the all-channel network model took place at an elementary school which received funds from the 1998 initial 21st Century Community Learning Center grantees in Oklahoma City. This case study was conducted to investigate the extent of collaboration between an elementary school in Oklahoma City and the cooperating stakeholders. The elementary school had a 21st Century Community Learning Center grant (an after-school program). The focus of this case study was on how collaboration and partnerships between the elementary school and the involved entities would have an impact on the common problems mentioned in the Oklahoma City Proposal (1998), such as: (1) lack of

coordination between organizations involved with schools, (2) absence of community support, (3) lack of parental involvement, (4) uncoordinated volunteer services, and (5) lack of communication between agencies dedicated to children and youth. It is a profound desire of this researcher that the study be beneficial to educators and researchers trying to find ways to build bridges into other heavily Hispanic communities.

Significance

Public agencies and organizations have laudable goals they want to achieve, but often the goals are not met because appropriate communication and strategies were not in place. From Tubbs (2001) and Loughran (1981), we have seen from satisfaction among partners that effective communication would follow the all-channel network model. Although there has been some description of successful after-school programs in Oklahoma (Decker & Romney, 1990), there has been no formal research. The researcher is interested in such an effort. The focus is a multicultural inner-city school that struggles with 50% limited English proficiency, violence in the community, crime, and drug abuse (Oklahoma City Proposal, 1998). The information presented in this study could suggest ways for similar

inner city neighborhoods to develop their own communication network. The desire of the researcher was to contribute to the field of knowledge about the need for better communication through networking, coordination, cooperation, and collaboration.

Research Questions

The 21st Century Community Learning Center was developed in three phases. The research questions relate to the three phases, specifically: (1) Phase I (1995-1998) Preparation, (2) Phase II (1999 and 2000) Implementation, and Phase III Rejection or Institutionalization. The following questions guided this tracking of the extent of communication in regards to the 21st Century Community Learning Center (21st CCLC) at an Oklahoma City elementary school.

Phase I (1995-1998) Preparation

1. Prior to the start of the 21st Century Community Learning Center (CCLC), what planning and organization for collaboration and partnership took place from 1995 until 1998?
2. What does the proposal document written by Oklahoma City Schools administrators say about

collaboration and partnerships that were directed to the selected elementary school?

3. What was proposed?
4. What were the perceptions of key individuals and groups in terms of quality of planning?
5. How did planning and organization come together?

Phase II (1999 and 2000) Implementation

1. What were the attitudes of entities or groups to the implementation of the 21st Century Community Learning Center as the project began in January 1999?
2. What were the attitudes of the entities or groups by the end of 1999?
3. What were the effects of collaboration and partnerships during the academic year, spring 2000 upon the children in school?
4. What were the effects of collaboration and partnerships upon the community outside of the school?
5. What were the effects of collaboration and partnerships during the summer of year 2000 upon children?

6. What were the effects of collaboration and partnerships during the summer of year 2000 upon the community?
7. What were some positive effects on learning that were observed since the start of the academic year fall 2000, due to collaboration and partnerships?
8. In regards to the contribution partners made, what was already in place at the 21st Century Community Learning Center?
9. What entities made up the partnerships? (Eleby, 1983).
10. What impact has the 21st CCLC had on the community?
11. What were some plans for the fall 2000 collaboration and partnerships?
12. What other collaborations and partnerships seemed to be lacking?

Phase III Rejection or Institutionalization

1. What plans might be made for continued collaboration?
2. What changes in organization might be necessary for future collaboration and partnerships to be effective at the selected elementary school community?

3. What are some recommendations to improve future collaboration and partnerships?
4. What elements are needed for collaborative efforts to continue?
5. What plans are being made for collaboration and partnerships to continue when current funding is stopped?

Definition of Terms

Before-and after-school programs - The time before actual classes start, as well as the time after dismissal of the regular common or public school day (Healy, 1998; IACE, 1988; Kennedy, 2000; Mitchell, Seligson, & Marx, 1989; Oklahoma State Department of Human Services, 2000).

Children in self-care - Children not supervised by someone who is accountable, or children who take care of themselves (Fink, 1986).

Collaboration - Loughran (1981) indicated that "the word always denotes a human interaction, and that the nature of that interaction can be inferred from the roots of the word, co (with) and labor (to work)" (p. 24). Collaboration is an intense form of interagency contact that involves total agency sanction and is successful only when implemented by a small group or series of small

groups. "The collaborative effect of high productivity and high personal interaction demands the higher trust levels, more frequent face-to-face communication, and greater commitment found only in small groups with relatively stable membership" (Ibid. p. 24). Tubbs (2001) and Loughran (1981) agreed that collaboration would more effective with face-to-face interaction, so that a general characteristic was creative problem solving. Shafritz, Koeppel, & Shopper (1988) describe collaboration as planning cooperatively between individuals, while Mahoney (1988) decided that "groups" working together collaboratively could solve problems (p. 6).

Latchkey children - Children who are in self-care or unattended by an adult for a period of time after school is dismissed that may be due to work, lack of interest, neglect, or absence of extended families (Pederson, de Kanter, Bobo, Weining, & Noeth, 1998).

Networking: Exchange of information (Loughran, 1981) between individuals of different organizations, which may lead to collaboration.

Partner - "1) A person who shares or is associated with another in some action or endeavor: associate, and 2) one of two or more persons who contribute capital to

establish or maintain a commercial venture" (Random House Webster's College Dictionary, 1998).

Poverty - The U.S. Census Bureau indicates that it uses "a set of money income thresholds that vary by family size and composition to detect who is poor" (1999, p. 1). The Annie E. Casey Foundation states that poor people received "less than \$16,300 for a family of two adults and two children in 1997" (1999, p. 7).

21st Century Community Learning Centers (21st CCLC) - An opportunity for school districts to provide federal dollars to schools for extended learning opportunities (NCREL, 2000; 21st CCLC, 1998, 1999, 2001)) for students. The learning opportunities may occur before or after-school, on weekends or during the summer (Schwartz, 1996).

Assumptions

- 1) According to the proposal submitted in 1998, "Oklahoma City is a fragmented community with a lack of coordination among programs and service" (OKC Proposal, 1998, p. 4). However, the researcher's assumption was that the school and community had collaboration. In fact, the researcher was a VISTA volunteer during the summer of 1998 at the selected

site and observed Parks and Recreation personnel spending hours with the children of the community in the school cafeteria and on the playground.

- 2) The researcher's assumption, based on personal experience as an elementary classroom teacher in Oklahoma, was that the classroom teachers communicated with the staff and the coordinator of the 21st Century Community Learning Center, through planning, working together, meeting, organizing, evaluating, and implementing changes.
- 3) Communication through networking, cooperation, coordination, and collaboration (Loughran, 1982) has proven effective to bring about changes to entities actively involved in communities across America (Decker & Romney, 1990). Assumptions were made that "communities are capable of change" and "one of the strongest forces for making change is community power," (Ibid. p. 10) through better communication.

Limitations

The researcher acknowledges limitations to this study:

- 1) Only one elementary school with a 21st Century Community Learning Center in Oklahoma City was studied. Data submitted from the 1997-1998 information showed an

enrollment of "311 students, of which 8% are American Indian, 25% are Black, 54% are Hispanic, and 13% are White" (OKC Proposal, 1998, p.3). Findings in this case study may not be transferable to other multicultural communities with a different cultural make-up.

- 2) The researcher worked at a university some distance from the elementary school and was not able to make personal contact with all entities involved with the after-school program.

Organization of the Study

Chapter One contains a brief background of the start of the 21st Century Program and the process of selecting the elementary school as the focus of the case study and research. Sections are devoted to the theoretical framework, problem, purpose, significance, research questions, definitions, assumptions, limitations, and organization of this study.

Chapter Two deals with literature from abstracts, books, dissertations, ERIC Documents, journals, web sources, and much more. Included in this chapter are objectives and goals written by the Oklahoma City School District in their Proposal in 1998. A description of poverty and the community surrounding the elementary school

sets the stage for the 21st Century Community Learning Center. The chapter is divided into five sections: (1) theoretical background, (2) poverty and its effect on education, (3) after-school programs, (4) communication, and (5) 21st Century Community Learning Centers.

Chapter Three describes the methodology employed in the research. First, written approval by the school superintendent or the designated party was necessary (Appendix A). Second, in order to enhance reliability, a pilot survey was administered to another Oklahoma City elementary school with a 21st Century Community Learning Center (Appendix B). Third, the survey was given to the principal, day educational staff, kitchen personnel, maintenance personnel, after-school educational staff, city participants, and coordinators of the 21st Century Community Center at the school selected for this study. Finally, interviews were conducted with educational participants to clarify any questions from the survey, as well as other agency personnel (Appendix C).

Chapter Four includes the relevant findings from documents and survey analysis. Relevant findings from both formal and informal interviews were highlighted to show perceptions toward collaboration and partnerships between

key stakeholders involved with the 21st Century Community Learning Center.

Chapter Five includes an analysis of the data gathered from surveys and interviews. A discussion of the major themes which emerged from the analysis leads to recommendations for further research.

CHAPTER II

LITERATURE REVIEW

This chapter will deal with literature relevant to this study. The chapter is divided into five sections: (1) theoretical background, (2) poverty and its effect on education, (3) after-school programs, (4) 21st Century Community Learning Center Program, and (5) communication.

Theoretical Background

Systems theory and temporary systems form the conceptual framework for this study. Beer (1980) found characteristics or similarities between systems theory and organizations: (1) Both systems and organizations are composed of components or parts, which interact with one another, and (2) systems and organizations are networks of people or entities that function together. This researcher will use the theoretical background of a system to understand first that the elementary school is part of a larger system, and second, the elementary school is composed of many parts or people interacting or communicating with each other on the local level, such as administrators interacting with classroom teachers and

support staff, as well as a multitude of other entities. The elementary school works as an organization (Beer, 1980) to meet the needs of children, teachers, support staff, and administrators.

Connolly & Pondy (1980) explained, "The First Law of Systems is that everything is connected to everything else. Given our well-documented cognitive limitations, we cannot possibly consider 'everything'" (p. 16). Due to this limitation, the researcher was not able to consider all the connections and interactions that take place during the elementary school day. Viveiros (1999) indicated that researchers must study each part before being able to understand the whole. Thus, this researcher focused on the 21st Century Community Learning Center program and how communication through networks, cooperation, coordination, collaboration, and partnerships affected or changed the community and the elementary school.

Bennis & Slater (1998) found that the organizations that thrive today are those that acknowledge the need for changes for maximum success. Key stakeholders (Carlson, 1995) need to participate in the decision-making process to maximize success, through sufficient communication in the endeavor. Due to mismatches between systems, environments, and/or communities, social changes occur (Young, 1977).

The mismatch is underscored with what Beer (1980) understood to be problems involving changes within organizations or systems. Due to an attitude of resistance or apathy, the organization may revert back to its original state. Beer elaborated, "Resistance develops because people are inadequately involved or committed. This occurs because the implications of the change for people have not been fully understood by management" (Ibid. p. 107). This resistance may lead to "entropy" or running down of the system.

Bennis & Slater (1998) indicated that there are symptoms or responses by those resisting change. The responses are "a guarded, frozen, rigid response, denying the presence or avoiding the recognition of changes resulting most typically in organizational paralysis" (p. 121). Viveiros (1999) realized that due to the vast quantities of information and accelerated changes happening constantly that systems experience breakdown. Since the school organization is accountable to the community and since children are part of the community, it behooves the school to meet the needs that are apparent and outstanding, otherwise, entropy sets into the community, families, and school system.

Eleby (1983) admonished school systems to find and make connections with their nearest neighbors in the field of human delivery services, in an effort to seek out ways to improve education. "Thus, organization development requires planned changes in culture and periodic assessments of programs in shifting value and belief systems of the organization" (Beer, 1980, p. 99). Planned changes can be brought about through communication. The collaboration chart from Loughran (1982) indicates that as the likelihood of personal contact is increased through communication, then changes can be brought about through the strength of the linkages. Loughran (1982) made the point about the value of a small group of individuals communicating and working together on a project that makes synergy possible for collaboration. The chart (Figure 3) designed by Loughran (1982) provides the needed explanation of how communication and linkages interact in a loosely woven fashion during the initial stages of networking. As communication is strengthened through the processes of coordination and cooperation, then communication becomes highly interactive or tightly woven to build toward the synergy of collaboration.

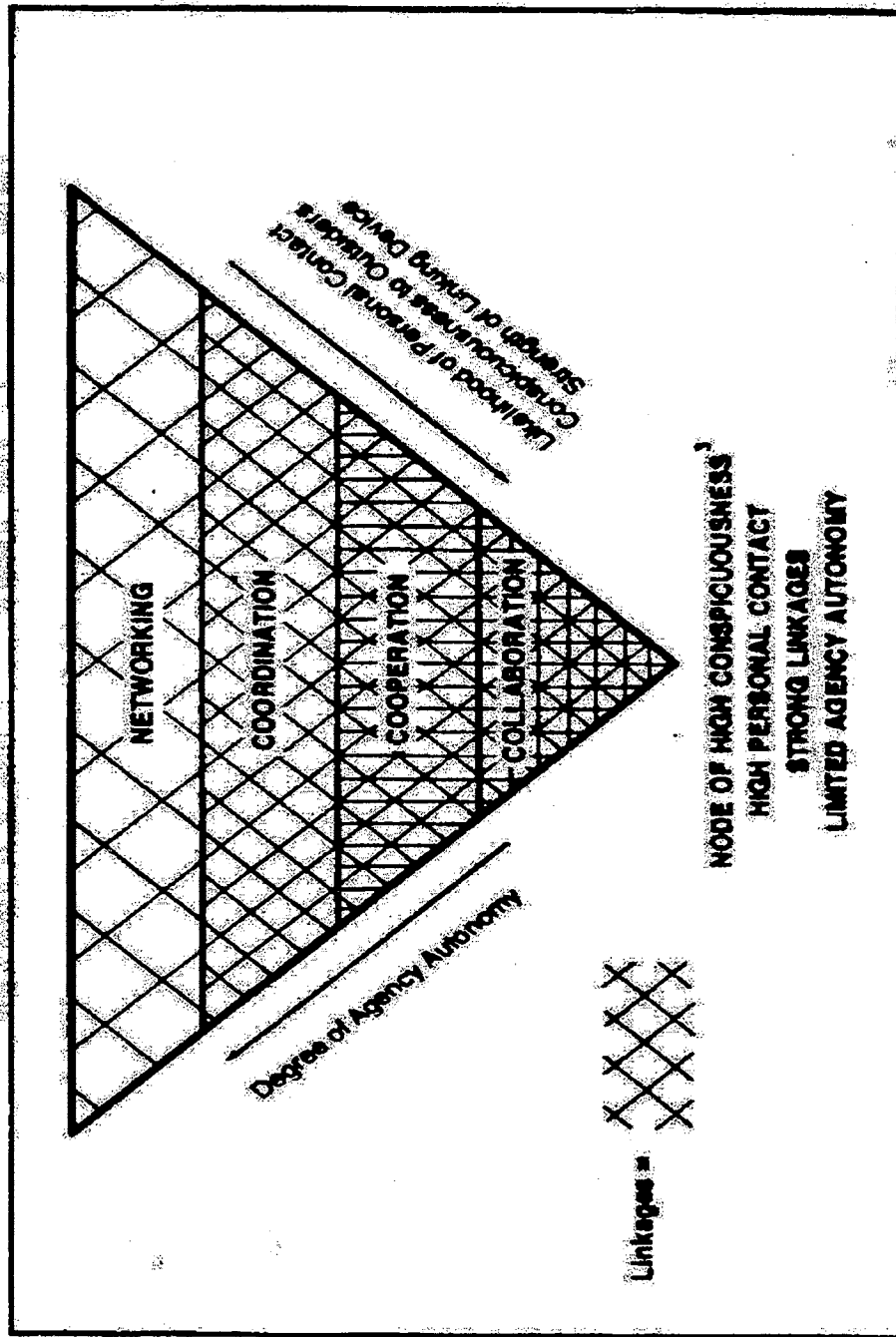


Figure 3. Collaboration Chart (Loughran, 1982, p. 28)

The 21st Century Community Learning Center federal program called for collaboration and partnerships. Pounder (1998) explained that collaborative work organizations have been a part of the American culture since the early 1990's. Recently, collaboration has become a part of both practice and research in education as well. Since the 21st Century Community Learning Center program affects the total community, it is imperative that the school system be prepared to meet the changes and challenges in the culture through better communication.

Beer (1980) indicated, "by comparing the actual state of the social system with the required state, a plan for organizational improvement can be developed" (p. 102-103). This change is brought about with a temporary change, which might over time disappear or may be incorporated into the system such as what happened when Kindergarten, which was a temporary system, but now has become a vital part of the educational organization system. The consequences of temporary systems are helping to bridge and bring the school system more in alignment with what society as a whole desires for its children.

The problem is that organizations must use teamwork and better communication (Viveiros, 1999) to work through

problems. Bennis & Slater (1998) understood that there may be many temporary systems, which means that individuals will have to learn to communicate more effectively while on the job and they may not have the opportunity to form more enduring work relationships over a period of time. The evidence for temporary systems is that technological changes "will lead to more and more partnerships between government and business" (Bennis & Slater, 1998, p. 81). This is due to the fact (Viveiros, 1999) that organizations are dependent upon the availability of resources. Therefore, communication and networks usually revolve around either the abundance or the lack of resources.

School systems, when collaborating with local businesses and corporations (Johnson, 1998), may find themselves somewhat dependent on the resources available in the larger community. Bennis & Slater (1998) stated why there was a problem. "Coping with rapid change, living in temporary work systems, developing meaningful relations and then breaking them - all augur social strains and psychological tensions" (p. 84). Therefore, social change and temporary structures need to be blended.

In developing a 21st Century Community Learning Center program in Oklahoma, it was necessary to plan and develop organization quickly. There was not much lead-time until

the program had to be up and running. Did this hurt the school? Were employees angered by the neglect to prepare adequately and to communicate goals and plans? Each child, each teacher, each site coordinator, and each parks and recreation employee would be affected by being impelled into a system beyond their control.

Poverty and Its Effect on Education

Poverty was the basis for receiving the 21st Century Community Learning Center grant. The after-school program was designed to provide educational opportunities for disadvantaged children. The researcher found that poverty affects education at the selected elementary school.

Poverty Is a Reality

Kuper and Kuper (1996) define poverty as based on the level of income needed for individuals to partake in activities required in the society in which they live. An individual or family unable to meet basic needs is considered to live in poverty. Fantini & Cárdenas (1980) consider the fact that earning a living is central to family survival. Poverty has continued in the United States of America in spite of the rising economy (Annie E. Casey

Foundation, 2000). Abject poverty exists in many large cities. Gutek ascertained:

While poverty impacts children throughout the population, it falls most heavily on children of minority groups. One out of every six white children, one in every three Hispanic children, and one in every two African-American children live in conditions of poverty (1992, p. 8).

Description of poverty in urban areas is not a lovely sight. Fantini & Weinstein (1968) depict the urban school setting as "one in which there is persistent stress imposed by intensely concentrated social realities" (p. 3), such as gangs, violence, and crime. Dupper, & Poertner (1997) gave some consequences for those living in poverty-stricken urban areas, such as "substance abuse, juvenile delinquency, crime and violence, gangs, unsafe sexual practices, teenage pregnancy, single parenthood, limited health care, slum housing, and homelessness are problems frequently experienced by families" (p. 1).

Bruchey (1996) admonishes educators that "the task is then set before the school to educate students with the least amount of humiliation and stigmatization while providing the best possible education which is their right to receive" (p. 17). Deuteronomy 15:4 strictly tells us that "there should be no poor among you" (The Holy Bible: New International Version) While poverty, with its

magnitude of problems, exists worldwide, the researcher focused on a local setting.

Poverty in Oklahoma City

Poverty is a reality in the neighborhood surrounding the elementary school selected for this study. The Oklahoma City (1998) proposal described the particular school system selected for the study as one in which "nearly 98% of the students are eligible for free or reduced lunches.... The average per capita income in this neighborhood was just over \$7,300 annually" (p. 3). This figure is dramatically half of what The Annie E. Casey Foundation (1999) states that poor people receive. The school itself was built in 1930 on 1.6 acres of property adjacent to a public park.

The neighborhood in the vicinity of the selected elementary school has small, older, wooden-frame homes on small lots. Multiple broken down cars adorn front and back yards. Low-income government apartments house many families a couple of blocks away from the school. The social realities are stressful.

The researcher observed children living in dirty environments where roaches and filth were an accepted part of life. Filth and foul odors characterized the

neighborhood where poverty prevailed, possibly due to some people placing the commodities for cleanliness as a secondary necessity. Laundry detergent at month's end appeared to be a luxury. This researcher observed that some parents struggled for an existence by working at odd jobs, while others coped by working long hours on more than one job for minimum wages. Many people in their comfortable situations might find it astounding that "an automobile is still a luxury among the very poor" (Crosby, 1999, p. 303). Van Horn (1999) described poverty as being "stressful and unhealthy" (p. 292). With these situations Kilbourne, Decker, & Romney (1994) said, "many parents, strapped for time... hope the schools will help them bring up their children" (p.16).

Effects of Poverty

Poverty has continued in the United States of America in spite of the rising economy. Families that are searching for jobs may wind up in an inner city ghetto with limited income, very poor housing conditions, and many without the language skills or knowledge of the system to effectively care for themselves or their children. Abject poverty exists in many large cities. Relationships in multicultural neighborhoods have increased the possibility

of gangs and drugs. Poverty is a reality in the neighborhood surrounding the elementary school selected for the study.

Dupper & Poertner, (1997) state that "poverty in the inner cities has a profoundly negative impact on children's educational success" (p. 2), by not providing sufficient food necessary for minds and bodies to be developed properly. Kilbourne, Decker, & Romney (1994) indicated that, "children who are poorly fed or otherwise neglected, or who lack adequate medical care, do not flourish in school" (p. 16). Dupper & Poertner, (1997) listed some of the terrible effects of poverty on education.

These problems include poor cognitive development, decreased language ability, inadequate social skills, reduced abstract-reasoning ability, deficient problem-solving skills, reduced self-esteem, shortened attention spans, and little impulse control (p. 2).

The Annie E. Casey Foundation (1999) found in research that "children who grow up poor are also more likely to become teenage parents, drop out of high school, and be unemployed as young adults" (p.7). Children, as well as many adults, seem to be clutched in the grips of lethargy, hopelessness, and the seeming inability to function effectively to combat the forces that have dragged them down to a level of inescapable helplessness.

Howe (1991) graphically depicts the current situation by stating, "never have unemployment, drug abuse, violent crime, the numbers of out-of-wedlock children, and socioeconomic isolation been worse" (p. 12). Children and youth with working parents are prone, when school is dismissed, to find activities that bring excitement. Without constructive guidance, children and youth become involved in crime and violence.

Crime and Violence

After school is dismissed, due to the environmental influences, social peer pressure, and lack of self-discipline, many children and youth are involved in perpetrating crime (The Annie E. Casey Foundation, 2000) and delinquency. Fickes (1998) found from FBI statistics that most juvenile crime took place in the afternoon or early evening. Other accounts show that latchkey children, whose parents work until five or even to eight in the evening, may have little supervision after school (Bill, 1989; Fight Crime, 1999; Fink, 1986; Ringers & Decker, 1995; Rossi & Others, 1996; U.S. Department of Army, 1985; U.S. Senate, 1984). Fantini & Cárdenas (1980) recognize that "the impact of modern society has often resulted in

the need of many parents to *delegate* to other agencies responsibilities for child-rearing and education" (p. 208).

Newspaper accounts indicate that some latchkey or at-risk children neglected or left unattended for long periods of time are more likely to be involved with crime, drugs, gangs, shoplifting, and violence (Herbert, 1997; Mott Foundation/JC Penney, 1999). Crime increases dramatically following school dismissal (Boland & Simmonds, 1996; U.S. Department of Health, 1997; Fight Crime, 1999; Mott Foundation/JC Penney, 1999).

Crime and Violence in Oklahoma

The researcher found that across the State of Oklahoma, documented accounts of 1,171 arrests were made of children between the ages of 10 and 17 during 1997 (Oklahoma Kids Count Partnership, 1999). "Well over half (693 youth or 59.2%) of the youths from the ages 10 through 17 arrested for committing violent crimes were arrested in one of the state's two largest metropolitan counties (Oklahoma or Tulsa County)" (Ibid. p. 27). Although we do not know at what hours these arrests were made, we may surmise that the arrests occurred after school and on weekends.

Crime in the Neighborhood

The researcher contacted the Oklahoma Reserve Law Officers Association for advice as to where to start a crime history search. The officer indicated that a computer search of News 9 Interactive Crime Report (2000) might be beneficial. Table I demonstrates the number of crimes committed for each type of criminal activity from 1999 through 2000.

Table I

NEWS 9 INTERACTIVE CRIME REPORT (2000)

<u>N</u>	Type	Description
2	Homicide	May & August, 2000
7	Rape	3 in Nov-Dec 1999, and 4 in 2000
9	Robbery	With use of dangerous weapon
73	Assault	With use of dangerous weapon
58	Burglary	Residence and commercial
42	Auto theft	(One recovery)
5	Arson	2 vehicles, 2 residences, and 1 commercial
196	Crimes	1999-2000

The report of November 21, 2000 indicated that 196 crimes had been committed within a three-quarter mile radius of the elementary school from November 4, 1999 through October 28, 2000. There were five pages on the crime activities with the time of occurrence, date, and address within the three-quarter mile radius of the school. The list showed that 31.6% crime activities occurred between the hours of 3:00 P.M. and 8:00 P.M., the after-school period which is of most interest to the researcher.

Crime history from 1995-2000 was researched by the Oklahoma City Police Department on January 11, 2001, brought revealing evidence of how crime was reduced in the area surrounding the school when the after-school program was in effect. Table II lists from the 110-page crime history document only crimes that were committed between 3:00 to 8:00 in the evening.

Table II

CRIME HISTORY: OKLAHOMA CITY

Description	1995	1996	1997	1998	1999	2000
Homicide						2
Rape			1	3	1	1
All Robbery	1			1	1	
All Assault	28	35	26	20	21	23
Burglary	40	28	23	33	28	16
All Theft	35	23	22	29	20	14
Auto Theft	15	10	22	11	10	9
Total	119	96	94	97	82	66

Furthermore, vandalism of school property, shown in Table III, had been a constant drain on finances at the school selected for the study, but a study of documents produced by the Oklahoma City School Board showed a decrease in vandalism with the advent of the 21st Century Community Learning Center program.

Table III

VANDALISM OF SCHOOL PROPERTY REPORT

BEFORE AFTER-SCHOOL PROGRAM VERSUS DURING PROGRAM

1995	1996	1997	1998	1999	2000
\$1236.59	\$901.00	\$2279.00	\$4847.00	\$190.42	\$473.00

After-School Programs

Early philanthropists urged extending learning for minorities and inner city children and youth, with concerned citizens actively involved to improve situations. The U.S. Department of Education (2000a) indicated, "today, more than 28 million school-age children have parents who work outside the home. An estimated five to seven million, and up to as many as 15 million 'latch-key children' return to an empty home after school" (p. 1).

Various agencies eye the student care problems through different points of view. First, taxpayers feel that public schools and other local agencies need to be involved in the supervision of elementary and middle school children regardless of the parents' socioeconomic situation (Decker & Associates, 1990; Seay & Associates, 1974). For example,

Frontier Public Schools, Oklahoma, advocated for after-school programs with these words. "Our school has people in it from 7 a.m. to 11 p.m. and 11 and 1/2 months of the year. We believe that our taxpayers are getting their money's worth and we are building a unified community" (Campbell & Johnson, 1998, p.23).

Second, law enforcement agencies are striving to keep communities safe. These law enforcement agencies have urged community leaders to take an active role in providing quality after-school programs (Fight Crime, 1999; Oklahoma Gang Investigators Association, 1999). Third, "in too many of the poorest communities... poor families lack confidence or trust in the local institutions such as health care, day care, education, and law enforcement" (The Annie E. Casey Foundation, 2000, p. 15). Some communities seem to put more confidence in gang strength since, "in a twisted way, gang criminal enterprises mimic the 'American dream' of building and running a successful business" (Oklahoma Gang Investigators Association, 1999, p. 3).

Many citizens believe that their taxes are paying for school buildings that are vacant between three-to-eight in the evenings. School buildings could be used more effectively to provide time for homework, tutoring, technology training, character development, and safety

(Román, 1998, United States Congress, 1998). The C. S. Mott Foundation noted, "The need for after-school programs is increasingly urgent. The fact is that the after school hours are the times when our children are most at risk" (Personal Communication, January 31, 2000).

Volunteers among high school students, senior citizens, and other citizens are giving of their time and energies to make a difference in the lives of children in some neighborhoods. The U.S. Department of Education (2000) found after-school programs were dependent upon volunteers from among parents and community agencies.

Documented accounts of after-school programs across America are available (Baker, 1997; Bill, 1989; Brossoit, 1991; Decker & Romney, 1990; Kilbourne, Decker, & Romney, 1994; U.S. Department of Education, 2000b). Decker & Romney (1990) advocated that community resources should be used to the fullest to increase benefits for latchkey children or those who need extra tutoring and homework help. Studies have shown that enrollment in after-school programs (Fickes, 1998; Medlin, 1980; Wilgoren, 2000) from Kindergarten, Elementary, and through Middle School, helps boost class attendance, helps working parents, and reduces behavior problems. Melaville (1998) found that "over the past decade, a wave of new school-community initiatives has

joined, and shaped, these efforts. These initiatives are transforming schools into the social, educational and recreational anchors of their communities" (p. 1). These initiatives have developed into many community efforts through volunteers giving of their time to help children with reading, math, computers, and other learning opportunities.

Snow (1993), in her research across the State of Washington, found that the after-school child-care program provided experiences that complimented the children's academic and social experiences in school. Older elementary children were given a choice from many types of activities. "Principals reported that 55.2 percent (n = 136) of the programs combined academics and recreation and 41 percent (n = 101) were strictly recreational" (Ibid. p. 46).

Research in Canada (Maheux, 1998) found that some popular activities are music, art, and sports. The availability of friends increased students' desire to participate and not drop out of after-school programs. Walter, Caplan, & McElvain (2000) indicated that many after-school programs focused on improving academic achievement, since a strong after-school program created a stronger school day, thus reinforcing lessons learned

through "highly interactive, engaging activities that stress skills acquisition, problem solving, exposure to new experiences, and significant relationships with caring adults" (Ibid. p. 61).

Benefits of After-School Programs

After-school programs offer neighborhood children an opportunity to communicate and interact with positive role models, (Baker, 1997) and because of this, "programs can incorporate social and life skill training" (p. 58).

After-school programs are available for children to be safe from crimes or drug use and to give them an opportunity to build better social skills and academic skills. "In a sense improving inner-city schools is like putting together a giant jigsaw puzzle. The first task is to find all the puzzle pieces and turn them upright. Finding the pieces will require us to look at a variety of disciplines" (Van Horn, 1999, p. 292).

Educators and researchers know that there are benefits to after-school programs. Campbell & Johnson, (1998) found for example in the Ardmore, Oklahoma public schools, "the after-school program provided working parents safe and secure environments for their children. Berryhill, Oklahoma (Armstrong, Gutierrez, & Johnson, 1999) students

participated in organized educational activities, such as homework assistance, sports skills, arts and crafts. Besides being safe and occupied, children and youth had a snack, received homework help, and had a variety of activities in the afternoons, until parents returned home from work. Beck (1996) described the Manchester Youth Development Center as having an environment characterized by a warm attitude and an enjoyment of learning.

The choices were varied with activities, recreation, and adult supervision. For example, Armstrong, Gutierrez, & Johnson (1999) found in Cushing, Oklahoma, efforts were made to give students opportunities to experience some interesting cultural things that they had not experienced, due to socioeconomic situations.

During after-school hours, children were involved with mentors, tutors, activities, and enriched learning opportunities. Gutek (1992) emphasized the fact that the continuing goal of American elementary education has been to cultivate a child's fundamental skills. "Recent research shows that a stimulating environment of this type can improve thinking and language performance of participating children and youth. Research also indicates that these programs reduce crime, delinquency, and

victimization of children and youth" (Federal Register, 1997, p. 51090).

Research on After-School Programs

Baker (1997), Beck (1996), Bill (1989), Brossoit (1991), Medlin (1980), Snow (1993), and Taffaro (1995) have shown positive results from after-school programs across the United States. An effective after-school program, according to Bill (1989), is also characterized by a warm atmosphere of acceptance between staff and students. Since boys are sports oriented, the Parks and Recreation Department has had an important part in the after-school program. Bill (1989) indicated that a program that is sports-oriented will probably better meet the social and emotional needs of boys, as opposed to an after-school program with many arts and crafts that would be more satisfying for the girls.

Because "organized recreation services originated in response to the need for enhanced quality of life for inner-city residents" said Baker (1997, p.208), it would appear that educators and citizens would leap at the chance to collaborate and work together. That paradigm has not become a part of the system yet. Brossoit (1991) found

that "involving as many staff as possible was ideally desirable, yet logistically very difficult" (p. 70).

Tubbs (2001), Baker (1997), and Loughran (1981) stressed the need to have more all-channel communication networks with various community agencies. Snow (1993) found that many programs were administered by community and public agencies through networking and partnership with school districts. The ideal situation would be to have collaborative communication or partnerships. Baker (1997) indicated that even though stakeholders felt the importance of increasing opportunities to have effective communication, this ideal was not occurring. Therefore, to have a successful after-school program or any other educational effort, as Gutek (1992) said, depends "upon cooperative relationships between the home and the school or educational agency" (p. 251).

Public and private agencies have become partners with school districts to provide before and after-school programs. Many private agencies, such as Boys and Girls Clubs, YWCA, YMCA, Arts Council, and Boys and Girls Scouts are among those who have been involved in providing after school programs for children and youth. The elementary school selected for the study has had active recreation program cooperation for several years. The elementary

school is located next to an open space designated to be a park, with space for playing ball and playground equipment for younger children. Medlin (1980) indicated that the recreation endeavors of the Parks and Recreation Association has had a positive impact on the socialization of those involved.

Barriers and Problems

Baker (1997) found that implementing an after-school program is a difficult task. Some problems Baker's research has unearthed are: 1) communication, 2) conflicts, 3) community involvement, 4) logistics, 5) implementing changes, 6) "turfism", 7) parental skepticism, and 8) educator attitudes. The first problem, Baker found, was communication. He said,

Communication was problematic between teachers who were involved in the after-school program and those that were not. Teachers stressed the importance of communication between program leaders/teachers and non-involved teachers... Stakeholders expressed the need for purposeful planning which linked school and after-school program goals (Ibid. p. 123).

Communication must begin with schoolteachers. Davies (2000) stressed the fact that "unfortunately, many partnerships are developed with little or no teacher input.

Instead, teachers are told to 'just do it,' which can doom the effort from the start" (p. 2).

Secondly, Baker (1997) found very little communication between the after-school program and other agencies. When communication did occur, it was usually when there were conflicts. This brought out the problematic issue that there was not sufficient collaboration, organization, and guidelines planned prior to the start of the program.

A third problem that Baker discovered was "if a measure of success of the existing after-school program is community involvement, clearly there is a need to seek out mechanisms to create increased synergy among multiple program opportunities" (Ibid. p. 139). Eleby (1983) felt that cooperation and establishing networking and stronger linkages between schools, community, parents, and teachers had become of more value than ever before.

Fourth, the biggest problem Baker (1997) indicated was "just a logistical one of knowing where kids are supposed to be" (p. 166). Educators and stakeholders involved must be constantly helping children to know exactly where they were to be at a certain time of day. Therefore, good organization, planning, and communication are imperative to reducing the logistical problems!

Fifth, Carlson (1995) and Brossoit (1991) support the findings that change is difficult for people. It takes time to work through the process of planning and organizing an after-school program, therefore the collaborative communication processes for creating and sustaining meaningful changes in schools would be most effective. Gutek indicated the government of the United States has used a variety of strategies to effectively bring about educational change and has encouraged reform across America. Bradshaw (2000) said, "Stages of collaboration are incremental, but progress often looks more like a spiral than a straight line... Ultimately, the successful implementation of collaborative agreements depends on stakeholders' collective ability to manage continuous change" (p. 3).

Sixth, is the situation dealing with turf problems, when Eleby (1983) found that the greatest hindrance to collaboration and partnerships becoming a reality occurs when agencies want to "protect their turf" (p. 13) and not allow someone else to share their space. In addition, Eleby felt that the three most mentioned barriers to meaningful partnerships were "turf, trust, and tradition" (p. 32). Territorial stakes are high for educators who claim certain classrooms, materials, and supplies. Gutek

(1992) provided the clue that better communication, planning, and organization would provide guidelines to prevent turf issues from becoming a barrier.

Seventh, Baker (1997) noted that parents wanted to be more involved, but felt that their opinions were not of importance in the collaborative process. He advocated increasing parental and community involvement to multiply the positive effects of an after-school program. The Annie E. Casey Foundation (2000) indicted that "even when help is available, many poor families are skeptical that they'll get what they need, for they have no confidence or trust in the local community institutions that provide critical supports and services" (p. 15). Poor families feel that they are not welcome or that as parents, they do not have the education necessary to help their children. The problem would be lessened through collaboration, which in turn depended on a sense of partnership and cooperative relationship, (Guttek, 1992) which would then bring about successful efforts in educating children and youth.

Snow's surveys (1993) of principals revealed the eighth problem. Principals felt that parents and communities ought to take the responsibility for children and latchkey programs. Teachers and principals may feel that their job is completed when the bell rings, and their

thoughts may be "the teacher's day is finished". They are tired from the stress of a busy day with a classroom full of active and many times disruptive, aggressive, (Tyack & Cuban, 1995) unmotivated, or alienated students who tended to cause disruption.

Teachers do not have enough help and are worn out! Some teachers may feel that an after-school program is a bother. On the other hand, parents feel that the school needs to care, since the community pays taxes to support education.

Historically, we have viewed parents and teachers as key allies in the education of the young. In recent years, there has been a 'strain' on school/community relations, but this may be a phase occasioned by the changing political picture in the schools (Fantini & Cárdenas, 1980, p. 211).

Children are caught in the middle of the conflict between the educational systems and the economic situations. Because of these circumstances, educators struggle to meet emotional needs of the children and youth, as well as educational needs. "Children whose difficult temperament and experience put them on track for problems with aggressive behavior need help from parents and teachers to learn to manage their behavior" (Garbarino, 1999, p. 3). But in reality, teachers have many more

students than they can work with individually. Educators are spread thin.

The urban school is no longer merely an academic institution; it is also a social and welfare institution. Among the necessary services it provides are recreation, cultural growth, emotional development, basic health care, food service... sex education, employment service, immunization, and the collection of census data" (Crosby, 1999, p. 300).

To meet the challenge, many schools across America are becoming involved in the war on crime (Wilgoren, 2000) and drugs by providing learning centers.

21st Century Community Learning Centers

The definition of a "community learning center" is provided as:

An entity within a public elementary or secondary school building that-

- (a) Provides educational, recreational, health, and social service programs for residents of all ages within a local community; and
- (b) Is operated by a local educational agency in conjunction with... other community and human service entities. (Federal Register, 1995, p. 30756).

Concerned citizens indicated in national 1998 polls (Mott Foundation, 1998) that the 3:00 to 8:00 p.m. time period had been identified as a time when children and youth tended to be unsupervised and exposed to circumstances, gangs, and other influences that led to negative or delinquent behaviors. Eleby (1983) advocated

"education for the community is a community concern and it behooves a community to use all of its resources in dealing with this monumental task" (p. 4).

Citizens might find the statement found in the Federal Register (1997) of interest. "The needs and demands are clear: a 1994 survey of parents found that 56 percent think that many parents leave their children alone too much after school" (p.51090). Through voiced concerns, citizens clamored for action. Although there were many efforts by private organizations and public schools to work with agencies, a gap existed. Public Law 103-382, known as the Improving America's Schools Act of 1994 contained some goals that would affect educational programs across the United States (Ibid. 1997). Davies (2000) said, "For schools to really close the educational gap, they need to develop partnerships and implement programs that are carefully designed, with input from all affected groups" (p. 3). Therefore, the Federal Government has become more and more involved (21st Century Community Learning Centers, 1999) in the effort to increase collaboration and partnerships across America.

Oklahoma had three school districts that became grantees of funds for 21st Century Community Learning Centers in the first funding cycle. Since that time, a

total of 46 Oklahoma school districts have been funded. One district was the Oklahoma City School District, which had designated an elementary school (K-5) to become one of "four schools serving the most racially diverse and highest need neighborhoods" (Oklahoma City Schools Proposal, 1998, Abstract), which would receive grant monies for the 21st Century Community Learning Center project. "The need is clear, the gaps apparent, and the potential for collaboration is great" (Oklahoma City Schools Proposal, 1998, p. 5).

Background

Schools in communities have been likened to "islands" (Boo & Decker, 1985; Burden & Whitt, 1973; Decker & Boo, 1996) or fortresses, and citizens in recent years have begun to feel negatively toward the schools. Negative attitudes have been demonstrated through lack of support at the ballot box and by the vandalism that increasingly has beset schools in multicultural communities (Decker, Decker, Boo, Gregg, & Erickson, 2000). Nationally, citizens have become more vocal in their criticism of schools (Burden & Whitt, 1973). Parents are demanding more from schools (Decker & Boo, 1996; Healy, 1998; IACE, 1988; National Association of Elementary School Principals, 1999) and

national interest has risen in obtaining better supervision for children after dismissal from the regular school day (National Community Education Association, 1999).

A national poll, funded by JC Penney in partnership with the Mott Foundation and released September 1, 1999, indicates that nine out of 10 Americans believe there should be some type of organized activity or place for children and teens to go every day after school.... Voters indicate strong support for after school programs that foster academic achievement, provide structured, adult supervision and also teach children respect for people different from themselves and conflict resolution skills (Mott, 2000, p. 1).

Bennis & Slater (1998) and Fink (1986) indicated that modern inventions have enabled families to have greater mobility, and the extended family has not been available to help care for children. Many citizens face problems as they try to balance being a working parent with not enough time for childcare, home life, and school. Since these problems have developed, the American people, Eleby said, "have looked to schools for guidance to solve their problems" (1983, p. 3). The American people have indicated their desire for changes in schools, which became the catalyst for Federal funding guidelines to encourage better communication between school districts and agencies within communities.

During the 1960's, due to interest in national priorities and the War on Poverty, (Guttek, 1992) federal support was enacted "to aid those who were disadvantaged economically, socially, racially, and educationally" (p. 178). The Elementary and Secondary Education Act of 1965 brought grants and funds for reform. Since 1965, the "federal government has very gradually increased its involvement in education" (p. 189). Even so, Guttek continued, "federal involvement and assistance is unpredictable, because it depends on the public mood and the changing circumstances of American political life" (p. 189). A notice appeared January 1995 in the Education section, Office of Educational Research and Improvement, which invited comments and review of a proposed grant titled: "*21st Century Community Learning Centers Program*" (Federal Register, 1995, p. 5912). By June 1995, an invitation to write for applications for a 21st Century Grant: 20 U.S.C. 8241-8246 appeared in the Federal Register with the stated purpose:

To award grants to elementary or secondary schools, or consortia of such schools, to enable such schools to plan, implement, or expand projects that benefit the educational, health, social service, cultural, and recreational needs of a rural or inner-city community" (Ibid. p. 30756).

The Federal Register indicated that there would be approximately seven awards made that year from \$700,000 in available funds. The absolute priority was given that the projects must "offer a broad selection of services that address the needs of the community" (Ibid. p. 30756). There were listed thirteen activities, of which each learning center must include at least four. The list included literacy, programs for Senior citizens, children's day care, recreational programs, summer and weekend activities, nutrition, library, technology, parenting skills, day care provider classes, job training, high school drop out prevention, and services for people with disabilities. (Ibid. p. 30756)

Oklahoma City School administrators included the following objectives in the proposal for the 21st Century Community Learning Centers.

Goal 1: Create OKC Community Learning Centers for the Future: at school sites in four high needs, inner-city neighborhoods of OKC, partnering with a wide variety of community agencies and organizations to provide dynamic student centered educational, recreational, health, and social service activities.

Goal 2: Expand learning opportunities that will help inner city youth improve their core academic skills, with a special emphasis on technology, the use of interactive telecommunications, and the fine arts.

Goal 3: To reduce drug abuse and violence among youth and adults in the Learning Center neighborhoods by promoting effective prevention programs and services while providing skill development activities that will prepare young people to handle the complexities of today's society by improving their self-confidence (Oklahoma City Schools Proposal, 1998, p. 6).

Empowerment and Enterprise Zones

The purpose of the 21st Century Community learning Center is to provide a safe environment for children living in inner cities or in impoverished rural areas. These areas were designated as "Empowerment Zones" or "Enterprise community" (Federal Register, 1997, p. 28249). Such a designation limited the scope of the grant to areas "characterized by pervasive poverty, unemployment, and general distress" (Ibid. p. 28249). Metropolitan cities have tried to bring in business and build the inner city. "One approach has been to create 'enterprise zones.' Among other things, these zones offer incentives to businesses and more jobs to depressed areas in the core city" (Van Horn, 1999, p. 293). An important element for early priorities, were the Empowerment Zones.

The Empowerment Zone initiative is a critical element of the Administration's community revitalization strategy. The program is the first step in rebuilding communities in America's poverty-stricken inner cities and rural heartlands. It is designed to empower people and

communities by inspiring Americans to work together (Federal Register, 1995, p. 30757).

The initial list contained only a few major cities to be designated as "Enterprise Cities, but over time, this list was expanded to include most major urban cities. According to the proposal submitted by Oklahoma City Public Schools, the location of the elementary school in study is designated because "this project serves the Department of Housing and Urban Development (HUD) Designated Enterprise Community, which is inner city" (1997, p. 1).

From these early 21st Century Community Learning Center programs came an enormous response across America to continue and increase the funding by the government to local school districts for after-school programs including both rural and urban communities. The United States Department of Education convinced Congress in 1997 to appropriate \$40 million (21st Century Community Learning Centers, 1999) to expand after-school learning opportunities. The competitive grant process authorized under Title X, Part I of the Elementary and Secondary Education Act was made available to school districts across the United States, to provide extended learning opportunities for children and youth. These 21st Century Community Learning Centers were awarded three-year grants,

and "statistics... show that, in 3/4 of the participating schools, more than half of the children qualify for free or reduced-price lunch" (U.S. Department of Education, 1998, p. 2).

"Congress added a national educational goal in 1994 for school and family partnerships to the major federal legislation called Goals 2000: Educate America Act... that mandate or encourage partnership activities" (Epstein, 1996, p. 10). Thus began some early collaboration and partnerships between "the U.S. Department of Education, C. S. Mott Foundation, National Center for Community Education, and the National Institute on Out-of-School Time" (21st CCLC, 1998, p. 6). These agencies have continued to develop into what is known today as 21st Century Community Learning Centers Program partners at the national level.

Communication

An effective, collaborative climate is easier to experience and harder to achieve than a formal description, but most students of group behavior would agree that it should include the following ingredients: flexible and adaptive structure, utilization of member talents, clear and agreed-upon goals, norms of openness, trust, and cooperation, interdependence, high intrinsic rewards, and transactional controls, that is, members of the unit should have a high degree of autonomy and a high degree of participation in

making key decisions (Bennis & Slater, 1998, p. 118).

Federal guidelines mandated collaboration, yet one might question to what extent collaboration exists, or is such an effort a possibility for an inner-city community? O'Callaghan (1993) asserted that in a school setting, collaboration should involve "all the relevant 'players' in the child's life" (p. 13). One might question the value of collaboration in conjunction with problems that beset the children, educators, parents, and the entire community. Sarason & Lorentz (1998) discussed the possibilities that "resource exchange and collaboration bring new life to organizations" (p. xvi), which is especially needed in their "ongoing concern with the public schools" (Ibid. p. xvi).

The application requirement for the 21st Century Community Learning Center Programs on which this researcher focused is "a description of the collaborative efforts to be undertaken by community-based organizations, related public agencies, businesses, or other appropriate organizations" (Federal Register, 1995, p. 30756). These 21st Century Community Learning Center Program grants have expanded since 1995, until by the year 2001 there are "3,600 rural and inner-city public schools in 903

communities" (21st CCLC, 2001, p. 1) across the nation with very minor changes in the grant requirements.

Mapp and Johnson, were adamant in defining collaboration at a 21st Century Community Learning Center Bidder's Conference in Oklahoma City as "more than a sharing of knowledge and information and more than a relationship that helps each party achieve its own goals." Clearly, collaboration also "involves a process that creates a shared vision and joint strategies, to address issues that go beyond the purview and capacity of any one particular entity" (1999, p. 6). This issue was addressed in strategic places across the United States during 1999, 2000, and 2001 to encourage grant writers in defining what the government meant by collaboration.

Worthwhile goals must have communication and careful organization in order to be implemented. Thus, this case study investigated the extent of communication, collaboration, and partnerships in an urban elementary school. "Although communities vary greatly, every community has resources that can be used to meet the community's needs and improve community life" (Decker & Boo, 1996, p. 7).

What kinds of resources are available to meet the needs of the elementary school children and their families

in an inner city? There may be difficulties due to possible mistrust among cultures. Many poor families feel "that they are simply not welcome partners in the efforts to reform and revitalize local schools" (The Annie Casey Foundation, 2000, p. 16). Stanley, (1982) felt that the "poor and uneducated recipient of services often felt muzzled through feelings of personal inadequacy when interacting with the professional" (p. 30).

Steps Toward Collaboration

"Talking is the way to start... Involve as many people as possible. Everyone must recognize his or her responsibility for improving the community... No single formula can be applied to all communities" (Decker & Boo, 1996, p. 16). Organization and planning bring about groups of people involved in the task of creating effective schools and as, Sarason & Lorentz (1998) said, the future of this society will, in a large measure, be decided by what happens in the effort to change and improve schooling" (p. 1). Eleby (1983) grasped the value of this paradigm that cooperation would begin when the leadership of different agencies network and communicate with the knowledge that by working together in small groups, "they can do something that they cannot do by themselves" (p.

15). But the real fact, said Davies (2000), is that "reality has lagged far behind rhetoric when it comes to forging effective partnerships" (p. 1). What are some steps that can be taken to initiate collaboration?

Steps toward collaboration (Loughran, 1982) include (1) networking, (2) coordination, (3) cooperation, and ultimately (4) collaboration. To achieve the goal of collaboration, connections must be made with businesses, parents, faith organizations, and service agencies through "networks" (Ibid. p. 28). Stanley (1982) emphasized, "it is obvious that spreading the word must be the important first step" (p. 31). Talking with people is the initial start. Davies (2000) strongly emphasized that schools should "look first to the teachers in the school. Teachers are the most important link in the success of any partnership effort... Teacher input should be sought" (p. 2). Stanley (1982) found the real issue in Community Education, which also applies to the 21st Century Community Learning Center is that schoolteachers share the information about the program throughout the community. Therefore, it is extremely important that teachers should be part of the network.

Networking

"The telephone is the major communication device" (Ibid. p. 29). Other important ways to network would be through teacher home visits. Additionally, the principal and children making connections through newsletters and flyers taken home in the languages of the homes, serve as part of the communication link. These mentioned efforts set the stage for elementary school networks. "People often create ad hoc, informal arrangements to achieve their purposes; this is the first level of interagency linkage. Ad hoc designs involve a willing exchange between individuals" (Ringers & Decker, 1995, p.23).

Keeping a list of people willing to be a part of the network is the initial key, through a Rolodex, through a computer-based program or a printed directory, so that "groups involved in networking frequently create a directory of services available within a community" (Ibid. p. 24), so that a computer-generated list of agencies, with their contact persons, telephone and email addresses may be the way to begin the process. Through this process, "networks require low-keyed informal leadership style" (Loughran, 1982, p. 29).

Coordination

Elementary schools with their leadership define the mission and goals for the process to develop an after-school program. This process involves deciding the limits of what each person or agency will perform. According to Loughran, not much is lost in this move. "Today's agencies often operate in complete isolation from other agencies in the community" (Shoop, 1976, p.10). Agencies do not have to give up much autonomy (Loughran, 1982) or have much conflict at this level of interaction.

Many parents do not feel welcome in the public schools, so little involvement takes place. Kilbourne, Decker, & Romney (1994,) indicated that if schools want to encourage parental partnerships and cooperation, parents need to be invited to be participants in communication groups or committees. Ringers & Decker (1995) on the other hand, in preparing for a school community center stated, "compromise is an important strategy in networking" (p. 24). On the other hand, Shoop (1976) said, "Coordination must become a process of bringing all of the services together with representation of the populations that they are designed to serve" (p. 11). Thus, coordination would appear to be a necessary ingredient in what Loughran called

"cooperation" (p. 28). The next level of interaction in the process toward collaboration should be called "coalition-building" (Kilbourne, Decker, & Romney, 1994, p. 62) or "cooperation" (Loughran, 1982, p.28).

Coalition-Building or Cooperation

"A successful community-wide coalition must be inclusive, involving individuals, groups, and organizations that represent the great variety of interests found in any community" (Kilbourne et. al, 1994, p.62). Leadership is strategic in planning and organization for interaction and agency sharing of resources for after school programs, an extended day program, summer program, or a 21st Century Community Learning Center Program. Bill (1989) indicated, "parents, schools, and community groups have a responsibility to cooperate in meeting the increased child-care needs of families" (p. 38). Stanley (1982) strongly advocated the use of "community fairs or expositions" for Community Education, but would serve well for a 21st Century Community Learning Center program. Stanley said, "these events provide informational displays of many or all groups that serve the community—social service agencies, the school and Community Education, health services, libraries, service clubs and so on" (Ibid. p. 35).

More time is needed to decide who will do what and how much time is involved. Businesses, community leaders, parents, faith organizations, and schools must spend more time in the planning process. "Creating a framework for shared communication and cooperative ventures among a multiplicity of human service agencies is not an easy task" (Kilbourne et. al, 1994, p. 73). Usually an interagency committee or council is formed to deliberate and work out details of the process. "Many allies make up the team to perform the various tasks needed to move the project forward" (Ringers & Decker, 1995, p. 33). In this paradigm, trust is a critical ingredient toward collaboration. Once trust has been established, collaboration is possible among entities that work together.

Collaboration

Synergy is hard to develop... Groups, like other highly complicated organisms, need time to develop. They require time, interaction, trust, communication, and commitment, and these ingredients require a period of gestation... Expensive and time consuming as it is, building synergetic and collaborative cultures will become essential (Bennis & Slater, 1998, p. 119).

Hellriegel et al (1998) said, "The collaborating style involves strongly cooperative and assertive behaviors and

is the win-win approach to interpersonal conflict. The collaborating style represents a desire to maximize joint outcomes" (p. 443). The ultimate goal in planning and organization is to benefit and help children succeed and excel in their lives. Everyone involved wants schools to improve and children to become useful citizens. Through the process of sharing resources, time, and people, communities can provide after-school care, extended day programs, and 21st Century Community Learning Centers Programs that are safe, fun, and trust-worthy.

The reasoning behind the 21st Century Community Learning Center endeavor was to encourage collaboration to form partnerships, so that the schools would be strengthened within the community. Community organizations and schools needed to collaborate (21st CCLC, 1999) so that an attitude of cooperation and sharing of resources could be built upon planning, organization and cooperation for safe and healthy environments in much needed areas of the country.

Implementing a quality after-school program requires collaboration among diverse partners: parents, educators, community residents, law enforcement agencies, service providers, community-based and civic organizations, colleges, employers, arts and cultural institutions, museums, park and recreation services, and public officials (U.S. Department of Education, 2000b, p. 11).

The school districts need to collaborate and form partnerships with agencies such as businesses, churches, fire fighters, health department, librarians, parents, and policemen (to name just a few). Crosby (1999) felt that there are those who see all the 21st Century Community Learning Center efforts as purely social engineering by those who want to rebuild urban education on shaky foundations and "build pyramids on an eroding base of sand. They think, for example, that they can mandate parent involvement" (Crosby, 1999, p. 303).

What can be done to bring about this collaboration? Stanley (1982) decided, "We need to learn the techniques to provide the knowledge and build the self esteem of all those who want to be or should be involved" (p. 30). Citizens and educators must have a vision of ways to serve the community. Every business, faith-based organization, civic, and cultural entities need to be involved. Groups of concerned parents, educators, and citizens need to begin to plan and reach out to agencies to find mutual ways of working together. Tyack & Cuban (1995) indicated that "effective teaching of educationally disadvantaged children was no simple matter to be solved by business expertise, extrinsic incentives and programmed instruction" (p. 120),

since everyone involved is a part of the solution to the social puzzle.

Summary

Gutek (1992) wrote, "the total process of education... involves the interplay of schools, as formal educational agencies, with informal educational agencies, such as the family, the peer group, the media, churches, libraries, and museums" (p. 9). O'Callaghan (1993) said, "The success of the collaborative model depends... on school assumption of leadership in working with components of the larger system - the police, the courts, social agencies, hospitals, private therapists, and other entities - in the interest of children" (p. 17). Hellriegel et al (1992) also concluded, "Collaboration is most practical when... expending the extra time and energy needed with collaboration, to work through individual differences makes sense... and sufficient *organizational support* for taking the time and energy to resolve disputes" (p. 443-444).

CHAPTER III

METHODOLOGY

Depicted in this chapter are methods used for the study and research necessary to understand the collaboration and partnerships of a 21st Century Community Learning Center. Out of the 65 Oklahoma City elementary schools, one was the focus of study. This site was chosen due to the researcher having prior connections with the school as a VISTA reading volunteer during the summer of 1998.

The setting is in Oklahoma City, an urban city with a large multicultural population. The elementary school (K-5) is located in a neighborhood with a consistently high crime rate over a period of several years, along with many acts of vandalism to the school property. The elementary school is situated next to an acreage that is part of an Oklahoma Park and Recreation Department jurisdiction.

The researcher visited the school superintendent regarding the feasibility of the study and received verbal permission to conduct the surveys and interviews. The formal request for permission from the school superintendent is included in Appendix A. Access to the school site was per telephone, facsimile, and personal

office visit with the principal. The researcher used three methods to bring reliability to this case study: (1) the survey analysis, (2) the interviews, and (3) the case study approach.

To track collaboration and partnerships concerning the selected elementary school, self-administered surveys were made available to the educational staff, maintenance and kitchen personnel, key stakeholders in partnership, 21st Century Community Learning Center educators and one of the first site coordinators. A letter of introduction explained the procedures to each participant (Appendix B). All questions were treated confidentially, and those completing the surveys were asked not to sign their names, thus giving anonymity to each participant. Interviews of key participants gave a clearer picture of the collaboration and partnerships that were identified. They were conducted on-site to clarify, explain, and illustrate questions raised by the survey.

Subjects

The researcher collected data from a total of 52 subjects who completed survey instruments. The participants who completed the surveys represented Black,

Hispanic, White, male and female individuals. The participants included:

- Principal
- Teachers and Assistants
- Support Staff (Kitchen and Maintenance)
- 21st Century Community Learning Center Director or Site Coordinator(s)
- Cooperating Agency Representatives

In addition, three interviewees were randomly selected from participants identified by the principal of the school selected for this study. The principal and an interim site coordinator were also willing to share information through interviews. Demographic characteristics of the five interviewed: one African-American and four White subjects. Each interviewee was given a fictitious name to protect identity.

Survey

The 21st Century Community Learning Center Survey was designed for this case study. The purpose of the 15-page survey (See Appendix B) was to understand perceptions and attitudes about the 21st Century Community Learning Center collaboration and partnerships involved with the designated elementary school. The questions were placed in

chronological order to indicate perceptions from 1995, the preparation phase through the implementation phase (1999 and 2000), and future plans.

- Phase I (1995-1998) Preparation
- Phase II (1999 and 2000) Implementation
- Phase III Rejection or Institutionalization

The surveys for school personnel were taken to the school for the principal, educators, custodial and kitchen staff. The letter of introduction (See Appendix B) included information about how the 21st CCLC was chosen, how the researcher became involved, an explanation about privacy of individuals, a note about interviews, and how the survey instrument would be collected the following week.

The survey had several closed-ended questions using a Likert type scale, and the rest were open-ended to provide opportunity to understand the perceptions of stakeholders regarding collaboration, partnerships, planning, and organization with respect to the elementary school and the community.

Pilot Study

Pilot study surveys were prepared and presented, by request of the principal, to key participants during a

staff meeting at an elementary school of similar economic background that also had a 21st Century Community Learning Center, and which had started at the same time as the school selected for the study. The pilot study was to indicate any misunderstanding in the survey or interview questions that might have needed greater clarification. The surveys were collected the following week. Analysis of the pilot study survey revealed that teachers and staff did not know much about the 21st Century Community Learning Center until they were informed of their impending participation in the project. No one indicated by their responses on the surveys that they knew of collaboration or partnerships before the start of the program, nor were any partnerships available after the program had been in place for one year.

Each respondent indicated that an after-school activity might be beneficial to the students, but they had not seen any difference or change. One respondent indicated that the 21st Century Community Learning Center program had been helpful to her grandchildren, due to the fact of their having something to do after school. The majority of the surveys indicated from their perception that administrators did all the planning, and that all individuals involved were not given an opportunity for

collaboration. Respondents indicated that it would be beneficial to the school as a whole if some partnerships and collaboration with the community were in place.

Mixed feelings appeared among those surveyed concerning partnerships. The day staff left immediately after school dismissal, and the 21st Century Community Learning Center afternoon staff was not available to meet with the day staff. The greatest impact upon students and community appeared to be in the form of enjoyment in the activities, as well as the encouragement to maintain their schoolwork. Some future activities being planned were science projects, computer skills, Reading, Math, parenting skills, along with arts and crafts.

Recommendations from participants were: (1) to have regular team meetings of all entities, (2) to have the site coordinator work with the community, businesses, and school staff.

Time Line

- Beginning in November of 2000, the researcher distributed surveys to key personnel.
- The survey was administered in December 2000, to educators, partners, as well as staff that served the elementary school 21st Century Community Learning Center.

- The researcher analyzed the surveys that described the collaboration, planning, partnerships, and organization that took place prior to the start of the program going back to 1995. Looking at documents about the elementary school from prior years (1995-1998) gave clues as to what transpired to enable the community to have this program and possibilities for the future.
- Additional community surveys were returned by the first week of January 2001. The interviewing process was completed by the second week of January 2001.
- The period of January 2001 through April 2001 was committed to transcribing, analyzing, and preparing reports and documents necessary for printing and dissemination of the dissertation.

Validity and Reliability

The face validity, or "logical validity" (Gay, 1996, p. 139) of the researcher's self-prepared survey appeared to be appropriate to measure knowledge of the elementary school personnel and the 21st Century Community Learning Center staff about the collaboration and partnership involved with the school. The basis for the surveys came from studies that focused on after-school issues garnered and adapted from surveys found in dissertations (Baker,

1997 & White, 1985). The survey was then submitted to four experts in educational leadership, research, and Spanish. The experts were university professors familiar with the nature of the study who were asked to assess the content of the survey for advice and various revisions on format and word changes for clarity.

In addition to measuring the content validity, the researcher examined the experts' assessment for consistency. In terms of reliability, the experts were consistent in their assessment, as it related to the intent of survey contents.

Case Study Approach

The researcher chose the case study method of qualitative study to delve into the events surrounding the 21st Century Community Learning Center Program at one elementary school. Merriam (1988) uses the case study "in order to gain an in-depth understanding of the situation and it's meaning for those involved. The interest is in process rather than outcomes, in context rather than a specific variable, in discovery rather than confirmation" (p. xii). Through surveys, interviews, and study of pertinent documents, the researcher focused on a particular school, the setting, socio-economic level, the period of

time of 5 years, along with its subculture. Merriam (1988) continued, "case studies can thus be longitudinal. They have also been labeled 'holistic,' 'lifelike,' grounded,' and 'exploratory.' (p. 13). Anecdotes and quotes from key stakeholders provided the researcher the opportunity to establish the meaning of the community, school, and its after-school participants in a "heuristic" manner, which "means that case studies illuminate the reader's understanding of the phenomenon under study" (Ibid. p. 13).

Researcher/Interviewer Biases

The researcher's schooling as a child was in a strict, authoritarian, disciplined Spanish culture. The rest of this section will use the first person to identify the researcher. My parents were very conservative and determined that each child would excel in school. I agree with the research from U.S. Department of Education (1993) that said, "Parents are their children's first and most influential teachers. What parents do to help their children learn is more important to academic success than how well-off the family is" (p. 7). My parents encouraged us to read daily from The Bible, as well as from many other books for guidance and wisdom. We were not allowed to

spend time listening to the radio, and/or television, but rather we took advantage of our out-door surroundings.

Therefore, due to my cultural background, I found it easy as I taught in the public elementary grades to encourage outdoor activities along with the President's (1968-1970) Physical Fitness Program. Along with the physical should be a mental activity. Reading is therefore extremely important, in that people can understand what has happened in the past or from other's lives, and make deductions and inferences that would enable them to excel in any area of their choice.

In attempting to pinpoint my philosophy, I classify myself as a Conservative, with some agreement toward Behaviorism and Essentialism. I base my choice of theories on these examples:

- Change should be incremental and done after much study and preparation.
- Early education should be both teacher/child centered (situational).
- Leaders need to be authoritarian and facilitating.
- Discipline is necessary for learning and life.
- Schedules need to be flexible to meet individual needs.

- Pedagogy can be interesting.
- Good citizenship and communication skills re necessary for a leader.

I do not base all my philosophy on any one theory, but have taken aspects to formulate my own theory. I will try to explain the reasons I have chosen the different theories in the next sections.

Conservative

Since I was a teen-ager I have taught in, or worked with Sunday schools. I agree with Gutek (1988), since that experience has given me the perspective that "education should create a sense of cultural identity in the young by emphasizing a literature and a history that build connections with a great and vital past" (p.194-195). I like to discuss history, social studies, as well as reading stories about leaders and their achievements. All of those areas of learning increase the cohesiveness of our society and important values of our culture.

Gutek (1988) said, "Conservatives prefer change that is incremental-based on a small element that can be added gradually to the larger, ongoing tradition and to the community" (p. 197). Most people, including myself, take a little time to adjust to changes. McKenzie (1991) gave us

the correct prescription, "Because change will be frequent and persistent throughout the decade on into the next century... Everyone must learn to adjust to the unfamiliar, the surprising and the curious because there will be no guidebooks to survival in the Information Age" (p. 5).

Little changes and innovations make a day more interesting and keep life from being boring. I like what Menand (1997) said, " We take a piece of acquired knowledge into a concrete situation... We learn by doing, we have to keep doing new things, since that is how knowledge progresses or at least adapts" (p. 48-63).

Our American society is so full of upheavals and stress that "conservative teachers', said Gutek (1988) and administrative leaders, "use the school as a stabilizing agency. They see themselves as agents of social stability in an often unstable society" (p. 200). I do not agree with some conservative people who might think that schools/universities ought to just be rote memorization, boring and uninteresting. I like variety and something different to happen often. My job as a teacher, leader, and as an administrator is important! My philosophy is that education is to be teacher-centered with room for plenty of natural behavior with regards to activities that

lead to service and citizenship. My conservatism is minimal, but I do agree with the theory in several areas.

Pragmatism

People can learn from both good and bad experiences. Gutek (1988) said, "Thinking involved the seeing of the relationship between action and the resulting consequences" (p. 95). We each can use our experiences as stepping-stones in the arena of life. I agree with Psalm 82: 3-4: "Defend the cause of the weak and fatherless; maintain the rights of the poor and oppressed. Rescue the weak and needy" (The Holy Bible: NIV). Education should lead to learning and understanding. People can be guided through critical thinking to achieve compassion, cooperation, and collaboration.

Gutek (1988) said, "Education is always a value-laden process that involves cultural imposition because it takes place within the context of a particular culture with its unique customs, mores, folkways, and language" (p. 99). For example, children and youth can learn another language. In so doing, views of other cultures enable them to have a wider perspective of the whole world. Education enables people to perform better through open communication and

collaboration. Choices for decision-making are best when analyzed and perspectives shared with others.

Essentialist

William Bagley (1936) as found in Gutek (1988), urged American educators to provide children "a common core of ideas, meanings, understandings, and ideals representing the most precious elements of the human heritage" (p. 254). Bagley and Gutek were in agreement with the Conservative Theory when Gutek (1988) said, "The Essentialist... believes that there are some essential, or basic tool skills that have contributed to human well-being such as reading, writing, arithmetic, and civilized social behavior" (p. 256). As leaders, it is essential that people be shown how to care for their communities through interaction, collaboration, and sharing of thoughts. Children, teens, and adults need and want respect from their teachers and leaders for tasks completed, whether large or small depending on capabilities and interests.

Groups of parents can meet with teachers and/or administrators in committees to help make plans that benefit children and youth in their education. I like Goal No. 8 as read in the National Education Goals (1998), that parents are to be included in activities, both in and

outside of class, and be able to help plan their children's education. Just as Dewey expounded on the value of critically thinking about something to be able to see how the situation will work, collaboration increases the capacity for learning, cooperation, and a greater sense of community.

Behaviorism

It is my belief that people can be successful through a proper balance of work, study, praise, and acceptance. I am concerned that there are so many who seemingly have no friends or take interest in others around them. In the past, I have tried to show children, teens, and adults the importance of being friendly and cheerful. I have tried to find books and articles that teach such values. I know I cannot correct all the wrongs, but I endeavor to do that which will ultimately benefit those with whom I work or lead.

Self-discipline comes from an inward desire to please and be accepted. Rewards such as praise, commendation, smiles, and a sense of fulfillment encourage people to strive harder to please and be helpful. I disagree with the Behaviorist who claims that every action needs to be rewarded, yet there are positive aspects. For example all

papers do not have to have happy faces. Landesburg (1996) felt that "Skinner's behaviorism supports carrot and stick management.... The premise of behaviorism is that people respond to the proposition 'Do this and you'll get that.' Behaviorism discounts people's natural inclination to learn, cooperate, and do a good job" (p. 20-26). There may be some people who enjoy trying to please their teacher, leader, or boss without benefits of rewards, but most people need the recognition or reward to continue at any given task or assignment for long periods of time. A good leader, administrator, or teacher will encourage and be involved in the lives of their community.

Conclusion of Biases

In my attempt to be a lifelong learner and leader, I also challenge parents, teachers, and staff to make our schools/organizations a better place in which to learn and work together! People should be interested in learning new ideas and trying to help others. McKenzie (1991) gave us the correct prescription that people must be ready for the drastic changes that will come during the next few years. Since I am a Conservative Pragmatist with tendencies also toward Essentialism and Behaviorism, I believe that administrators, teachers, and leaders need to share what

has been learned for the betterment of society. Leadership is not a signpost beside the "highway of life" pointing the way, but is involved in and with those being led. Good communication skills are necessary to bring about collaboration, reflection, and commitment.

Data Collection

Questionnaires were placed in a large manila envelope and taken to the elementary school. Originally, the researcher had planned to place questionnaires into various mailboxes at the school for educators and staff, so that every person involved with the elementary school would receive a survey. Instead, the principal indicated a desire for the researcher to personally present and introduce the questionnaires at a staff meeting.

Questionnaires were to be collected in the school office by the secretary and placed in a large manila envelope to be picked up at the school by the researcher the following week.

In preparation for the case study, as mentioned in Chapter three, survey booklets were taken to the selected elementary school, where the principal invited the researcher to share thoughts with the teachers to explain the study and invite them to participate. As the

researcher left, the packet of surveys was then handed to the principal to distribute. The researcher collected the principal's survey and a couple of teacher surveys, but activities had been scheduled that kept the majority of teachers busy and surveys were not completed, even after repeated attempts to collect them.

The researcher revisited the principal for permission to give a second set of surveys to staff and other personnel involved with the 21st Century Community Learning Center program. The researcher was invited to a faculty meeting the following afternoon. The researcher returned the next day with a can of three varieties of popcorn, a tin of cookies, a plate of veggies and dip, as well as an assortment of cookies. The food served as an icebreaker; resistance and reluctance appeared to melt.

The meeting became more cheerful as teachers indulged in the food. The principal then urged everyone to take "five minutes" to complete the survey. Larger print surveys were given to several who laughingly explained that they had passed the "40-year mark".

From these surveys, the researcher selected agencies and organizations to survey involved with the after-school program. The researcher called stakeholders for appointments and took surveys to involved individuals,

which included: (1) Parks and Recreation Department personnel, (2) YWCA after-school personnel, (3) the Oklahoma City Arts Council director involved with scheduling Artists-in-Residence, (4) Fire Fighters at a local station near the elementary school, (5) an Oklahoma City Community Development Foundation director, and (6) personnel at a branch Oklahoma City Metropolitan County Library nearest the elementary school.

Surveys were tabulated and responses were listed within each section. The researcher used an Excel spreadsheet, as well as a statistical program called SPSS 10.0 for PC, to analyze data. The sections are Phase One, Phase Two, and Phase Three. Each section stood alone in its questioning of collaboration for the designated phase. Results are reported for each section individually.

Interview Approach

The researcher used interviews to add qualitative depth to the case study. Interview questions, that had previously been prepared, were asked of selected key participants for clarification, explanation or illustration of the extent and types of collaboration and partnerships occurring during each the three phases of the 21st Century Community Learning Center program. Each one of the key

stakeholders had been actively involved in the implementation of the after-school program at the elementary school at some point in time.

To initiate the interview process, the principal identified 12 key stakeholders among teachers, agencies and organizations. The researcher chose three key stakeholders for in-depth, qualitative interviews by random selection. Of the key stakeholders, three teachers were selected. Later, the researcher had a combined interview with the principal and interim site coordinator. The researcher followed the prepared interview format as presented to the Oklahoma City School Superintendent and the Institutional Review Board at the university.

To enrich the study, the researcher identified additional stakeholders from the surveys and visited agencies and organizations. The informal visits were designed to gather further insights about collaboration and partnerships involved with the after-school program. During the informal interviews and visits with various agency personnel, the researcher wrote copious field-notes and used those as part of the database for this study. Following the informal visits, an additional interview was conducted with the principal and an interim site coordinator together.

CHAPTER IV

FINDINGS

The purpose of the chapter will be to report the process of relevant findings for this case study. This case study was conducted to investigate the extent of collaboration between an elementary school in Oklahoma City and the cooperating stakeholders engaged in a 21st Century Community Learning Center grant for an after-school program. The focus was on how collaboration and partnerships would bear on common problems, such as crime and vandalism in the neighborhood surrounding the elementary school.

A multi-pronged approach was used to develop this study. Part of the process had to do with conducting surveys that were to be followed by interviews. The initial plan for the study was to complete surveys and interviews separately, but in actuality, the data gathering was a blended process. The survey and interview process was intertwined. Before completing all agency surveys, the researcher began the teacher interviews.

Table IV lists the five individuals (first column) involved in the formal interview protocol in the order in

which they were interviewed, as well as the individuals (second column) who were visited informally from six agencies and organizations involved with the elementary school.

TABLE IV

KEY STAKEHOLDERS AND AGENCIES

Followed Interview Protocol	Informal Visits
Black female teacher	OKC fire fighters
White female teacher	Parks and Recreation
White male teacher	YMCA
Female principal	OKC Arts Council
White female interim site coordinator	OKC Community Foundation Metropolitan Library

The formal interviews were tape recorded and transcribed. Each individual involved in the formal interviews received a copy of the transcribed information and corrections were made as necessary. The taped interviews were analyzed and augmented by the information provided by all agencies and key contributors (from both formal and informal interviews) to form a composite picture of the after-school program.

The proposal cited instances of fragmentation and lack of coordination among agencies and businesses in Oklahoma City. Yet the proposal said, "the need is clear, the gaps apparent, and the potential for collaboration is great"

(OKC Proposal, 1998, p. 5). The proposal had goals that would enable designated schools to offer after-school enrichment in partnership with a variety of agencies and organizations.

The Oklahoma City Proposal stated that various entities had participated in the planning meetings and had agreed to be involved. The proposal indicated that the 21st Century Community Learning Center projects would provide Oklahoma City Public Schools and those involved in planning and implementing the after-school programs.

Documents that were used for analysis were: (1) News 9: Interactive Crime Report, (2) Crime History: Oklahoma City Police Department, (3) Oklahoma City Public School Board Record of Vandalism and are found in Chapter Two.

Analysis of documents showed large crime activity surrounding the elementary school chosen for the study. A document printed out on November 21, 2000 from News 9: Interactive Crime Investigation website, revealed 196 crimes had been committed within a three-quarter mile radius of the elementary school since the previous year. Analysis of the document indicated that a total of 31.6% crimes had been committed between the hours 3:00 to 8:00 P.M.

Summarizing a 110-page police report (see Chapter Two) gave a total of the various types of nefarious activities between the hours of 3:00 to 8:00 P.M. The crime rate dropped steadily from the start of the 21st Century Community Learning Center in 1999 and analysis of documents provided by the Oklahoma City School Board provided insight into the cost of vandalism since 1995 to the elementary school. Oklahoma City School Board documentation between the years 1995-2000 at the elementary school demonstrates how the cost of vandalism has varied since the start of the 21st Century Community Learning Center program.

Surveys and Interviews

Following the collection of the surveys, the researcher made a table to show the response rate among various entities involved with the after-school program. Table V portrays the return source of the surveys, by all key stakeholders involved with the 21st Century Community Learning Center program at the elementary school in Oklahoma City.

TABLE V

SUBJECTS

Category	<u>N</u>	<u>Percent</u>
Elementary principal	1	1.92%
Teachers (14), visiting teachers and teaching assistants	21	40.3%
Maintenance-1; Kitchen-4 staff	5	9.6%
21 st CCLC interim site coordinator	1	1.9%
Other: (Arts Council-1; clerk-1; community agency-1; fire fighters-5; Parks & Recreation personnel-3)	11	21.1%
Invalid surveys removed	13	25%
Total responses	52	100%

The elementary school had 14 certified staff. The school also had visiting teachers and several teaching assistants, with 21 individuals responding to the survey. Several noted that they did not have much knowledge about the 21st Century Community Learning Center program. There had been several site coordinators over the past three years, but only one completed the survey.

Surveys were taken to the Oklahoma City Arts Council, and the Oklahoma City Community Foundation, and to the Parks and Recreation Department. Fire fighters at a fire station nearest the elementary school were also asked to respond to the survey. Five fire fighter surveys were completed fully. An additional 13 surveys had identical answers in the same color of ink and in the same handwriting. Thus, those 13 surveys were removed from the analysis.

While most of the staff completed the survey, the researcher conducted qualitative interviews consecutively in different classrooms. A tape recorder was used, as well as extensive notes. The presentation of information will give teacher responses first, since they were interviewed before the principal and interim site coordinator. Interview questions are found in Appendix C. The interview questions and answers are located in Appendix E. Table VI shows a composite of the agencies and organizations involved per year as contributors to the 21st Century Community Learning Center. A total of 24 entities were involved during 1995-2001.

Table VI

COMPOSITE OF GROUPS AND ORGANIZATIONS

1995-1998	1999	2000	2001
OG&E*	OG&E*	OG&E*	OG&E*
Firemen*	Firemen*	Firemen*	Firemen*
Couple of teachers	Lots of teachers	Several teachers	10 teachers
	OKC School Foundation	OKC School Foundation	
Title I & VII	Title I & VII	Title I & VII	Title I & VII
	Parents - GED/ESL	Parents - nutrition	Parents with family counseling
	Latino Agency*	Latino Agency*	Latino Agency*
	Sooner Care	Sooner Care	Sooner Care
Christmas project	Christmas project	Christmas project	Christmas project
	Arts Council	Arts Council	Arts Council
	YWCA soccer	YWCA soccer	YWCA soccer
		Zoo	Zoo
Play in park	Play in park	Play in park	Play in park
Free meal site	Free meal site	Free meal site	Free meal site
VISTA reading*	VISTA reading*	VISTA reading*	VISTA reading*
	Edmond North cheerleaders	Edmond North cheerleaders	
	Veteran's hospital	Girl & boy scouts	United Way-anger mgmt
	Trucking comp.	Trucking comp.	Amer. Lung Association
		Clown college	Nearby high-school: dance
N = 8	N = 19	N = 21	N = 17

* Tutors

The remainder of this section will be subdivided into the following phases: 1) Phase I (1995-1998) Preparation, 2) Phase II (1999-2000) Implementation, and 3) Phase III Rejection or Institutionalization.

Phase I (1995-1998) Preparation

The first three Phase I survey questions used a Likert type scale ranging from (1) very little planning, to, (5) much planning, which was used to focus on the perception of/or planning and collaboration prior to the start of the 21st Century Community Learning Center. Following the first three questions were open-ended questions that delved into perceptions of the affects of collaboration and partnerships on the elementary school and the community over the past years.

Table VII gives the breakdown of the 39 responses to question number one: what planning for collaboration took place prior to the start of the 21st Century Community Learning Center?

TABLE VII

PHASE I SURVEY QUESTION 1

	(1)	(2)	(3)	(4)	(5)	Total
	Very little	Little Plan	Undecided	Some Plan	Much Plan	
<u>N</u>	8	5	2	10	3	28
%	28.6%	17.9%	7.1%	35.7%	10.7%	71.8%
No Response = 11						28.2%

There was close to an even split in the responses to this question, specifically, 72% (28 of 39) of the participant response to this question, 46.4% indicated there was "some" to "much" planning for collaboration prior to the 21st Century Community Learning Center, while 46.5% reported "little" to "very little" planning.

Table VIII gives a breakdown of the 39 responses to question number two: what organization for collaboration and partnerships took place prior to the start of the 21st Century Community Learning Center?

Table VIII

PHASE I SURVEY QUESTION 2

	(1)	(2)	(3)	(4)	(5)	Total
	Very little	Little Plan	Undecided	Some Plan	Much Plan	
<u>N</u>	8	3	3	9	3	26
%	30.8%	11.5%	11.5%	34.6%	11.5%	66.7%
No Response = 13	.....					33.3%

There was close division by the subjects, in the responses to the question about what organization for collaboration and partnerships took place prior to the start of the 21st Century Community Learning Center. Specifically, 66.7% (26 of 39) of the participant responses to this question, 46.1% indicated there was "some" to "much" planning for organization of collaboration and partnerships prior to the 21st Century Community Learning Center, while 42.3% reported "little" to "very little" planning. The researcher noted that 33.3% did not respond, which was a third of the participants.

Table IX gives a breakdown of the 39 responses to question number three: what is your opinion of the quality of planning?

TABLE IX

PHASE I SURVEY QUESTION 3

	(1)	(2)	(3)	(4)	(5)	Total
	Very little	Little Plan	Undecided	Some Plan	Much Plan	
<u>N</u>	3	10	8	8	2	31
%	9.7%	32.3%	25.8%	25.8%	6.5%	79.5%
No Response = 8	.....					20.5%

There was again division in the responses to this question, specifically, 79% (31 of 39) of the participant responses to this question, 32.3% indicated there was "some" to "much" planning for quality of planning prior to the 21st CCLC, while 42% reported "little" to "very little" planning. The odd thing is that 25.8% were undecided and 20.5% did not respond.

Phase I Survey Question 4: How did planning and organization come together? Sample answers were quite varied.

- Principal: "Parents were surveyed as to their perception of needs and desires."
- Teachers: Responses were divided between negative and positive answers, with 15 of the 21 participants who left this question blank. Other answers included:

(1) "I don't know, wasn't told." (2) "Was not at school at this time-period." (3) "We had meetings to talk about the needs of the students and community" (see Appendix D for additional answers).

- Maintenance and Kitchen staff: "I was informed on the 21st Century Program thru the staff and she said what would happen and how we could help out!"
- Interim Site Director: "Haphazardly."
- Cooperating Agencies: Some answers included: (1) "Planning and organization between school and fire department has produced a well-rounded program that allows children to see a reason for knowing how to read." (2) "The grant writers, staff and volunteers joined together to work toward common goals. The organizers took the plan and made it work for them." (3) "At school administration, we knew nothing about planning." (4) "As a fire fighter we came together with the school. Because we wanted to be involved with the kids (in a positive manner) in our Fire district." (Additional responses in Appendix D).

Phase I Survey Question 5: Was all planning and collaboration done by administrators?

- Principal: "Writing proposal, yes. Implementation, no."

- Teachers said: "I think so," while 13 teachers left this area blank. Other answers included: "I think most, but not all." On the opposite side was the answer: "No, some teachers, assistants."
- Maintenance and Kitchen: "Yes," and four did not answer.
- Interim Site Coordinator wrote: "Not Applicable."
- Cooperating Agencies: (1) "To my knowledge - yes." (2) "I don't know" seemed to be the main thought.

Phase I Survey Question 6: Were all individuals involved given opportunity for collaboration?

- Principal: "Yes."
- Teachers: There were 12 blank sections. Other answers included: "No opinion" and "I don't know."
- Maintenance and Kitchen had two "Yes" and three blank.
- Interim Site Coordinator wrote: "Not Applicable."
- Cooperating Agencies: (1) "Yes, if they took the initiative." (2) "We just seemed to be a part of it." (3) "I don't know." (Additional answers in Appendix D).

Phase I Interview Question 1

Before the start (1995-1999) of the 21st Century Community Learning Center program, what collaboration and

partnerships were already in place? (Information within the parentheses includes the number of the participant, the page and the line(s) on the transcribed documents.)

Ms. Standfill: "Some meetings with the principal and a couple of the teachers. I was not included in those. We talked about it a little in faculty meetings, just a little bit about who would like to participate" (2, 1, 5-9).

Mr. Ross: "I was a teacher at a different school at that time, so I didn't know. I don't know the history of pre 21st Century" (3, 3, 9-11).

Ms. Anderson: "We already had collaborations with numerous entities to support a Christmas project that we do... Before 1999, we started tutoring with OG&E. And before 1999, we had the firemen come in and read to the kids" (4, 4, 1-22).

Phase II (1999 and 2000) Implementation Results

The first two survey questions stemmed from researcher curiosity as to how entities perceived feelings of other stakeholders toward having a 21st Century Community Learning Center in the elementary school. A Likert type scale was used to gauge perceptions of attitudes. See Table X. The first two questions ranged from (1) angry, to, (5) accepting, which was used to focus on the perception of/or feelings prior to the start of the 21st Century Community Learning Center. Table X gives the breakdown of questions numbers one (January 1999) and two (December 1999) combined: Using the Likert type scale, indicate your

perceptions regarding the attitude of the (1) principal, (2) teachers, (3) maintenance, (4) kitchen staff, (5) after-school teachers, and (6) 21st Century Community Learning Center director to the implementation of the 21st Century Community Learning Center as the project began in January 1999 versus December 1999.

TABLE X
 PHASE II: SURVEY QUESTIONS 1 & 2
 PRINCIPAL

	(1) Angry	(2) Tolerant	(3) Neutral	(4) Agree	(5) Accept	Total
January 1999						
<u>N</u>		1		12	16	29
%		3.4%		41.4%	55.2%	74.4%
No Response = 10						25.6%
December 1999						
<u>N</u>			4	5	13	22
%			18.2%	22.7%	59%	56.4%
No Response = 17						43.6%

Summary: 56.4 % of the surveyed participants felt that the principal was more accepting of the 21st Century Community

Learning Center by December 1999; whereas, 43.6% declined to answer the question.

TEACHERS

	(1)	(2)	(3)	(4)	(5)	Total
	Angry	Tolerant	Neutral	Agree	Accept	
January 1999						
<u>N</u>		1	4	16	9	30
%		3.3%	13.3%	53.3%	30%	76.9%
No Response = 9					23.1%
December 1999						
<u>N</u>		3	5	8	6	22
%		13.6%	22.7%	36.4%	27.3%	56.4%
No Response = 17					43.6%

Summary: 56% of surveyed individuals indicated that teacher attitudes toward the 21st Century Community Learning Center by December was more agreeable, whereas 43.6% left this section blank.

MAINTENANCE

	(1)	(2)	(3)	(4)	(5)	Total
	Angry	Tolerant	Neutral	Agree	Accept	
January 1999						
<u>N</u>		4	4	10	8	26
%		15.4%	15.4%	38.5%	30.8%	66.7%
No Response = 13					33.3%
December 1999						
<u>N</u>		5	6	5	5	21
%		23.8%	28.6%	23.8%	23.8%	53.8%
No Response = 18					46.2%

Summary: 53.8% of participants regarded the attitude of maintenance as being more positive in January 1999 than in December 1999, however 46.2% declined to answer.

KITCHEN STAFF

	(1)	(2)	(3)	(4)	(5)	Total
	Angry	Tolerant	Neutral	Agree	Accept	
January 1999						
<u>N</u>	1	4	5	12	6	28
%	3.6	14.3%	17.9%	42.9%	21.4%	71.8%
No Response = 11	.....					28.2%

December 1999					
<u>N</u>	2	11	4	5	22
%	9%	50%	18.2%	22.7%	56.4%
No Response = 17					43.6%

Summary: Participants regarded the attitude of kitchen staff as being more agreeable to accepting in January 1999 to the 21st Century Community Learning Center, but 50% indicated they were neutral and 43.6% declined to answer.

AFTER-SCHOOL TEACHERS

	(1)	(2)	(3)	(4)	(5)	Total
	Angry	Tolerant	Neutral	Agree	Accept	
<hr/> January 1999 <hr/>						
<u>N</u>	3	1	2	12	11	29
%	10.3%	3.4%	6.9%	41.4%	37.9%	74.4%
No Response = 10						25.6%
<hr/> December 1999 <hr/>						
<u>N</u>	2	2	6	4	6	20
%	10%	10%	30%	20%	30%	51.3%
No Response = 19						48.7%

Summary: 74.4% of respondents surveyed indicated that after-school teachers had an agreeable to accepting attitude in January 1999, but 48.7% declined to answer for December 1999.

21ST CENTURY COMMUNITY LEARNING CENTER DIRECTOR

	(1)	(2)	(3)	(4)	(5)	Total
	Angry	Tolerant	Neutral	Agree	Accept	
January 1999						
<u>N</u>	3	4	2	7	9	25
%	12%	16%	8%	28%	36%	64.1%
No Response = 14	.....					35.9%
December 1999						
<u>N</u>	1	2	6	6	4	19
%	5.3%	10.5%	31.6%	31.6%	21.1%	48.7%
No Response = 20	.....					51.3%

Summary: 64.1% of surveyed participants indicated that the attitude of the 21st Century Community Learning Center Director was 64% agreeable to accepting in January 1999, but that it was 52.7% in December. The no response rate arose from 35.9% in January to 51.3% in December of 1999.

The five questions of the survey that dealt with the perception of how the 21st Century Community Learning Center had affected the children, as well as, the community were those on the continuation of the implementation phase for year 2000. The sections dealt with the effects of collaboration and partnerships for spring, summer, and fall. The five questions provided space for written answers. Additional responses are in Appendix D. Answers given by the participants were:

- Principal: "Community likes after-school and the soccer program. Community members liked having activities for their children. Children liked being able to get their homework done."
- Teachers: "I saw some progress with my children's skills." "The more the community is involved the better. "Some of the kids improved their reading skill." "More children involved, meaning, more children off the streets and out of trouble." "I really didn't see a lot of collaboration, but the children were pleased with the programs offered." "Parents knew their children were in a safe place and that is important." (Additional responses in Appendix D).

- Maintenance and Kitchen Staff: "Effects were very positive and all staff did what they could to support the children." (Additional responses in Appendix D).
- Cooperating Agencies: The question about the effect on the community by one respondent was: "Unknown." A fire fighter wrote: "I was able to see an improvement in their reading ability and openness toward us. The children looked forward to our visits. Parents were aware of our activities at the school, having been informed by their children, and seemed to be appreciative of the positive effects upon them."
 "From the start of school until the spring of 2000, I could see a major improvement in the Reading skills of the 1st Grade class we had participated with. I believe as a firefighter it had a positive effect."

Phase II Interview Question 2

What collaboration and partnerships took place during the Year 1999? (Information within the parentheses includes the number of the participant, the page and the line(s) on the transcribed documents.)

Ms.Laquita: "The Latino Agency came and took children to the agency for tutoring" (1,1, 25-26).

Ms. Standfill: "I know that they worked it out with some businesses and things... There were some people that came

in.... There were several other people besides the teachers. I remember them talking that they would like to include more than just the teachers in the after-school program" (2, 2, 49-52).

Ms. Anderson: "One thing that we were in 1999, was a tornado shelter and (laughed) when that tornado came... we were working on May 3, 1999 and we didn't know that the tornado was coming, and so all of a sudden we were inundated by families with children, and chickens and things and so... the school provided pop to all the families and their children. The 21st Century had a bunch of board games and TV's and stuff, and so we divided the families into rooms... and the ones that wanted to watch the weather could go in one room and play board games with their kids and the ones that didn't want to watch the weather, (because you know it would affect the little people), they went into a different room. Everybody drank pop and huddled together, while we waited to see if we were going to get hit by the tornado and blow away... About 150 people, and there was really a chicken here.... Dogs, and cats, and families, they were all here. They brought their animals and their families... they were all here and so it was really kind of a big collaboration between the community and the school (4, 23, 1037-1062).

In the summer of 1999, we had a combination summer program of "Play in the Park" and "21st Century" which we tried to blend. It involved a park program, which is mostly recreational things and enhanced that with some educational things that were paid for by 21st Century. We did have real good representation. The kids from the area and kids from out of the area... who somehow had heard about the things that were going on, also came. I mean drove in every day" (4, 3, 108-117).

At the beginning of that summer, I'm thinking about 50 kids went to Clown College for a week... They had some scholarships and 21st Century contributed some of the money, provided transportation, and each of the kids had a complete clown costume when they got through... Actually, we took them to the Veteran's Hospital and delivered valentines to the vets (4, 4, 142-171).

In the fall of '99, we also began our collaboration with YWCA (4, 8, 354-355). The YWCA provided a grant, actually American Soccer Foundation or Federation. US

Soccer gave the YWCA athletic director a grant to allow 100 children at... to play soccer. This provided their insurance, their uniforms, a ball for each one, shin guards (those shin things), everything but shoes (4, 9, 408-413).

The parents are allowed to go on the bus with the kids to the soccer game (4, 10, 462-463). All of the coaching was totally voluntary. Every bit of it was voluntary (4, 11, 501-502).

You see, another thing that is a by-product of this after-school program, is that the kids that participated in soccer and the kids that participated in after-school who are gone now, come back... and they want to help out after-school. All of that builds an attitude where they don't want to mess up the school and they have positive feelings about the school" (4, 16, 706-712).

Ms. Laird: "In addition to that, this is a free meal site for any child under the age of 18. So, in addition to all that stuff that was going on, there would be a breakfast time, and lunchtime. A whole onslaught of people who were not involved with any of these programs at all, they were just here to eat, so they would all be in the same room" (Laughed) - (5, 13, 593-599).

Phase II Interview Question 3: What collaboration and partnerships were in place for Year 2000 for the 21st Century Community Learning Center program? (Information within the parentheses includes the number of the participant, the page and the line(s) on the transcribed documents.)

Ms. Laquita: "There was a Latino Agency that came. I'm not sure if some people were hired through 21st Century Community Learning Center" (1, 2, 56-57).

Ms. Standfill: "I have not been involved with the planning of any of this. I have seen several people down in the after-school program that are not the staff here, so I know that they are doing some things, but I'm not

sure what (2, 4, 164-176). I was thinking that they had more than half the children here all summer. That's a lot. To me, I would think that there would be a little bit safer neighborhood, knowing that the children are not running the streets, but are in a safe environment" (2, 4, 181-186).

Ms. Anderson: "We forgot 'Synergy'. That was one of our vendors... That was a Science activity for older kids hates to come to school, never missed school as long as that was going to be happening after school, not ever one time! He taught himself how to start reading so that he could read what he was learning how to type about submarines. She said that he could find anything! I mean... We came to realize through that, how very bright he is... which wasn't all that obvious through testing or performance (4, 16-17, 744-765).

We had a site coordinator by then... We had a meeting of the 21st CCLC site coordinators and the "Play in the Park" site coordinator and we had a big planning thing between the two of those. We took the prescribed schedule for "Play in the Park" and then made a whole new schedule which included that and then added on other things that we had set up, both summers we did that, '99 and 2000" (4, 17-18, 787-803).

Phase III: Rejection or Institutionalization

Survey Question 1: What collaborative projects should, in your opinion be continued? Responses were: "More collaboration with the teachers." "I believe that collaboration within the school and between the school and community is important." (Appendix D provides additional responses to survey questions 2-4).

Survey Question 2: Recommendations for entities to improve collaboration and partnerships were:

- *Educators should...* "Look for partners who don't want money, be informed and included in the programs, also accountable for what they teach." "More communication between office and partners." (Additional responses are located in Appendix D).
- *Businesses should...* "Be visible in the building, work with children." "Become more active - send mentors, tutors, get involved." (Additional responses are found in Appendix D).
- *Parks and Recreation should...* "Cross-reference services to reduce duplication of services and to ensure a wider array of services to children and their families." "Be incorporated in staff meetings prior to summer program getting underway." "Be more involved in the planning." (Additional responses are found in Appendix D).
- *County library should...* "Bring books, storytellers. Provide books. Have more magic shows and story times." "Get involved." "Occasionally be invited to participate in joint staff planning meetings." (Additional responses are located in Appendix D).
- *Others should...* "Give a newsletter, update to staff." "Cross-reference services to reduce duplication of services and to ensure a wider array of services to

children and their families." "Oklahoma City Arts Council occasionally to be invited to participate in joint staff planning meetings. (Additional responses in Appendix D).

Survey Question 3: What plans are being made for collaboration and partnerships to continue when current funding stops? "Tutoring with High School students." "Continuation of teacher tutors paid by Title I, and Title VII." "Continue basic program and provide time for children to utilize talents/skills they've learned previously." (Additional responses may be found in Appendix D).

Survey Question 4: What suggestions would you give to improve the collaboration and partnerships? "Have a certified teacher as site coordinator and do more training for site coordinators on how to develop collaborations and partnerships." "School district needs to provide some money to support the program to allow it to continue to develop partnerships." "Have a clear plan." "Get to know each other." "Bring your partners in from time to time. Don't wait on them to take the initiative." "More written and oral communication." "Better clarity of roles and expectations."

Phase III Interview Question 4: Do you know of any plans being put together for next year? (Information within the parentheses includes the number of the participant, the page and the line(s) on the transcribed documents.)

Ms. Laquita: "I don't know what's going to go on for next year" (1, 5, 217).

Ms. Standfill: "I don't know specifically what I could say as far as what's going to happen next year" (2, 5, 244-226).

Mr. Ross: "Through the United Way we are getting these counselors to come in. Starting Wednesday, they will be coming in the rest of the year... Anger management, conflict management. A lot of the problems, of course, stem from low self-esteem... But there's definitely a need, a real need here for self-discipline" (3, 7-8, 318-329).

Ms. Anderson: "As a result, of this collaboration (21st Century and United Way)... United Way has provided funds for funding for 'Sunbeam Services'... We have two counselors all day on Wednesdays, but one of those is a bilingual person and the other is an English-speaking person. And so, they have taken referrals and built a schedule to see some children individually and some children in groups. They'll be with us until the end of the year. That is a direct result of the 21st Century collaboration (4, 20, 904-914).

One of the things that 'Sunbeam' wants to do is in addition to the counseling with the kids, they want to do services for the parents... in the way of starting a 'Support Group' or providing instruction for parents. I want to say, parenting classes (4, 21, 941-946).

We will have three fine arts opportunities for the kids in the spring... One will teach ballet. I'm real excited about that! The kids all have a notion what ballet is and they are interested in it, but they'll never be able to take ballet lessons (4, 2, 80-88).

We are also entering into a grant-writing endeavor with some... schools that are not currently 21st Century schools. If that grant is granted, then we'll have three more years of operation in a slightly different format than 21st Century" (4, 28, 1270-1274).

Agency personnel interviewed through informal visits were: stakeholders actively involved in donated resources to one or more special areas to the after-school program. For example, 1) Oklahoma City Arts Council representative mentioned various artists-in-residence spending time helping children to spend time in art activities. 2) The Fire Fighters told how children were encouraged to read by their fire fighter mentors. The Fire Fighters went to the elementary school during the day and read to 1st and 2nd graders the first semester, then later began tutoring the children who read to them. 3) Parks and Recreation Department sponsored a summer program of activities called "Play in the Park". 4) The YWCA sponsored the soccer uniforms, balls, referees, and insurance for the children who were involved with the soccer games. YWCA had pictures and documents depicting the children involved in the soccer program. 5) The only agency not actively involved was the branch Metropolitan Library, but children were transported during the summer to some of the activities sponsored by the branch library.

Summary

The purpose of this study was to investigate the extent of collaboration by an elementary school in Oklahoma City and how collaboration and partnerships would bear on common problems, such as crime and vandalism in the neighborhood surrounding an elementary school that conducted an after-school program in 1999-2001. From the surveys and interviews, the researcher found division of opinion on collaboration at the 21st Century Community Learning Center in the elementary school. Teachers were divided in their opinions as to what had transpired in terms of collaboration. The principal and several teachers felt that children and community had benefited from the program, while others declined to answer, or had negative perceptions about the benefits and effects of the after-school program.

CHAPTER V

ANALYSES, RECOMMENDATIONS, AND CONCLUSION

The purpose of this study was to investigate the extent of collaboration by an elementary school with the focus on how collaboration and partnerships would bear on such common problems as criminal activities and the need for expanding opportunities for children to have homework assistance mentioned in the Oklahoma City Proposal.

The subjects involved in this study were key stakeholders at an elementary school located in a poverty and high crime area of Oklahoma City. Poverty drove the need for the grant and the leverage for implementing an after-school program. The elementary school received the federal grant in 1999 to implement an after-school program called a 21st Century Community Learning Center. Data were obtained through surveys and interviews of key stakeholders. The survey consisted of three sections: Phase I (1995-1998) Preparation, Phase II (1999 and 2000) Implementation, and Phase III Rejection or Institutionalization. Answers on the surveys were totaled and percentages computed for the return population, as well as for the questions that used a Likert type scale for perceptions. Survey questions were provided that allowed

for perceptions of stakeholders to be expressed concerning the collaboration and partnerships involved with the 21st Century Community Learning Center project.

Analyses

Systems theory indicates that communication, networking, cooperation, coordination had occurred to some point in each of the systems that were researched. According to what was discovered in Chapter Four, individuals surveyed and interviewed indicated that there was very little to little collaboration among entities and on the part of the elementary school, but that the collaboration was initiated at the school district level in preparation for the 21st Century Community Learning Center grant application.

According to the individuals or groups in the K-5 school, that supported the 21st Century Community Learning Center, it appeared to be a division in the perception that collaboration took place.

- The principal perceived collaboration to be a part of what had transpired at the school district level. The researcher wonders if the principal could have focused on partnerships and not collaboration.

- Teachers: 74% of the teachers perceived that they were not included or did not know what was taking place. This section gave an indication to the researcher that individuals felt disconnected from the process, but instead the school district worked alone with agencies to prepare the grant application.
- Maintenance and Kitchen were also divided in their opinion of collaboration and partnerships.
- Interim Site Coordinator wrote: "Not Applicable".
- Cooperating Agencies had several different opinions. Several expressed their perception that if individuals took the initiative, there could be collaboration, while others left this section blank. Another agency felt that they just seemed to be a part of it, while others said that they didn't know.

Did communication through collaboration and partnerships take place under the auspices of the 21st Century Community Learning Center Project during the Implementation Phase? Section II from the surveys provided the responses to the effects of collaboration and partnerships on both children and the community during spring, summer, and fall of 1999 and 2000. According to the principal, some teachers, kitchen and

custodial staff, and some agencies involved with the after-school program at the elementary school in Oklahoma City, they concurred that collaboration had also taken place.

- The principal indicated that all individuals involved were given an opportunity for collaboration as part of the partnership.
- The teachers felt that the staff did the best they could with very little direction or organization. Teachers also responded that they didn't know, because as a staff they were not informed. One teacher wrote, "I really didn't see a lot of collaboration, but the children were pleased with the programs offered." Another teacher indicated that there was more involvement of parents with programs started.
- Maintenance and Kitchen Staff felt that collaboration was good, except that several did not respond.
- The Interim Site Coordinator indicated with a question mark that this person was not informed and did not know if collaboration had taken place.
- Cooperating agencies for the most part, did not answer or respond about collaboration or partnerships.

The findings from this case study indicated that there were divided opinions about the effects of collaboration and partnerships during the 1999-2000 after-school program. The networking, coordination, and cooperation, as expounded by Loughran (1982) have been extensive during the past years during Phase II (1999-2000) Implementation, since 24 different organizations, entities, and agencies were involved in partnerships.

A competitive proposal by an administrator brought the announcement of the federal approval of funds for the 21st Century Community Learning Center Grant to Oklahoma City. There was then the need to implement the plan quickly! The federal funds were to be put to work within a few short months from the notice of approval. School principals were notified that their schools had been designated as program sites. Funds were allocated to the schools, coordinators were hired for each site, and the programs were started in January 1999.

Teachers were not informed of the project until the start of the after-school program. A coordinator was assigned to the school. There was very little time for collaboration or working through any plans for organization. Putting plans into motion became the goal of the Oklahoma City School Board. At the start of the 21st

Century Community Learning Center program, the emphasis was on finding teachers, showing numbers, and getting started with activities. Thus, the process of planning was bypassed for the need to implement a program immediately.

The literature proposes that planning and organization is important. As stated at the very first of this study, Sarason and Lorentz (1998) felt that planning and organizing events to flow effortlessly is a major task within any organization. Worthy goals must have collaboration and careful organization in order to be implemented; therefore, O'Callaghan (1993) understood that communication is a vital part of collaboration and that organizations, schools, and 21st Century Community Learning Centers need to improve by involving all those that have a vested interest in the outcome.

As stated in Chapter Two, the American people have indicated their desire for changes in schools, which were evidenced by Federal funding guidelines to encourage collaboration. Collaboration and better communication has been underscored particularly in the 21st Century Community Learning Center process as exemplified by the collaborative efforts among the U. S. Department of Education, the Charles Stewart Mott Foundation, the J. C. Penny Foundation, national and state organizations.

The key to Chapter Five is inconsistency. There was no synergy that resulted from collaboration. The principal and each entity worked in a one-on-one relationship. An enhanced program with collaboration by all key stakeholders sitting down at the table on an ongoing basis would have been very beneficial to the elementary school with their partners (e.g., the Arts Council, the Fire Department, and the Parks and Recreation Department, and the YWCA). This would have fostered trust and ownership and generated synergy that only a group can bring to bear on common problems. Parents were not included as partners in the mix. Parents should have been extended an invitation, to feel a special kinship with the project. Their input could have been an invaluable asset.

The Oklahoma City Proposal stated that Oklahoma City is a fragmented community, but through the efforts of educators, administrators, teachers and agencies interested in improving the lives of children, a difference could be made. Systems theory undergirded this study. Beer (1980) explained that systems theory and organizations had some comparisons that are beneficial to our understanding. A system or an organization has many parts or people, which should work together. Champion (1985) explained that each part affects another part. For all parts or people to work

together or collaborate, there must be communication. The researcher perceives that between the Federal Register, the proposal, the survey, and the interviews, there are indications of misunderstandings and inconsistencies as to perception of collaboration and partnerships. Loughran (1982) provided a model that depicts the way communication moved through the project at the site of the elementary school. See Figure 4 for the linkages of communication flow between key stakeholders in an elementary school system that needs collaboration. The figure provides a visual representation to the communication flow out or in with agencies, but needs better communication between the elementary school and key stakeholders.

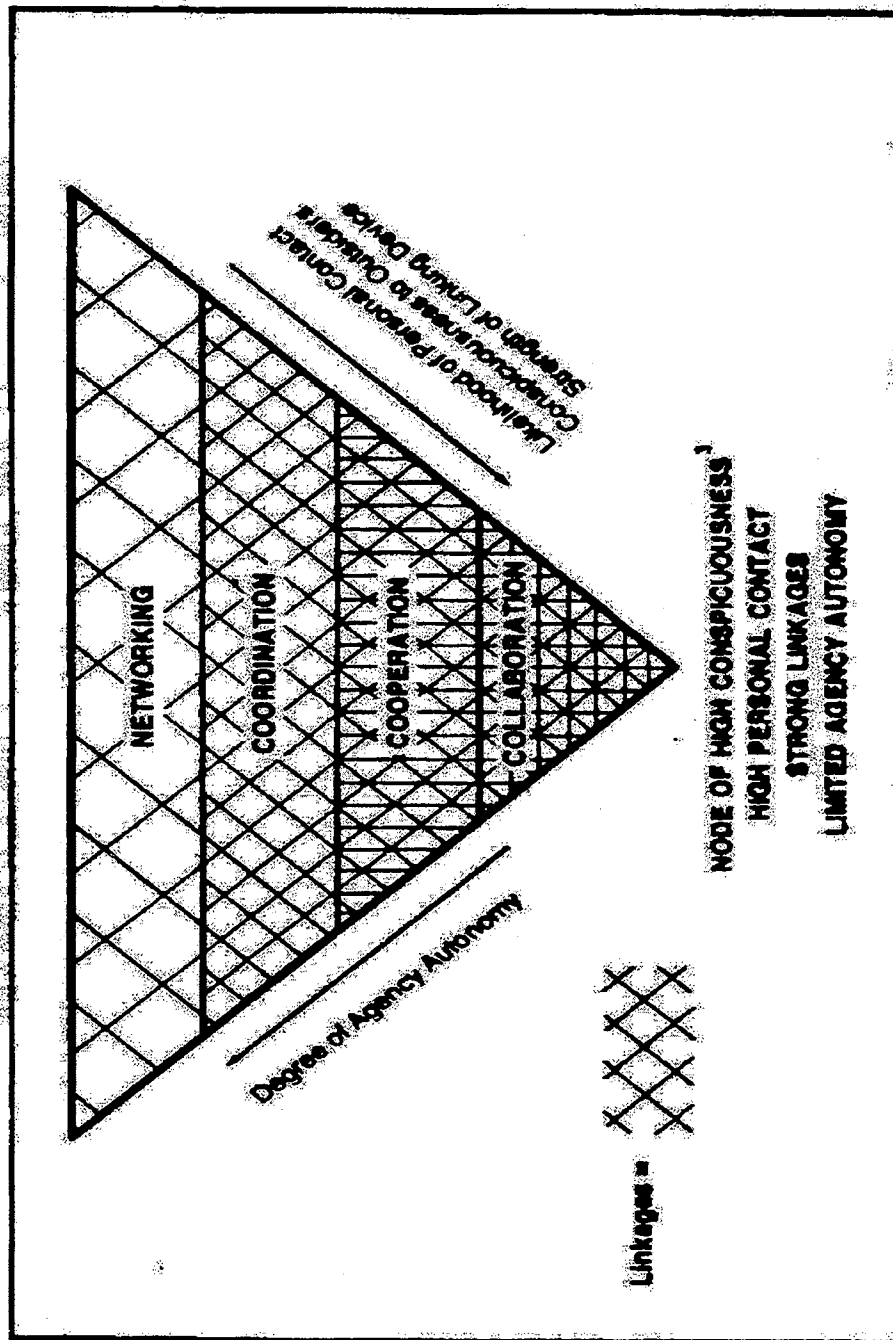


Figure 4. Synergy of Collaboration (Loughran, 1982, p. 28)

From this case study, four themes were fleshed out, besides the partnerships and collaboration, which were: 1) apathy and resistance, 2) no clue as to who was doing what, 3) conflict, and 4) crime reduction.

Apathy and resistance: The teachers and firemen that left blank sections on their surveys skewed the survey data. Because of the blank sections on the survey, questions were raised in the mind of the researcher: (1) why did individuals not complete the surveys? (2) Why were there blank spaces? (3) Were the blank sections indications of frustration or conflict or, was the survey difficult to answer? (4) Was it because individuals were frustrated? (5) Was it because individuals didn't know if there was collaboration? (6) Were these individuals part of the conflict?

The researcher perceives the blank spaces to be due to apathy (Beer, 1980). After a project is completed, an organization may return to its former state and reject the changes. Beer (1980) elaborated that if individuals are not actively involved in the planning stages, resistance will develop to the planned changes. Furthermore, Bennis & Slater (1998) indicated that there are symptoms or responses by those resisting change, (e.g. hostility, anger, and resistance)). The researcher believes that the

blank sections on the survey indicated resistance to change.

The effects of the after-school program were mixed. The firemen indicated that arson was reduced since they became involved with the elementary school reading program. Children felt a sense of pride as they waved, greeted, and introduced the fire fighters to their parents. The educators also had mixed reviews. First, the researcher perceived feelings of anger and hostility. Such responses on the included: 1) "There was no collaboration;" 2) "Administrators did all the planning;" and 3) "We need people to get off their butts and get to work." Other responses given were: "No opinion", "Not applicable", "Not known", "Don't know", or just blank spaces, made the researcher wonder and follow up these statements by stakeholders in the interviews.

Out of the 39 surveys completed by stakeholders, the percentages of unanswered questions, or no responses, ranged as low as 20.5% to the highest of 46.2%. Those surveys were perceived as having negative connotations of the after-school program by the researcher. The researcher does not know where all the hostility stemmed from, but definitely felt from the vibrations, that there were: 1)

bad or hurt feelings, 2) misunderstandings, 3) ignorance of what was taking place, and 4) unresolved conflicts.

There were positive aspects of the project as well. The researcher discovered from the surveys, some dedicated people interested in spending time and sharing with the children in the after-school program. Some of the more positive activities were: 1) the computer lab with power point training, 2) the older children used a digital camera to take pictures of their school for showing at a later time, 3) the library teacher taught reading, while 4) the Math teacher worked with students on the multiplication tables. 5) Everyday a portion of time was given to homework help, and 6) an artist worked with the children to create a huge mural that depicted the diverse communities surrounding the elementary school. 7) Firemen came to the school to help little children learn to read better, so that the 8) after-school activities kept children busy, out of trouble, and off of the streets. A second theme appeared to be lack of knowledge.

No Clue As to Who Was Doing What: From the surveys and interviews, some educators, firemen, kitchen, and maintenance personnel indicated that they had no clue about who-was-doing-what in the school. Several said that there were people coming and going all the time, but that they

didn't know what was happening. Mr. Ross, at the end of his interview, requested a copy of the umbrella or story of what was happening at the elementary school, just so that he could learn about what was taking place at the elementary school.

Baker (1997) indicated that it is difficult to implement an after-school program. The effort to begin the after-school program was made more difficult because of a repeated parade of coordinators. During the three-year tenure of the project there were five coordinators. In the end, the principal assumed the role as site coordinator.

One teacher in a survey indicated that better organization would have helped the children know where they belonged. For example, while the researcher was interviewing one of the teachers after school, children continually went in and out of the teacher's lounge to use the telephone. This activity apparently bothered the teacher who said, "See what I mean? We need better supervision and organization." From the research, Baker (1997) indicated that keeping things organized was difficult, but quite necessary. After the principal assumed the site coordinator role, better organization and planning was developed into a schedule that showed where each class

was to meet and with which teacher. The third theme that appeared from the case study was that of conflict.

Conflict: From the original surveys collected, the researcher became aware of conflict occurring during the summer of 1999 and 2000. Apparently the Parks and Recreation personnel had not met to work out the details of the organizational structure with the 21st Century Community Learning Center staff and site coordinator prior to the start of the summer program. After the program was announced, there appeared to be two groups competing for children and supplies! Baker (1997) found that when there was a lack of communication, then conflict would appear about turf issues, supplies, and who was responsible, or who had more authority. One of the teachers expressed an opinion that it was shocking to see, and hard to understand why, adults acted like they did!

On the positive side, the summer programs were exciting to children, teens, and parents. The soccer program was started and many families spent Saturdays watching and sharing in the games. Baker (1997) found that the recreational activities provided a means for urban communities to enjoy the sports, as well as the times of socialization. Thus, the researcher found that students received encouragement to continue playing and learning the

rules and discipline of the sport. Families used the park facilities at the elementary school as a place to practice in preparation for the games. The YWCA person interviewed was very positive and enthusiastic. The researcher was given pictures of children getting off of the buses in preparation for the games and of children receiving trophies at the conclusion of the season. The third theme that developed was that crime could be reduced in a community with an after-school program.

Crime Reduction: The police crime report shown in Chapter Two of the study presented another perspective. Law enforcement agencies are striving to keep communities safe. Even though crime was rampant in the neighborhood near the elementary school, the researcher found that crime was reduced during the hours between 3:00-8:00 P.M. when activities were provided for children. The question may be asked; will crime stay reduced in the community over a period of time? Reports about vandalism showed a yo-yo effect. What will future vandalism data reveal?

Recommendations

This section will be subdivided into recommendations for: 1) practice and 2) further research.

Practice

1. Community involvement is critical to the success of education. Community involvement should be a major part of a 21st Century Community Learning Center program and should extend through the planning, development, implementation, as well as the evaluation of the project. Community involvement means to include parents, as well as representatives of community-based organizations.
2. Additional suggestions taken from the surveys indicated the following were needed:
 - "Better clarity of roles and expectations. Have a clear plan."
 - "Cross-reference services to avoid duplication of services to children and their families."
 - "Get to know each other." "Bring partners in from time to time. Don't wait on partners to take the initiative." "Occasionally invite agencies and community people to communicate through joint staff-planning meetings."
 - "Have a certified teacher as site coordinator."

- "The school district needs to provide some money to support the after-school program to allow it to continue."

3. Another recommendation for practice is that of sharing information. People often get caught up in program and practice and forget to share their thoughts and ideas. Communication must begin with giving schoolteachers some idea of what is transpiring. Davies (2000) stressed the fact that many times teachers were not included as partners in planning and developing an idea. Teachers need to be included both through information provided at staff meetings and/or newsletters, so that every effort is made to include everyone. For example important recommendations were given on the surveys: "Each person needs to be aware of the total picture." "Give a newsletter, update to staff with more written and oral communication."

Some helpful hints for the 21st Century Community Learning Centers were adapted from a presentation at a forum at the National Community Education Conference conducted in Reno, Nevada in December 2000. The suggestions gave insight to various ways to form better collaboration and partnerships:

- An agency fair in the fall and/or spring would show partners what is being accomplished (e.g., inviting firemen to speak, YWCA giving trophies, and Artists explaining some projects).
- Build team spirit and support by having various stakeholders present at staff meetings what they are trying to do for the school.
- Children perform for potluck dinner or taco night would bring parent to view handwork and listen.
- Develop an Excel file to distribute to teachers, so that they will know where children are supposed to be each afternoon of the week.
- Email from day teacher to homework teacher of major assignments or requests.
- Fun events publicized in a children's monthly newsletter.
- Go-between parent liaison for teachers and parents interested in volunteering. Send home an invitation in both Spanish and English with the children.
- Have a monthly pajama reading party with parents and children spending time reading to each other.

Future Research

The researcher recommends that further research be conducted as follows:

1. Conduct a follow-up study that includes parents and students in the same neighborhood through a longitudinal study within the next two to three years.
2. Analyze more school data including achievement tests in future studies.
3. Conduct studies to determine effects of after-school programs. For example: 1) what is the effect of the program in terms of student attitudes, 2) what is the effect of parental involvement in the school, 3) what is the effect of agency attitude toward working together, and 4) what type of communication is occurring?

Conclusion

The Federal government should be applauded for introducing the concept of collaboration in its competitive grant programs such as the 21st Century Community Learning Centers. By incorporating the concept of collaboration into the fabric of the 21st Century Community Learning Centers, the emphasis has moved from closed system planning, development and implementation of programs to an

open system which requires schools to develop a working relationship with their communities and actively engaging with school faculty and staff, parents, students, and community based organizations.

As observed in this study, however, collaboration was not a household term in the school and neighborhood under investigation. A true sense of collaboration did not exist at this site. O'Callaghan (1993) indicated that collaboration was "the act of working together" (p. 19); while Mahoney (1988) felt that collaboration was based on the fact that "groups" (notice the word 'groups') through working together could solve problems (p. 6). Loughran (1982) gave the steps toward collaboration. The steps that Loughran (1982) suggested were: (1) networking, (2) coordination, (3) cooperation, and (4) collaboration. For example: (1st) the elementary school has an extensive network of agencies and organizations with whom they interact, (2nd) there is coordination of times, places, and people involved with children, teachers, and the school. (3rd) There is cooperation, even after a conflict of interests, but still there is that endeavor to help the children. An area of weakness seems to be the lack of parental involvement with the school, other than with soccer. Loughran (1982) made the point about the value of a

small group of individuals working face-to-face together on a project that makes the synergy possible for collaboration.

The researcher concluded that the elementary school in this case study had worked through all but the last step of collaboration. Bill (1989) indicated that there was a need to include parents along with other community groups in coalition building. Since conflict is a part of the process of building relationships, the researcher sees the possibilities for trust (those incremental steps) toward the vital position of true collaboration, where groups meet and work together to solve problems and strengthen one another's vision. Bennis & Slater (1998) discussed how synergy is built over time. Despite the lack of effective communication, the 21st Century Community Learning Center program did have some positive impact on the community. For example, statement from the survey were: (1) from the start of school until spring 2000, I could see a major improvement in the Reading skills of the 1st grade class we had participated with, (2) community likes after-school; loves the soccer program, (3) parents knew their children were in a safe place and that is important, (4) self-esteem went up and effects were positive, and (5) I really didn't see a lot of collaboration, but the children were pleased

with the programs offered. The researcher feels that an after-school program is the key to unlocking new vistas, new horizons, and new opportunities for children that attend the school and live in the neighborhood nearby.

The 21st Century Community Learning Center cooperating agencies have had a period of three years to work with the leadership, and now it is time to work together as a group for greater results! If this ideal of collaboration is addressed more zealously in the future, one can speculate that the communication problems that attend such programs will be alleviated and that ownership of the program by all involved will be more likely. As a consequence, instead of an uncertain future for the after-school program, there will be an affirmation of it with several of the collaborators joining resources to continue its operation into the next century.

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APPENDICES

APPENDIX A

LETTER TO SUPERINTENDENT

September 2000

Dr. Guy Sconzo
Oklahoma City Public Schools
PO Box 25428
Oklahoma City OK 73125-0428

Dear Dr. Sconzo,

This is a follow-up of our recent meeting in which we discussed research pertaining to the Elementary 21st Century Community Learning Center.

I am formally requesting permission to survey educators and partners involved with the 21st Century Community Learning Center. Three interviews will be conducted between October and December. For your own information I have enclosed a copy of the survey.

Thank you for your help in this venture. I am willing to pick up the letter of approval or it may be faxed to Oklahoma State University, Oklahoma Center for Community Education at (405) 744-0314.

Sincerely,

Patricia Atkinson
Oklahoma Center for Community Education Fax: 405-744-0314

Enclosure: Survey Instrument

APPENDIX B

SURVEY INSTRUMENT

Dear Educators and Partners:

I am working on my dissertation at Oklahoma State University. I was a VISTA reading volunteer during the summer program at your school in 1998; thus I am interested in tracking the collaboration and partnerships by the Parks and Recreation Department, the County Library, and any other partnerships at the 21st Century Community Learning Center.

Since the 21st Century Community Learning Center program started in January of 1999, I would like to delve into the perceptions of collaboration and partnerships:

- Prior to the start of the new program, between 1995-1999
- Year 1999 collaboration and partnerships that took place.
- Year 2000 (spring, summer, and fall) plans that were implemented.
- Year 2001 future plans

Let's start with some definitions. Collaboration:
"refers to cooperative planning, developing, and implementation of activities between or among entities" (Shfritz, Koeppe, Shoper, 1988, p. 104). The definition for partner from *Random House Webster's College Dictionary* (1998) indicates, "1) A person who shares or is associated with another in some action or endeavor; associate and 2)

One of two or more persons who contribute capital to establish or maintain a commercial venture."

Collaboration was a requirement or a mandate to receive a 21st Century Grant and the Oklahoma City School Board wrote as Goal #1 that the designated centers would be "partnering with a wide variety of community agencies and organizations" (p. 6). The proposal also stated that the elementary school would work with "the Oklahoma City Parks and Recreation and the Oklahoma County Library System to produce collaborative activities for neighborhood youth during the summers" (p. 10).

Please take some time to complete the survey. Do not sign your name. Do not refer to any student or individual by name. An envelope is provided, so that you will remain anonymous in your answers. Please return your sealed envelope to the office. I will collect the surveys next week. After analyzing the data, I would like to conduct personal interviews with several people to clarify questions on the survey. A copy of the survey and interview analysis will be given to the principal for your perusal during the coming months. Thank you so much for your help. I appreciate you sharing your time with me.

Patricia Atkinson

21st Century Community Learning Center Survey

Directions: Please check the appropriate category or categories, which best describe you. (If you select other, write in the description).

Position:

Elementary Principal

Classroom Teacher: Daytime After school Both

School custodian: Daytime After school Both

Cafeteria Staff: Daytime After school Both

Director of 21st Century Community Learning Center

Parks and Recreation personnel involved with 21st CCLC

Oklahoma City County Library staff involved with CCLC

Other (Please specify) _____

(Continue on the next page.)

Phase I (1995-1998): Preparation

This part of the survey will focus on your perceptions of/or planning and collaboration prior to the start of the 21st Century Community Learning Center.

Likert key: 1 Very little planning 2 A little planning, 3 Undecided 4 Some planning, 5 Much planning. Please circle your choice.					
1. What planning for collaboration took place prior to the start of the 21 st CCLC?	1	2	3	4	5
2. What organization for collaboration and partnerships took place prior to the start of the 21 st CCLC?	1	2	3	4	5

Likert key: 1 None, 2 Short Sighted, 3 No Opinion 4 Effective, 5 Thorough. Please circle the number of your choice.					
3. What is your opinion of the quality of planning?	1	2	3	4	5

4. How did planning and organization come together to bring about the 21st Century Community Learning Center at the elementary school?

5. Was all the planning and collaboration done by the administrators?
6. Were all individuals involved given an opportunity for collaboration as part of the partnership?

Phase II (1999 and 2000): Implementation

Directions: This section focuses on the beginning of the 21st CCLC and your feelings about the participants/personnel involved in the program.

Likert Key: 1 Angry, 2 Tolerant, 3 Neutral, 4 Agreeable, 5 Accepting. Please indicate your choice.

1. Using the Likert Key, indicate your perceptions regarding the following entities or groups to the implementation of the 21st Century Community Learning Center as the project began in *January 1999*? You may place numbers on the lines or you may want to write other descriptive words.

- _____ Principal
 - _____ Day Teaching Staff - Educators
 - _____ Maintenance Personnel
 - _____ Kitchen Staff
 - _____ After School Teaching Staff
 - _____ Bus Personnel
 - _____ 21st CCLC Director
 - _____ Parks & Recreation Staff
 - _____ County Library Staff
 - _____ Other (Firemen, Policemen, Grocery Store)
-

2. Describe the attitude of entities or groups toward the end of December 1999. Had attitudes changed? Using the Likert scale, indicate their attitude about collaboration by the end of December 1999.

1 Angry, 2 Tolerant, 3 About the same, 4 Agreeable, 5 Accepting.

____ Principal

____ Day Teaching Staff

____ Maintenance Personnel

____ Kitchen Staff

____ After-school teaching staff

____ Bus Personnel

____ 21st Century Community Learning Center

____ Parks & Recreation Staff

____ County Library Staff

____ Other (Firemen, Policemen, Grocery Store)

Continuation of Implementation Phase - Year 2000

Directions: The following section is for you to record your perceptions about the collaboration and partnerships during the year 2000.

3. What were the effects of collaboration and partnerships (during Spring 2000) upon children in school? What were the effects of collaboration and partnerships on the community outside of the school?

4. What were the effects of collaboration and partnerships (during the summer of year 2000) upon children? What were the effects of collaboration and partnerships (during the summer of year 2000) upon the community?

5. What are some positive effects on learning that you have observed since the start of the fall (2000) school semester?

6. A list of entities involved in collaboration and partnerships is provided for you. Please check all that apply or that you, to your knowledge, were involved with the elementary school. Place a check

mark next to each entity involved in the 21st Century project (Adapted from Eleby, 1983).

➤ Civic

- Bilingual Associations
- Chamber of Commerce
- Fire Department
- Hispanic Agency
- Oklahoma City Government
- Police Department
- Postal Service Stamp Club

➤ Educational

- Administration
- Adult Education and Parenting Classes
- Bus and Transportation
- Colleges and Universities
- Cooperative Extension Services
- Custodial Staff
- Head Start
- Local Education Association
- Other Public Schools
- Parents as Teachers
- Parent/Teacher Association
- Reading Tutors
- Senior Citizen Tutors

- Teachers
- Vocational Education
- VISTA Volunteers
- Social
 - Businesses
 - County and City Libraries
 - Department of Health
 - Department of Human Services (DHS)
 - Department of Social Services (Welfare)
 - Employment Office
 - Grocery Stores
 - Housing Authority
 - Parks and Recreation Department
 - Red Cross
 - Social Security

7. What other collaborations and partnerships still seem to be lacking? Please be specific.

8. If you answered #7 that there should be other partnerships, do you see any obstacles that have prevented those from developing?

9. What impact is the 21st CCLC having on the community? Be descriptive as much as possible.

10. What activities are planned for the fall 2000 collaboration and partnerships? Describe each one as fully as possible.

A.

B.

C.

D.

E.

Phase III: Rejection or Institutionalization

This section will ask for your ideas as to the future of collaboration and partnerships.

1. What collaborative projects currently in place should, in your opinion, be continued? Please list the projects.

2. What recommendations would you give to the following entities to improve collaboration and partnerships?

Educators should...

Businesses should...

Parks & Recreation should...

County Library should...

Others, should...

3. What plans are being made for collaboration and partnerships to continue when current funding is stopped?

4. What suggestions would you give to improve the collaboration and partnerships?

APPENDIX C

INTERVIEW QUESTIONS

Thank you for helping me with the survey of the 21st Century Community Learning Center: A case study of collaboration and partnerships. I have analyzed the survey and have added other questions as seemed necessary.

1. Before the start of the 21st Century Community Learning Center, what collaboration and partnerships were already in place?
2. What collaboration and partnerships took place during the Year 1999?
3. What collaboration and partnerships were in place for Year 2000 of the 21st Century Community Learning Center?
 - ◆ Spring
 - ◆ Summer
 - ◆ Fall
4. What plans are being put together for Year 2001?
5. Additional appropriate questions will be added to clarify and elaborate the survey.

APPENDIX D

RESULTS OF THE SURVEY

RESULTS OF THE SURVEY

Part I (1995-1998) Preparation

The first three questions used a Likert key ranging from (1) very little planning, to, (5) much planning, which was used to focus on the perception of/or planning and collaboration prior to the start of the 21st Century Community Learning Center.

- 1) What planning for collaboration took place prior to the start of the 21st CCLC? A score of 2.821 was the mean calculated by participants for the planning that took place prior to the start of the 21st CCLC.
- 2) What organization for collaboration and partnerships took place prior to the start of the 21st CCLC? A score of 2.846 was the mean calculated by key stakeholders for their views of organization prior to the start of the 21st CCLC.
- 3) What is your opinion of the quality of planning? A mean of 2.871 was calculated of all scores for the quality of planning.
- 4) How did planning and organization come together? Answers were quite varied. Some participants indicated that they did not know by leaving blank the sections that they were not able to answer. Other responses included: "Parents

were surveyed as to their perception of needs and desires." "Grant writers, staff and volunteers joined together to work toward common goals." "Planning and organization between school and fire department has produced a well-rounded program that allows children to see a reason for knowing how to read." "Most of the planning/organization was through the School Board with the school."

- 5) Was all planning and collaboration done by administrators? "Writing proposal, yes. Implementation, no." Several stakeholders indicated that they did not know.
- 6) Were all individuals involved given opportunity for collaboration? "Yes, if they took the initiative." "We just seemed to be a part of it."

Part II (1999 and 2000) Implementation

This section focused on the beginning of the 21st CCLC and the perceptions about how the participants or personnel involved in the program might have felt.

- Perceptions of how they felt about the after-school program gave the highest scores to the principal with a mean of 4.482.

- Community agency estimation of perceptions were:
Highest score was for the principal with 4.0 and the lowest were the firemen with 0 perception.
Additional answers included: "There were some major personnel disagreements about job duties," "With better communication about expectations, the problems may have been avoided."
- Fire Fighters: Perceptions ranged from 4.111 for principal, teaching staff, maintenance, and kitchen staff to 0 for Parks and Recreation and county library staff.

Describe the attitude of entities toward the end of December 1999, using the Likert type scale. Had attitudes changed?

- Perceptions toward 21st CCLC by educators were:
highest was the principal with 2.136 and lowest were Firemen with 0.409.
- Community Agencies perceptions ranged from highest was the principal with 3.333 and lowest were the firemen with 0.5
- Fire Fighters perceptions ranged from 0.555 for principal, teachers, maintenance, and kitchen staff to 0 for all others.

Implementation Phase Year 2000

Participants were to give their perceptions of the effects on both children and on the community during spring, summer, and fall. What were the effects of collaboration and partnerships (during Spring 2000) upon children in school?

"Children were exposed to some activities they couldn't do otherwise." "Needed better organization." "Soccer has been very beneficial." "From the start of school until spring 2000, I could see a major improvement in the Reading Skills of the 1st Grade class we had participated with." "I was able to see an improvement in their reading ability and openness toward us." "The children looked forward to our visits."

Implementation (Spring 2000)

Survey Question 3a: What were the effects of Collaboration & Partnerships (Spring 2000) on the community outside of the school? "Community likes after-school; loves the soccer program." "I don't know, as a staff we were not informed." "More parents come to school." "Parents knew their children were in a safe place and that is important." "I believe as a Fire fighter, it had a positive effect. We

were more accepted in the neighborhoods after we had been a part of the kids' learning." "Parents were aware of our activities at the school, having been informed by their children." "I really didn't see a lot of collaboration, but the children were pleased with the programs offered."

Implementation (Summer 2000)

Survey Question 3b: What were the effects of collaboration & partnerships (during the summer of year 2000) upon children? "It was unorganized, people not doing their job." "Not sure gains were made. Fighting with park staff." "Children were exposed to several artists-in-residence; enjoyed activities of the summer program." "Needed better organization." "I visited and things seemed to be running better than the previous summer." "More children involved, meaning, more children off the streets and out of trouble." "Great opportunities for children. Our program was basic and 21st Century enhanced it." "Self-esteem went up and effects were positive." "A safe place for them to go with organized activities and socialization."

Implementation (Summer 2000)

Survey Question 4: What were the effects of collaboration and partnerships (during the summer of year 2000) upon the community? "Community members liked having activities for their children. Good attendance in the summer program." "Not sure." "Good, we had guest speakers and projects. Community was positive." "A safe place for them to go with organized activities and socialization." "Parents seemed to be more visible. I think because more activities were offered." "Real good." "I am not really familiar with this." "Effects were positive."

Implementation (Fall 2000)

Survey Question 5: What are some positive effects on children's learning you have observed since the start of the fall (2000) school semester? "Children liked being able to get their homework done. Some students' grades have improved. Fewer discipline referrals are made." "Better homework completion." "Very little children seemed out of control. They roam the halls unsupervised (in and outside of building)." "Program needs goals & objectives." "Staff does best they can with very little direction or organization." "Students who attended 21st Century Community Learning Center retained the skills learned."

"Cooperation among all the children." "I don't notice any difference between the children that go to after-school and the ones that don't." "I see some children who have continued each year the program has been offered. This leads me to believe parents are pleased." "Having an after-school program gives the children help with reading & homework and keeps them from wandering the streets." "The kids have improved so much in their reading skills. I also believe their social skills with adults have improved." "Children are more receptive at that school." "Most of the children had very limited reading skills, but now (four months) later, I think I see a marked improvement." "Improved reading skills." "We had a lot of snacks at the beginning and they love it. I hope it will be the same way that we are billed this time around." "The kids have had more tutoring that has made understanding a project easier." "They have learned there's more to life than the streets."

Survey Question 6: A list of entities involved in collaboration and partnerships was provided. Participants were to check mark the ones that to *their knowledge* were involved with the elementary school. The highest scores for civic entities were bilingual associations, police department, fire department, and Oklahoma City government.

The highest scores for educational entities were teachers, custodial staff, reading tutors, administration, and adult education. The highest score for social was for the Parks and Recreation department.

Survey Question 7: What other collaborations and partnerships still *seem to be lacking*? Please be specific was the request. Answers included: "Ones that don't want money to help." "Library." "Family night events." "Evening classes for parents." "DHS" "Better collaboration with all staff." "We need more of a Summer School program."

Survey Question 8: Stakeholders were invited to share their opinions on the obstacles that might have prevented partnerships from developing. Answers were varied. "Not enough experience in making connections for the site coordinators to develop partnerships." "I'm not involved this year." "No, other than unwillingness to try." "Finances." "Commitment."

Survey Question 9: What impact is the 21st CCLC having on the community? Be descriptive as much as possible. "Community members appreciate having worthwhile things for their children to do after school." "I believe there is a decrease in references to gangs and gang activities." "Could be an excellent program if it was better organized." "Don't live locally to see." "Enhance parental

involvement." "It is a big help to families." "It extends the school into the families in a positive way." "The community has learned to work together." "Spanish speaking parents have become more involved." "Children learned that life really could be fair." "Increased sense of community."

Implementation (Fall 2000)

Survey Question 10: What activities are planned for the fall 2000 collaboration and partnerships?

- American Lung Association - asthma screening
- Arts Council - Artist-in Residence
- Learning Dynamics - Vision Training
- YWCA - Soccer
- Title I - Tutoring
- Title VII - Spanish Tutoring.
- Counseling and after school.
- Other schools.

Part III Rejection or Institutionalization

Survey Question 1: What collaborative projects should, in your opinion, be continued? "All projects currently in

place are worthwhile." "Reading teacher." "After-school tutoring." "Specific arts integration program." "After school." "Summer school." "More collaboration with the teachers." "Anything that involves keeping children interested should be continued." "I think the program is great for the children and the community." "I believe that collaboration within the school and between the school and community is important." "I think we are limited by time and other responsibilities." "I am teaching computers. The children are able to learn a lot in smaller groups." "Play in the Park (Summer)." "Arts after school." "Reading Clubs after school." "Family nights." "Extra curricular activities." "Enhances learning by increasing their knowledge in many areas other than what may be learned at school." "More classes."

Survey Question 2: Recommendations for entities to improve collaboration and partnerships were:

- *Educators should...* "Look for partners who don't want money, be informed and included in the programs, also accountable for what they teach." Additional responses were: "Have objectives to work with children." Help students with work and skills." "Be hired that will work." "Cross-reference services to reduce duplication of services and to ensure a wider array of services to

children and their families." "Be teaching phonics. Students that are not learning phonics are behind in reading level." "Be less "turfish"- more open and receptive - They don't know it all." "More communication between office and partners."

- *Businesses should..* "Be visible in the building, work with children." "Teach how businesses are run from start to finish and how education plays a role in this process." "Be aware." "Become more active - send mentors, tutors, get involved."
- *Parks and Recreation should..* "Incorporate 21st Century goals into the summer program planning and avoid fighting over children." "Children 'count' for the program whether they're doing an activity with a 21st Century employee or a Park Department employee." "Better work with staff." "Continue, and keep more planned activities." "Offer baseball team score." "Show after the work is done, there's time to be yourself." "Cross-reference services to reduce duplication of services and to ensure a wider array of services to children and their families." "Cooperate." "Be incorporated in staff meetings prior to summer program getting underway." "Survey the students and parents at the beginning and end of school to

determine needs." "Be able to provide services within their budget and expertise." "Be more involved in the planning."

□ *County library should..* "Bring books, storytellers." "Provide books." "Have more magic shows and story times." "Cross-reference services to reduce duplication of services and to ensure a wider array of services to children and their families." "Get involved." "Occasionally be invited to participate in joint staff planning meetings." "Survey - see if needs are met, how have needs changed according to population changes in school."

□ *Others should..* "Give a newsletter, update to staff." "Cross-reference services to reduce duplication of services and to ensure a wider array of services to children and their families." "Oklahoma City Arts Council occasionally to be invited to participate in joint staff planning meetings." "Get involved! Stay involved!"

Survey Question 3: What plans are being made for collaboration and partnerships to continue when current funding stops? (Funding stops in May 2001.): "Tutoring with High School students." "Continuation of teacher tutors paid by Title I, and Title VII." "It only takes time

and energy." "Money should never be a deterrent to good and great programming." "Continue basic program and provide time for children to utilize talents/skills they've learned previously." "United Way has agreed to allow line items for 21st CCLC for any agency that provides services at no or low cost to 21st CCLLC sites. In addition, they will give a certain amount of money raised by school district back to the district."

Survey Question 4: What suggestion, was asked, of how stakeholders perceived that collaboration and partnerships could be improved. "Have a certified teacher as site coordinator and do more training for site coordinators on how to develop collaborations and partnerships." "School district needs to provide some money to support the program to allow it to continue to develop partnerships." "Have a clear plan." "Better leadership." "Keep the children first in mind." "Be visible to each other." "Get to know each other." "Bring your partners in from time to time. Don't wait on them to take the initiative." "Find a job for everyone - all partners - reduce meetings - increase exposure to children and families." "More written and oral communication." "Have people who really care, will work with the kids, and work to improve." "Have more families get involved so the kids have somewhere to go." "Have

government leaders and community leaders get more involved so they can see the importance." "Better clarity of roles and expectations."

APPENDIX E

RESULTS OF INTERVIEWS

Interview Questions and Answers

In the following sections, the numbers that were transcribed from taped interviews represent the individual interviewed, the page number, and the line item that was quoted.

Question #1

Before the start (1995-1998) of the 21st CCLC what collaboration and partnerships were already in place?

"OG&E was coming as tutors... Edmond cheerleaders do Red Ribbon Week: Drug Awareness... Firemen came and read to the children... Trucking company across the street." (#1,1,10-14).

"Some meetings with the principal and a couple of the teachers. I was not included in those" (#2,1,5-6).

"Oklahoma City School Foundation for School-Scapes (a school beautification project... Title I - for disadvantaged children... Title VII... dual language program... GED and ESL classes for parents... Christmas project with numerous entities providing toys, clothing, candy, etc." (#4,1,5-22).

Question #2

What collaboration and partnerships took place during the year 1999?

"Latino Agency... tutoring... Sooner Care... Lots of teachers involved the first year" (#2,2,42-84).
"YWCA... U.S. Soccer gave the YWCA athletic director a grant for 100 children at... and ... to play soccer

(insurance, uniforms, a ball for each one, shin guards" (#4,9,408-413).

"Art teacher... Soccer League... Parent nutrition class... Computers and Power Point preparation... Digital camera picture taking" (#2,1-2,34-76).

"May 3rd Tornado shelter" (#5,23,1036-1041).

"'Artists in Residence' through the OKC Arts Council and that was a result of the 21st Century collaboration" (#4,1,36-38).

"Painted a tall wall mural in school hallway, depicting a "diverse group of children" (#4,2,48-60).

"About 50 kids went to Clown College for a week... 'Caring Clown Kids' " (#4,4,142-147).

"We took them to the Veteran's Hospital and delivered valentines to the vets" (#4,4,170-171).

"Every day help is available for homework" (#4,6,249).

Summer 1999

"Self-defense/Tae Kwon Do-Karate stuff" (#3,1,19)

"'Play in the Park" program and 21st CCLC blend... Soccer... It was just like summer camp, but it was at the school" (#3, 2, 75-76).

"VISTA reading volunteers in the summer" (#5,16,729).

Spring 2000

"Math classes for all grades... Art... We mostly worked on multiplication tables" (#1,3,56-134).

"Aerobics classes... 'Artists in Residence'" (#4,1,36-37).

"'Play in the Park Program'" (4,3,1008-112).

"Parents are allowed to go on the bus with the kids to the soccer game on Saturdays" (#4,10,462-463).

"Older ones (kids) did come back and help referee"
(#4,11,495-496).

"Reading classes... Computer (Mondays and Thursdays)... I see more of their homework being finished and that gives them a little bit better attitude" (#2,5,191-192).

"United Way (UPS or Fed EX) gave a block of money to YWCA to help promote athletics for underprivileged kids"
(#4,10,437-441).

"Dual Language paid for the trophies and 21st CCLC paid for the transportation to the games" (#5,9,415-417).

"All of the coaching was totally voluntary. Every bit of it was voluntary" (#4,11,501-502).

"'Synergy'... Science activity for older kids... They made submarines... One of our kids who is LD; hates to come to school, never missed school, as long as that was going to be happening after school" (#4,17,744-759).

Summer 2000

"They had more than half the children here all summer"
(#2,4,182-183).

"Life skills... DARE curriculum... Character first (the program), which is responsibility, honesty, punctuality, just the little things that make up a good person (about 10-20 older kids) " (#3,3,100-127).

"There were two ladies hired to do the younger children (four-five year olds) " (#1,5,198-201).

"'Artists in Residence' came in. And they do transport to the library every so often for some activity... 21st CCLC did take the kids on some field trips in the summer... like skating... swimming" (#4,13,563-577).

"This is a free meal site for any children under the age of eighteen. So, in addition to all that stuff that was going on, there would be a breakfast time and lunchtime... 1998... 1999... and Year 2000" (#5,13,593-606).

Fall 2000

"Teachers volunteering their time, and not getting paid for it" (#2,5,219-220).

"OG&E tutors come once a week during their lunch. Two of my children are tutored... Mostly Reading" (#3,7,311-316).

"Our dual language teachers that put a lot of time and effort in their curriculum and their planning" (#2,5,222-224).

"Zoo... They (children) go Tuesday, Wednesday, and Thursday... It's great! They have snacks there and they are talking about research.. There are fifteen from our school... 4th and 5th graders. " (#3,5,196-214).

"They have journal writing... where they record their observations... a meal worm... It ends up being a winged insect" (#3,6,248-264).

Spring 2001

This section of the interviews focused on plans for the future. The following ideas were verbalized as being a possibility, beginning the first week of January.

"We are going to do 'Anger Management' with the YWCA... just about six or eight boys... As a result of this collaboration... United Way has provided funds for funding for 'Sunbeam Services'... All day Wednesdays... They'll be with us until the end of the year" (#4,20,943-945).

"Sunbeam Family Counseling Services want to do services for the parents... 'Support Group' or providing instruction for parents" (#4,21,944).

"Asthma screening for 2nd through 5th graders in collaboration with the American Lung Association (#5,22,984-986).

"Our representative from Sooner Care came here... so she could answer questions" (43, 22,1007-1009).

"Nearby High School... Four to six children who are in a dance troop are going to come over here and work with a dance instructor to teach dance to the kids" (#5,25,1146-1148).

"Tutoring time for reading, Math sufficiency" (#4,26,1168-1170).

Money for project ends May of 2001

APPENDIX F

INSTITUTIONAL REVIEW BOARD APPROVAL FORM

Oklahoma State University
Institutional Review Board

Protocol Expires: 10/18/01

Date : Thursday, October 19, 2000

IRB Application No ED0138

Proposal Title: A 21ST CENTURY COMMUNITY LEARNING CENTER: A CASE STUDY OF
COLLABORATION AND PARTNERSHIPS

Principal
Investigator(s) :

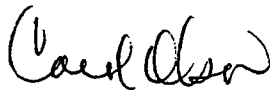
Patricia Atkinson
318 N. Grigsby
Newcastle, OK 73065

Deke Johnson
310 Willard
Stillwater, OK 74078

Reviewed and
Processed as: Exempt

Approval Status Recommended by Reviewer(s) : Approved

Signature :



Carol Olson, Director of University Research Compliance

Thursday, October 19, 2000

Date

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modifications to the research project approved by the IRB must be submitted for approval with the advisor's signature. The IRB office MUST be notified in writing when a project is complete. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

VITA

Patricia Aileen Atkinson

Candidate for the Degree of

Doctor of Education

Thesis: A 21ST CENTURY COMMUNITY LEARNING CENTER: A CASE
STUDY OF COLLABORATION AND PARTNERSHIPS

Major Field: Educational Administration

Biographical:

Education: Graduated from Trevecca Nazarene High School, in May 1960; received Bachelor of Arts degree in Education from Trevecca Nazarene University, Nashville, Tennessee in May 1964; received Master of Arts in Curriculum and Instruction Education from Southern Nazarene University, Bethany, Oklahoma in May 1995. Completed the requirements for the Doctor of Education degree with a major in Educational Administration at Oklahoma State University in May 2001.

Experience: Spanish teacher at Freedom Christian Academy, Oklahoma City, 1999 to present; employed by Oklahoma State University, School of Educational Studies as a graduate research associate; Oklahoma State University, School of Educational Studies, 1997 to present; employed by Southern Nazarene University, Bethany, Oklahoma, Office of the Registrar, 1990 to 1995; employed as elementary school teacher in Yukon, Oklahoma; Kansas City, Missouri; and Nashville, Tennessee, 1964 to 1969.

Professional Memberships: Oklahoma Teachers,
Toastmasters Club International.