

THE RELATIONSHIP OF WEALTH AND AGE
ON THE STAGE OF PUBLIC SCHOOL
EDUCATION FOUNDATIONS IN
NORTHEASTERN OKLAHOMA

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CHAPTER I

BACKGROUND OF THE PROBLEM

Education foundations can be described as a partnership between the school and the community. Education foundations emerged in Oklahoma in the 1970's. Through the encouragement of the Oklahoma Foundation for Excellence (OFE), House Bill 1017, and House Bill 1255, education foundations have grown in numbers in recent years. According to a Fact Sheet published by the OFE in 1993, "In a few short years, the number of LEFs (Local Education Foundations) have grown from four to close to 130, making Oklahoma number one in the nation on a per capita basis in this effort."

Data from the *Annual Report 1993-1994, Statistical Report on Oklahoma Schools and the State Department of Education*, showed that in 1993-1994 there were 551 school districts in Oklahoma. The *Oklahoma Directory of Local Education Foundations* shows, as of July 8, 1994, that there were 135 public schools in Oklahoma with existing education foundations. By 1994, 24.5% of the districts in the state had foundations, either in the formative stage or established and disbursing money, in 1994.

Evidence suggests that education foundations, sometimes called community foundations, education funds, or educational foundations, go through stages. Frazier (1989) developed a theory which claimed that foundations do, in deed, progress on a continuum over time from reactive to proactive. Sprankle (1992) confirmed or supported

Frazier's theory in a case study examining eight education foundations in northeastern Oklahoma. Sprankle specifically identified three stages of foundations, based on Frazier's theory. These stages suggested that foundations change over time, or that the age of the foundation was influenced by the activities of the foundation.

This study examined the element of money, or the level of wealth, of education foundations as it related to the foundation's stage. There was a need to study the relationship between stages based on age and wealth of education foundations because 24.5% or one-fourth of the public school districts in Oklahoma have foundations already in place, as of 1994 (Oklahoma Directory of Local Education Foundations). This study examined how money might affect the stages of the foundations in northeastern Oklahoma.

Statement of the Problem

Frazier (1989) developed a continuum for the roles of foundations. These roles evolve over the age of the foundation. This study added the variable of financial resources or money to Frazier's theory of foundations evolving. Sprankle (1992) examined education foundations in Northeastern Oklahoma in 1992 using Frazier's continuum. Sprankle suggested that the foundations studied fit with Frazier's continuum. The outcome of this study will either confirm or contradict the work of Frazier and Sprankle.

The research problem was: “What is the relationship of the age and money given by Oklahoma education foundations on foundations’ stages?” Four research questions will be examined during the study. The four research questions were: (1) What are the stages of the education foundations in this study? (2) What is the relationship between the foundations’ stage and age? (3) What is the relationship between the foundations’ stage, age, and level of wealth? (4) What is the distribution of education foundations in northeastern Oklahoma as defined by our decision rules of age and wealth?

Conceptual Framework

This study was based on the theory developed by Frazier (1989) and later expanded by Sprankle (1992). In 1989 the Council on Foundations published an extensive work by Frazier entitled *Community Foundations as Catalysts: Leadership in Education*. Frazier concluded that foundations progress on a continuum from reactive to proactive over time. A vital key to Frazier’s work was the element of time. Foundations evolved from reactive to proactive--or from helper to change agent--over time.

Sprankle used this theory as a basis of her dissertation from the University of Tulsa (1992). Sprankle categorized Frazier’s work into a series of three stages. Each stage has specific characteristics (see Appendix A). In the case study which examined eight education foundations, Sprankle confirmed Frazier’s theory that foundations evolve over time from reactive to proactive.

Significance of the Study

A local education foundation is a grassroots effort made by local patrons to improve the educational opportunities for the local students. Just as bond issues are funded from the local level to build, repair, or purchase items which would benefit the local schools, education foundations fund grants to benefit the students in their home town. Money given to a local education foundation goes directly to help neighborhood schools and neighborhood children.

The grants funded are, generally, for projects which the local school district does not have the money to fund. Therefore, without local education foundations, these creative and innovative student-centered activities might not occur. In a state that ranks 43rd nationally in per pupil expenditure, education foundations are one avenue to provide additional money to benefit students. One-fourth of the school districts in Oklahoma have foundations already established, according to the *Oklahoma Directory of Local Education Foundations* (1994).

One unique feature of education foundations is that the funds come from donations made by the private sector. These donations are tax exempt under the provisions of Section 501 (c)(3) of the Internal Revenue Code. The foundations give money donated by local school patrons to supplement the funding of a public school. The amount of money awarded in grants each year to the local schools varies greatly, whether examining foundations at the national, state, or even regional level. Chapter Four includes data based on the dollar amounts given to local schools by foundations in northeastern Oklahoma during the 1994-1995 school year.

At the state level, Oklahoma ranked 43rd in expenditures per pupil, according to the 1993 statistics (Snyder). When examining the past six years of revenue per student and expenditures per student from across the state of Oklahoma, four of the six years--87-88, 89-90, 90-91, and 92-93--have shown a deficit. In 1992-1993 the deficit in revenue and expenditures was as high as \$32.00 per pupil (Oklahoma Educational Indicators Program). In addition, Oklahoma educators have struggled to comply with state mandates under House Bill 1017, as well as unfunded federal mandates. Education foundations are one way to assist schools by providing additional funds.

Oklahoma schools could have faced another financial battle in the spring of 1996 when state voters made a decision regarding State Question 669. This proposal was designed to limit property taxes to December, 1993 levels (Tulsa World, 1995). In other words, ad valorem taxes for property owners would have been frozen at 1993 levels throughout the state of Oklahoma. According to Virgil Best, Assistant Superintendent for Bixby Public Schools, "Long range, it would bankrupt the state" (Tulsa World, 1995). Kirby Lehman, Superintendent of Jenks Public Schools, agreed with Best. "We believe schools would be devastated by the passing of 669," Lehman told the *Tulsa World* on January 18, 1995. In a state in which funding was based on local ad valorem taxes, State Question 669 had the potential to devastate local schools. Again, local education foundations are one alternative for additional funds for local schools.

Definition of Terms

Education Foundation: Privately funded, governed, and operated non-profit organizations whose purpose is to benefit the schools (Rovtar, 1993).

OFE: Oklahoma Foundation for Excellence, established in 1990, serves as a communication link for local foundations throughout the state.

House Bill 1017: Major Oklahoma educational reform effort by state legislators which became law in 1990.

Age: For the purpose of this study, the foundations were divided into “old” and “new” for specific distinctions. An “old” foundation was organized and dispensed funds on or before 1990. A “new” foundation dispensed funds after 1990. The criterion was verified by an analysis of the data.

Stage: Frazier (1989) developed the theory that foundations evolve on a continuum over time, moving from reactive to (or towards) proactive. Sprankle (1992) categorized Frazier’s work into a series of three stages, which are shown in Appendix A.

Reactive: For the purpose of this study, the term comes from Frazier’s (1989) theory of foundations’ roles. The reactive stage is the phase of beginning foundations. They generally fund short term grant proposals and try to maintain the status quo.

Proactive: For the purpose of this study, the term comes from Frazier’s (1989) theory of foundations’ roles. Frazier, and later Sprankle (1992), showed that foundations become proactive over time. “Community foundations have an opportunity to shape new directions for public education” (Frazier). Frazier, and later Sprankle, showed that education foundations became “catalysts for change” or “change agents” over time.

Disbursement of Funds: For the purpose of this study, the criterion for “Rich” or “Poor” are: (1) “Rich” foundations give \$8,717.00 *or more* per year to the school; (2) “Poor” foundations give \$8,716.00 *or less* per year. The criterion was verified by an

analysis of the data. The “level of wealth” does not refer to the amount of money a foundation has in an endowment, but rather the amount given to schools per year.

Northeastern Oklahoma: For the purpose of this study, the map of Oklahoma was divided into quarters creating four sections. After determining the northeastern quarter of the state, the *Oklahoma Directory of Local Education Foundations* (1994) was used to find foundations which were located in this geographic area. Thirty were located according to information from the 1994 directory.

Limitations of the Study

This study focused on thirty education foundations in northeastern Oklahoma in the “Green Country” region of the state. Every foundation in this region was included in the study. The findings of the study may apply to northeastern Oklahoma. The information gathered for the study was considered “public information”. Contributions made by local philanthropists were not included. Contribution confidentiality was maintained.

Remainder of the Study

The remaining chapters provide additional information to support the purpose of the study. Chapter II provides a review of the literature on education foundations. Chapter III provides insight into the methodology used in the study. Chapter IV examines the four research questions and provide data analysis. Chapter V includes a summation of

the studies, conclusions, and implications. Appendixes include items such as a brief report on each foundation.

CHAPTER II

REVIEW OF THE LITERATURE

The literature review begins with definitions of education foundations. Next, the review traces the emergence of foundations, specifically education foundations, in America. Philanthropic traditions that began in Europe are still benefiting education today.

Oklahoma has more education foundations per capita than any other state in America. A review of the three major factors which have encouraged the formation of foundations in Oklahoma is examined.

Lastly, Frazier in *Community Foundations as Catalysts: Leadership in Education* (1989) developed a theory about foundations. Frazier's theory is reviewed, along with the case study of Sprankle (1992). Sprankle based her case study of eight education foundations in Northeastern Oklahoma on Frazier's theory. Sprankle elaborated on Frazier's theory that foundations move from the reactive to proactive stage over time.

Definition of the Foundations

Foundations which benefit education can be referred to by several names. These foundations may be called education, educational, community, or endowment foundations

or funds. Generally, they are privately funded, governed, and operated non-profit organizations whose purpose is to benefit the schools (Clay, Hughes, Seely, & Thayer, 1985; Rovtar, 1993; Shoemaker, 1983; White & Morgan, 1990). According to White and Morgan (1990, p. 22), "Local education funds--privately funded, non-profit and self-governed by public-spirited citizens--serve as an independent third party between the school and the community to support excellence and innovation in the public schools." Individuals comprising the foundation represent a collage of talents, resources, and expertise from the community. "School foundations typically operate as non-profit, tax-exempt corporations, separate from the local school board, which are run by a board of trustees made up of community volunteers representing a cross-section of the community" (Shoemaker, 1983, p. 3).

In Oklahoma a true legal definition for education foundations can be found in House Bill 1017. According to Req. No. 7872, Section 5-145 C,

As used in this section, 'local foundation' means any company, trust, corporation or association: (1) that solicits money or property in the name of any public school district, public school or public school organization; and (2) which is exempt from federal income taxes or is verifiably and in good faith in the process of obtaining federal tax exemption status pursuant to the provisions of Section 501(c) (3) of the Internal Revenue Code. If the local foundation is in the process of obtaining exemption status in accordance with this paragraph, the local foundation may make gifts, grants or donations pursuant to this section provided it has advised the local board of education of the status of any application for tax exemption and continues to provide the board such information each year thereafter. (p. 73)

Because students, classrooms, and school districts have special needs, the purpose or mission of an educational foundation is intended to meet the needs of a specific school district. While "foundations differ in their missions across the country", means or

purposes also differ across the state and even the country. (Rovtar, 1993, p. 10) Every foundation seeks to meet what it sees as the specific needs of the beneficiary school.

Historical Background of Foundations

Philanthropy dates back centuries in Europe where concerned citizens gave money for the public good, such as feeding or housing the poor. The legal provision for “the creation, control and protection of charitable funds (the forerunners of today’s foundations) was not established until 1601, when England enacted the Statute of Charitable Uses.” (Margolin, 1991, p. 3-5)

As the Europeans immigrated to America, the new citizens continued their charitable acts. A change occurred in American philanthropy in the late nineteenth and early twentieth centuries, due in part to the establishment of the Carnegie Corporation of New York in 1911 and the Rockefeller Foundation in 1913. “These ‘modern’ foundations were given broad charters enabling their trustees to address the causes of and seek solutions to problems affecting the world, rather than to focus solely on alleviating the results of social problems.” (Margolin, 1991, p. 5) Money was now available for such worthwhile causes as education.

Both individual donors and foundations have given money to higher educational institutions for decades. The concept of charitable giving to public schools can be traced back to the 1970’s. “The idea of a non-profit separate, structured foundation to aid public education is not altogether new, but it can be said it is surely a child of the 1970’s. Many public foundations initiated to aid public schools were started in the mid 1970’s and early 1980’s.” (Hodgson, 1986, p. 2)

The 1980's saw a growing number of foundations, a growing amount of philanthropic donations, and a growing national interest in education. This may be due in part to the results of and implications derived from *A Nation At Risk* (1983), according to Lobman (1992). "The 1980's brought a dramatic increase in the level of philanthropic interest in children in general, and public school in particular. Private and corporate foundations gave voice to complaints that American schools were failing to meet national needs." (Lobman, 1992, p. 382) "Foundation commitment to precollegiate education ... grew steadily through the 1980's, shifting from support of elite private schools to an increased emphasis on the restructuring of the public school system and on the quality of education." (Renz & Lawrence, 1994, p. 55)

The most recent figures on philanthropic donations from foundations across the nation show that the highest level of funding for education was 1979. By 1992, however, dollars toward education was three percentage points below that all time high in 1979. "By 1992, education received over twenty-five percent of grant dollars and twenty-three percent of total number of grants awarded. Overall, nearly one-third of education dollars were spent for elementary and secondary education and educational services in 1992." (Renz & Lawrence, 1994 p. 54)

Today Americans continue the charitable benevolence created almost 500 years ago in England. According to Loehr, "Private fund-raising in the United States is a multi-billion dollar a year enterprise. American individuals and corporations prove their generosity to charitable causes and organizations by contributing more than \$120 billion annually. This represents approximately \$2,000 per household." (1992, p. 1)

There has been little research on local education foundations from either a national or state perspective. Local education foundations do not share the long history or the billion dollar budgets of such huge national foundations as Carnegie or Rockefeller. The goals of local foundations and national foundations are also different. Local education foundations serve the needs of a school district while the national level foundations fund an array of areas, including education.

Education Foundations in Oklahoma

The three major factors which have encouraged and supported the formation and growth of education foundations in Oklahoma have been the establishment of the Oklahoma Foundation for Excellence, House Bill 1017, and House Bill 1255.

David Boren, former governor, United States Senator, and current President of the University of Oklahoma, was instrumental in establishing the Oklahoma Foundation for Excellence in 1990. Through the leadership of Executive Director Polly Nichols, the Oklahoma Foundation for Excellence (OFE) office in Oklahoma City provides information and advice to interested citizens and public school advocates throughout the state. The OFE has served as a state-wide resource to communities interested in beginning education foundations. OFE also sponsors a Fall Forum each year which offers a wide variety of workshops and forums on subjects related to local foundations. The OFE is the central hub of a networking system throughout Oklahoma that provides support, fresh ideas, and advice for starting and maintaining successful local foundations.

In 1990 the Oklahoma legislature passed House Bill 1017, which was intended to be a landmark bill focusing on school reform. According to Req. No. 7872, Section 5-145

of House Bill 1017, "Local school boards of education should be encouraged to explore the potential benefits of local foundations and public school / business partnerships as supplements to basic programs publicly funded." (p. 73)

House Bill 1017 also discussed local education foundations in Item 32, Section 56 (Results 1994, Oklahoma Educational Indicators Program, State Report, 1994),

This section provides that local school boards be encouraged to explore the benefits of local foundations and public school / business partnerships. There are approximately 112 local school foundations throughout the state funded by private donations under the Foundations of Excellence program and several other localities have expressed an interest in establishing a foundation. There are also many school / business arrangements among the various districts in the state. (p. 44)

The Oklahoma legislature passed House Bill 1255 in February 1993. This bill refined Section 5-145 of House Bill 1017 and provided specific limitations for local foundations. According to House Bill 1255 (1993),

An Act relating to schools; amending 70 O.S. 1991, Section 5-145, which relates to local foundations; modifying statutory reference; prohibiting local foundations from employing school district employees; prohibiting the use of school district funds to compensate local foundation employees; and providing an effective date. (p. 1)

According to the most recent national statistics, Oklahoma ranked 43rd in expenditures per pupil (Snyder, 1993). When examining the past six years of revenue per student and expenditures per student from across the state, four of the six years--87-88, 89-90, 90-91, and 92-93--have shown a deficit. In 1992-1993 the deficit in revenue and expenditures was as high as \$32.00 per pupil (Oklahoma Educational Indicators Program, State Report, 1994).

The formation of local education foundations is one way to provide additional funds for students in a state ranking low in per pupil funding. According to Kline (1992),

“A foundation can reap substantial supplemental revenues for your schools.” (p. 32)

Although exact figures are not available at the state level, Hodgson provided interesting percentage figures at the national level. “School districts across the country who have established foundations have raised, on an average, ten to twenty percent more money for their schools and programs through the private sector than have those school districts without established foundations.” (Hodgson, 1986, p. 6)

Oklahoma had 551 public school districts in 1993-1994 (Annual Report 1993-94: Statistical Report on Oklahoma Schools and the State Department of Education, p. 4). According to OFE, 125 of those districts had local education foundations. In 1994 in Oklahoma, 22.7% of public school districts had already established education foundations.

There has been very little research completed on education foundations, either at the national or state level. Oklahoma has more education foundations per capita than any other state, yet only two other dissertations have researched the topic of education foundations in Oklahoma. Lease (1988) examined three Oklahoma education foundations from a historical perspective in a case study format. Sprankle (1992) tested Frazier’s theory of foundations evolving over time by examining eight Oklahoma education foundations in a case study format.

Summary of Frazier (1989)

In 1989 the Council on Foundations published an extensive work by Frazier entitled *Community Foundations as Catalysts: Leadership in Education*. Frazier gathered information from community leaders from over 50 community foundations and

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Summary of Frazier (1989)

In 1989 the Council on Foundations published an extensive work by Frazier entitled *Community Foundations as Catalysts: Leadership in Education*. Frazier gathered information from community leaders from over 50 community foundations and

23 private and family foundations. Frazier analyzed written information from 274 foundations working with public education.

At first the foundation maintained or enhanced the status quo. Frazier referred to this phase as the “gap filler”. Frazier (1989) continued, “Decisions are based on a wide variety of assumptions, beliefs, rationale and feelings about how to support public education . . . The reactive posture seems to be most prevalent when a community foundations is first established.” (p. 8) Frazier described the vision or point of view of a foundation in this phase as a “near-term horizon” by looking only at the current fiscal year.

Foundations move from the reactive stage into a phase Frazier referred to as “the linking challenge”. This phase has characteristics of being both reactive and proactive in nature. It’s a transitional phase, connecting the characteristics of both reactive and proactive.

Numerous national task force reports and studies of education describe public education as a floundering institution. These reports call attention to the widening gap between how youth are being prepared and the capacities they will need as adults . . . The reports have resulted in the growth of external pressures on public education to change its framework, structures and practices. The underlying theme of these national reports is that public education has lost its link to community goals and that educators and communities must reconnect. (Frazier, 1989, p. 13-14)

The linking challenge that Frazier referred to is the “reconnecting” of educators and communities to shared goals about education and the community.

In the final stage, the established and embedded foundation acts as a catalyst for change. According to Frazier (1989),

The metaphor of ‘catalyst’ accurately describes an important role open to community foundations in controversial and complex areas of public policy. In the field of public education, the limited financial resources of a community foundation cannot possibly provide a quantitative boost to school districts with budget in the

tens of millions of dollars. Yet, as a 'catalyst' a community foundation can exercise great power through relatively small amounts of money and staff time. It is not the power of traditional political or financial 'clout' but the power of persuasion, coordination, organization and leadership. (p. 37-38)

In this phase as a change agent, Frazier (1989) emphasized the importance of "the balancing act". "A hallmark of an effective community foundation is the ability of its leadership to maintain a balance among the critical interests of the foundation--juggling the many operational activities required of a limited number of staff while being responsive to an unlimited number of clients."(p. 57) Frazier concluded this thought by, again, viewing the foundation in the later phase as a change agent, "... a successful strategy can establish the foundation as a source of creative solutions to intractable community problems." (p. 57)

Frazier developed the theory that foundations progress on a continuum from the reactive to proactive stage. Each phase along the continuum has specific characteristics. A vital key to Frazier's work is the element of longevity. Foundations evolve from reactive to proactive--or from helper to change agent-- over time, moving from maintaining the status quo to becoming a catalyst for change.

Frazier's belief that foundations act as a catalyst for educational change was supported by several researchers. According to Jehl and Payzant, "San Diego City Schools has begun assessing the impact of foundation support as a catalyst for and sustainer of comprehensive education reform." (Jehl & Payzant, 1992, p. 483) Jehl and Payzant also agreed with Frazier on the concept of involvement on a continuum.

Lobman (1992) also supported Frazier's notion that foundations are change agents in school reform. "A donor's interest in systemic change will lead it to demand that the

school board, district administration, and other political bodies undertake far-reaching changes.”(p. 399) Lobman also believed that “foundations are coming to recognize that public attitudes are important to the progress of reform. The public’s sense of urgency about reform and its readiness to accept more complicated measures of school success are critical to acceptance of the substance and cost of the innovations donors are supporting in pilot projects.” (Lobman, 1992, p. 398)

Shoemaker (1983) supported Frazier’s view of the foundation’s proactive role or role as a change agent. According to Shoemaker, “School foundations offer citizens a very direct mechanism for improving the quality of education in their own districts, and through collective action, at the state level. They are an important means for regaining some local control of the schools. They can help put the ‘public’ back into public education.” (p. 10)

Summary of Sprankle (1992)

Sprankle’s study was based on Frazier’s *Community Foundations as Catalysts: Leadership in Education* (1989). Sprankle completed a “multiple, embedded case study of eight foundations...to determine the mission, projects and programs funded, satisfaction levels and future concerns and issues of each of the foundations.” (Sprankle, 1992, p. iii) A key element of Sprankle’s work was charting the characteristics of Frazier’s three stages. Those charts are included in Appendix A and will be used in the analysis process.

Sprankle used selective sampling to examine eight public school foundations in Northeastern Oklahoma to “see if their funding matched their goals and if they verify Frazier’s evolutionary mission stages of community foundations.” (1992, p. 15) Special

care was made in the sampling selection to include an equal number of younger and older foundations. Consideration was also made to include the three types of public school foundations: “single-school district foundations, multiple-school district foundations, and single-school foundations.” (1992, p. 12)

Interview questions were designed to show the reactive or proactive stages. Open-ended questions were asked of the presidents of the foundations to learn about the age, allocation strategies, goals, projects, and “stages” of each foundation. Comparisons and contrasts were made using Frazier’s stages.

Sprankle found support for Frazier’s theory that foundations do go through stages. Sprankle’s case study found many characteristics of the foundations in Stages I and II. Generally, Sprankle’s case study supported Frazier’s theory that foundations evolve over time from reactive to proactive.

Frazier described this reactive stage (Stage III) as the “change agents” or “catalysts for change”. Foundations in Stage III fund programs, but seek process initiatives to change education (Frazier, 1989). Stage III foundations might fund , for example, long term grants or perhaps just one subject area, with the calculated view to improve education specifically rather than generally.

Sprankle developed nine characteristics or areas of foundations in all three stages. She showed in charts the evolution of the foundation in each of the nine areas from Stage I or reactive through Stage III or proactive (see Appendix A--Frazier’s Community Foundation’s Stages of Involvement with Education as Identified by Sprankle for charts of all three stages). The areas identified were goals, mission, vision, age, proposals, allocation strategies, types of programs, impact, and satisfaction level. In the area of

goals, for example, the foundations moved from the goal of filling in the gaps or maintain the status quo to becoming a change agent.

This movement from reactive to proactive can be seen in all nine of the areas examined by Sprankle. Examples of the other areas identified by Sprankle are as follows:

- Mission--moved from perhaps no mission at all to clearly defined mission statements with specific goals and priorities
- Vision--little or no sense of direction to long term, broad spectrum
- Age--newly formed to long established
- Proposals--foundations await proposals to receiving unsolicited proposals but seeking those that meet their priorities
- Allocations Strategies--from looking at individual programs to funding multi-purpose issues or programs that support collaborative efforts for the school
- Types of programs--from supplemental to programs that will increase long term input
- Impact--from low cost, low risk to change agent and catalyst
- Satisfaction level--from overwhelmed on how to best serve district to feeling foundation has helped improve education

One of Sprankle's major conclusions was that age influenced the stage of the foundation. She was able to see movement from Stage I toward Stage II in some of the older, well established foundations examined. This conclusion also supported Frazier's theory of foundations moving or evolving from reactive to proactive.

Summary

Philanthropy began in Europe and came to America with the immigrants. For a long time charitable contributions were given to higher educational institutions. Private and corporate foundations channeled their donations toward public school during the 1980's. Today elementary and secondary education receive nearly one-third of education dollars from foundations.

Public education foundations emerged at the national and also at the state level in Oklahoma during the 1970's. The three major factors which have encouraged and supported the formation and growth of education foundations in Oklahoma have been the establishment of the Oklahoma Foundation for Excellence, House Bill 1017 in 1990, and House Bill 1255 in 1993.

Frazier's study of foundations in 1988 developed the theory that foundations progress on a continuum from the reactive to the proactive stage over time. Sprankle's (1992) case study of eight education foundations in northeastern Oklahoma supported Frazier's theory of the evolution of foundations over time. Sprankle categorized Frazier's theory into three stages with specific characteristics.

A review of the literature indicated that there has been little research completed on education foundations, either at the national or state levels. Only two doctoral dissertations, both in the form of case studies, have examined education foundations in a state which has more foundations per capita than any other in the United States.

CHAPTER III

METHODOLOGY

Chapter III discusses the research problem and questions, design, measurement, sample, method of data collection, and data analysis.

Research Problem and Questions

Frazier (1989) developed a theory which argued that educational foundations progress on a continuum over time from reactive to proactive. Sprankle (1992) found that the stages of foundations, as indicated by their age, did progress as Frazier's theory predicted. Her case studies examined eight education foundations in northeastern Oklahoma. This study will examine how the amount of money available also may effect foundations in northeastern Oklahoma.

The proposed research problem was: "What is the relationship of age and money given by Oklahoma education foundations on the foundations' stages?"

Four research questions were used to generate information to answer this research problem. Each question were answered by a table. The research questions were:

- (1) What are the stages of the education foundations in this study? Table 1 will display each foundation and its stage.
- (2) What is the relationship between the foundations' stage

Tand age? Table 2 will display each foundation's stage and its age. (3) What is the relationship between the foundations' stage, age, and amount of money given to schools in 1994-1995? Table 3 will display the foundations' stage, age, and amount of money given during 1994-1995. (4) What is the distribution of education foundations in Northeastern Oklahoma as defined by the decision rules of age and wealth? Table 4 will display the foundations in quadrants of Old/Poor, Old/Rich, New/Poor, or New/Rich in Stage I, Stage II, or Stage III.

Descriptive Study

Frazier (1989) developed a theory which argued that foundations progress on a continuum over time from reactive to proactive. According to Kerlinger (1989),

a theory is a set of propositions consisting of defined and interrelated constructs . . . a theory sets out the interrelations among a set of variables (constructs), and in so doing, presents a systematic view of the phenomena described by the variables . . . a theory explains phenomena. It does so by specifying what variables are related to what variables and how they are related, thus enabling the researcher to predict from certain variables to certain other variables. (p. 9)

This study used Frazier's theory, later supported by Sprankle (1992), to examine education foundations. The variable added to this study was the amount of money given to foundations during the 1994-1995 school year.

This study can be categorized as a descriptive study (Ary, Jacobs, & Razavieh, 1990; Best and Kahn, 1990) or as nonexperimental research (Kerlinger, 1986).

According to Kerlinger,

Nonexperimental research is systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are made, without direct intervention, from concomitant variation of independent and dependent variables. (p. 348)

In this study, the researcher did not have any control over the variables. Relationships were examined and inferences, if possible, were made.

Both experimental and nonexperimental research share the same purpose: to establish the empirical validity of so-called conditional statements of the form *If p, then q.* The difference is the direct control of *p*, the independent variable. In experimental research, *p* can be manipulated, which is rather direct "control". (Kerlinger, 1986, p. 348)

In nonexperimental research, such as in this study, control is not possible. "Investigators must take things as they are and try to disentangle them." (Kerlinger, 1986, p. 349) The study does seek empirical validity of the following conditional statement: If age and money given, then foundation stage.

This study cannot be described as experimental. This study does not have the quality of controlled inquiry. According to Kerlinger (1986),

most social scientific and educational research problems ...lend themselves to controlled inquiry of the nonexperimental kind...much nonexperimental research must be done in psychology, sociology, and education simply because many research problems do not lend themselves to experimental inquiry. (p. 359)

This study can also be categorized as a descriptive study. According to Ary, Jacobs, and Razavieh (1990),

Descriptive research studies are designed to obtain information concerning the current status of phenomena. They are directed toward determining the nature of a situation as it exists at the time of the study. . . There is no administration or control of a treatment as is found in experimental research...Descriptive research is not generally directed toward hypothesis testing. The aim is to describe 'what exists' with respect to variables or conditions in a situation. (p. 381)

According to Best and Kahn (1989),

Descriptive research describes *what* is, describing, recording and analyzing, and interpreting conditions that exist. It involves some type of comparison or contrast and attempts to discover relationships between existing nonmanipulated variables. (p. 24)

Best and Kahn (1989) further suggest that a descriptive study “is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing.” (p. 76) Moreover, “Descriptive research, sometimes known as nonexperimental or correlational research, deals with the relationships between variables . . .” (Best and Kahn, 1989, p. 77) This study examined how the influences of age and money given effects the stage of education foundations in northeastern Oklahoma.

In summary, this study was descriptive (nonexperimental) because there was no control of variables and relationships were described using non-statistical methods.

Measurement

The focus in this study was the education foundations’ age, amount of money given, and stage. Each of these factors or variations required an operational definition.

According to Kerlinger (1986),

An operational definition is a sort of manual of instructions to the investigator. It says, in effect, ‘Do such-and-such in so-and-so manner.’ In short, it defines or gives meaning to a variable by spelling out what the investigator must do to measure it. (p. 28)

Kerlinger continued to categorize operational definitions into two categories, experimental and measured. This study used *measured* operational definitions. “A *measured* operational definition describes how a variable will be measured.” (Kerlinger,

1986, p. 29) This section will describe how the constructs of age, amount of money given in 1994-1995, and stage will be measured.

Polly Nichols, Executive Director of the Oklahoma Foundation for Excellence (OFE) suggested the criteria for age of the foundation (old or new) and amount of money given (rich or poor). The researcher drew on Nichols' expertise and vast knowledge of education foundations in Oklahoma (personal communication, July 8, 1994). The age of the foundations, according to Nichols, was based on the year (1988) the foundation first gave money to schools. The amount of money given, categorized as "Rich" or "Poor", was based on more or less than \$15,000 given during 1994-1995. The criteria set by Nichols for "Old", "New", "Rich", or "Poor" includes the following:

An "Old" education foundation was established *before* 1988 and dispensed funds to schools during 1988 or *earlier*.

A "New" education foundation dispensed funds to schools *after* 1988.

A "Rich" education foundation gave \$15,000 *or more* per year to schools during 1994-1995.

A "Poor" education foundation gave \$14,999 *or less* per year to schools during 1994-1995.

In order to establish decision rules for "Rich", "Poor", "Old", and "New" for foundations in northeastern Oklahoma, data was collected and calculated. The mode, median, and mean were determined for the data. In examining the age of foundations in northeastern Oklahoma, the mean was 1989.84 (rounded to 1990), the median was 1991, and the mode was 1991.

Considerations were made regarding the amount of money given to foundations during the 1994-1995 school year. Three foundations (Bartlesville, Tulsa Central High School, and Tulsa Education Fund) gave extremely large amounts of money which skewed the data distribution. According to Ary, Jacobs, and Razavieh (1990),

... the value of the mean, because it is influenced by the size of extreme scores, is pulled toward the end of the distribution in which the extreme scores lie... The effect of extreme value is less on the median because this index is influenced not by the size of scores but by their position.

Extreme values have no impact on the mode because this index has no relation with either of the ends of the distribution (p. 134-135).

For this study the mode was \$10,500.00; the median was \$7455.15; and the mean was \$19,583.50. To seek a more balanced distribution of the mean, the money given by Bartlesville (\$66,462.09), Tulsa Central High School (\$66,949), and the Tulsa Education Fund (\$197,000) was eliminated and a second calculation of the mean was made. Disregarding extreme amounts given, the mean was established as \$8717.08 (rounded to \$8717.00).

The criteria discovered by data calculations differed from Nichols' criteria. The Nichols' criteria was set for the state of Oklahoma, while the data calculations reflect a true average for the northeastern part of the state. Therefore, the decision rules for this study were the results gathered from the region of Oklahoma where the study took place.

The following criteria was used:

A "Rich" foundation gave \$8717.00 *or more* to schools during the 1994-1995 school year.

A "Poor" foundation gave \$8716.00 *or less* to schools during the 1994-1995 school year.

A “New” foundation dispensed money to schools *after* 1990.

An “Old” foundation dispensed money to schools *on or before* 1990.

Criteria for determining and establishing the stage of the foundations came from Sprankle’s doctoral dissertation (1992). Sprankle took Frazier’s 1989 study of foundations and identified three specific stages (Stages I, II, and III). Each stage has specific characteristics in the following areas:

- goals
- vision
- age
- allocation strategies
- types of programs funded
- impact on the district or site
- satisfaction level

A complete list of characteristics identified by Sprankle can be found in Appendix A (See Frazier’s Community Foundations’ Stages of Involvement with Education as Identified by Sprankle). Both Sprankle and Frazier suggest that foundations evolve on a continuum, ranging from reactive to proactive.

The questions for this study were derived from the works of Frazier (1989) and Sprankle (1992) and were specifically designed to show possible movement from the “helper stage” into the “change agent” stage--or from reactive to proactive--of Frazier’s continuum. The interview questions used to put foundations at a stage were as follows:

What is the mission statement or purpose of the education foundation?

What types of grants or programs are funded?

What impact has the foundation had on the school or the school district?

What strategies do you use to fund grants?

How do foundation members feel regarding the satisfaction level of the foundation?

When did the Foundation first give money to schools?

What was the amount of money give to schools during the 1994-1995 school year?

Sprankle (1992) studied eight education foundations in northeastern Oklahoma in her multiple case study dissertation. Sprankle found that the foundations did not fit absolutely into Stage I, II, or III. Four of the eight foundations (50%) that Sprankle studied had characteristics which overlapped into two stages. For example, Tulsa Central High School Foundation "is primarily at Stage I with some Stage II elements." (Sprankle, 1992, p. 24) Bartlesville Public Schools Foundation "lies within Stage I and II". (Sprankle, 1992, p. 36) The Thomas Edison High School Eagle Leadership Trust had characteristics of Stage I, though "some movement into Stage II evolution is reflected." (Sprankle, 1992, p. 39)

Keeping Sprankle's findings in mind, some foundations may not meet one hundred per cent of the criteria in Stage I, II, or III. Keeping this over lap of stages in mind when setting the criteria rule for the foundation, each foundation must fit into the same stage on at least three questions or more. Therefore, the foundation would have characteristics of at least sixty percent or more of Stage I, Stage II, or Stage III.

In conclusion, an "Old" education foundation was established before 1990 and dispensed funds to schools during 1990 or earlier. A "New" education foundation dispensed funds to schools after 1990. A "Rich" education foundation gave \$8717.00 or more to schools during 1994-1995. A "Poor" education foundation gave \$8716.00 or less

to schools during 1994-1995. Foundations classified as Stage I, Stage II, or Stage III must have sixty percent or more of the characteristics of that particular stage.

Sample

The sampling technique used in the study was purposive sampling. According to Kerlinger (1989), purposive sampling “is characterized by the use of judgment and a deliberate effort to obtain representative samples by including presumably typical areas or groups in the sample.” (p. 120) Purposive sampling included foundations in the northeastern part of the state.

The *Oklahoma Directory of Local Education Foundations* (1994) listed education foundations in Oklahoma. The study initially set out to include thirty foundations in the northeastern area of the state. Further foundations may be located using the grapevine technique. The study included foundations which met the following criteria:

- Established and dispensing money on or before the 1994-1995 school year, and
 - Foundations which gave money to fund grant proposals or mini-grants.
- Money given to scholarships was not included in calculations.

Based on the information and data from *The Directory of Local Education Foundations* (1994), the following education foundations were examined: Bartlesville, Bixby, Broken Arrow, Catoosa, Claremore, Glenpool, Hilldale, Jenks, Kiefer, Miami, Muskogee, Nowata, Okmulgee, Oologah, Owasso, Pryor, Sallisaw, Sand Springs, Sapulpa, Skiatook, Spiro, Tahlequah, Tulsa Carnegie Elementary, Tulsa Carver Middle School, Tulsa Edison High School, Tulsa Memorial High School, Tulsa Booker T.

Washington High School, Tulsa Education Fund, Union, and Vinita. By using the grapevine technique, additional educational foundations may be added to the study.

Method of Data Collection

The sources of evidence used to gather data were *The Oklahoma Directory of Local Education Foundations* (1994) and also telephone interviews. The data was reported in the order in which it was gathered, explaining the foundation's stage, age, and level of wealth based on monies given to schools in 1994-1995.

According to Best and Kahn (1989), "Not only is the authenticity of the document important, but the validity of its contents is crucial. It is the researchers' obligation to establish the trustworthiness of all data that he or she draws from documentary sources." (p. 90) In attempting to maintain trustworthiness of the data, the telephone interviews were necessary because many of the foundations did not complete all the information sent in when the *Directory* was compiled. In order to have a complete set of current data on all the foundations in the study, telephone interviews were made to collect all necessary current information. The telephone interviews were also necessary because the data from the *Directory* was based on 1994 information, which was no longer current.

The interviews were conducted with the president, past president, or director of each of the foundations. If the individual interviewed could not answer all questions, additional calls were made to other foundation members to secure all information. For example, the treasurer may need to be contacted to learn the amount of money the foundation gave to schools during the 1994-1995 school year. A phone call was made to the president explaining the study. During this call, the president was told that this was a

study for educational research purposes requesting public information on a voluntary basis. The president was also told that the name of the foundation would be used in the study. A copy of the information explained to the president has been included in the Appendix and has also been submitted to the Institutional Review Board.

The questions were derived from the works of Frazier (1989) and Sprankle (1992) and were specifically designed to show possible movement from the “helper” stage into the “change agent” stage--or from reactor to proactive--on Frazier’s continuum. Question 1 looked at the *mission* or *purpose* of the foundation. Question 2 examined the *types of grants* funded. Question 3 looked at the *impact* of the foundation on the school or school district. Question 4 examined *allocation strategies* and Question 5 looked at *satisfaction levels*. In determining the stage of the foundation, the objective aspects of Sprankle’s categories were used. The subjective categories were deleted from the study. When an answer did not fit into the categories of Sprankle’s Stage I, Stage II, or Stage III, the foundation was placed in the cell for “Does Not Fit”. This would be considered when analyzing the foundation’s stage.

The questions were also designed to show the levels of longevity (age=old or new) and amount of money given to schools (Rich / Poor) in 1994-1995. Question 6 asked the age of the foundation. “Old” foundations were dispersing money to schools on or before 1990. “New” foundations gave funds after 1990. Question 7 asked the amount of money given by the foundation to schools during the 1994-1995 school year. A “Rich” foundation gave at least \$8,717.00 during 1994-1995. A “Poor” foundation gave \$8,716.00 or less during 1994-1995.

Specific interview questions are included in Appendix C. A brief summary of each foundation can be found in Appendix B. The foundation member may need a prompt from the interviewer in order to answer the question. For example, the foundation member may paraphrase the mission statement rather than read it verbatim. The foundation member may describe the types of grants funded without checking past records to list every proposal funded.

Data Analysis

The data was gathered in a sequential method. The questions were asked in a specific order to detect the progression of the foundation's stage, age, and level of wealth. The data analysis was completed in the same sequential manner in four stages, using tables to record the position of each foundation. The completed data will be included in Appendix B. The data is used to answer the four research questions.

Question One

What are the stages of the education foundations in this study?

The foundations were first categorized into one of the three stages on Frazier's continuum, which was identified by Sprankle. The foundations were identified to be in either Stage I, Stage II, or Stage III. In order for a foundation to be classified as either Stage I, Stage II, or Stage III, the foundation must meet the characteristics of the stage in three or more of the five questions which were intended to determine the foundation's stage.

Criteria for this portion comes from the specific characteristics identified by Sprankle in her 1992 dissertation. A detailed listing of the characteristics of each stage is included in Appendix A (see Frazier's Community Foundations' Stages of Involvement with Education as identified by Sprankle, Stage I, II, and III). The stages move from reactive to proactive, with detailed characteristics for each of the three stages.

Question Two

What is the relationship between the foundations' stage and age?

The second analysis step compared the variables of stage and age of the foundation. A data display chart was used to tally the foundations in either Stage I, Stage II, or Stage III and also as either Old or New (see completed data table in Appendix B). The stage of the foundation was determined in the first step of analysis. The criteria for age of the foundation was objective. The foundations dispensing money on or before 1990 were considered "Old". Those foundations dispensing money after 1990 were considered "New".

From the works of Frazier (1989) and Sprankle (1992), an assumption can be made that the older foundations *should* be moving into Stages II and III. Therefore, the foundations identified as "Old" *should* be moving away from the reactive stage toward becoming proactive (Stages II and III). Sprankle also discovered that newer foundations were in the reactive stage (Stage I). Therefore, the foundations identified as "New" *should* be in the reactive stage. This aspect was verified or contradicted by the information analyzed by percentages (see Table 2).

TABLE I
DUMMY TABLE STAGE

Name	Stage 1	Stage II	Stage III	Does Not Fit
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TABLE 2
DUMMY TABLE STAGE AND AGE

Name	I	<u>Stage</u> II	III	Old	<u>Age</u> New
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Question Three

Do age and level of wealth affect the foundation's stage?

The third step of data analysis examined the variables of the foundations' stage, age, and level of affluence or amount of money given to schools during 1994-1995. Building on the data from the first two analyses, a table was used to display all three aspects of the foundation (see completed data table in Appendix B). Again, drawing on the works of Frazier (1989) and Sprankle (1992), an assumption can be made that *if* the older foundations should be moving away from reactive (Stage I) and into Stages II and III, then Rich / Old and also Poor / Old *should* with a high degree of probability be proactive. A second assumption can be made that *if* the newer foundations should be in Stage I, then Rich / New and also Poor / New *should* with a high degree of probability remain reactive. This analysis determined if level of affluence or amount of money given *and* the age of the foundation affect its evolution (see Table 3).

Question Four

What is the distribution of education foundations in percentages in northeastern Oklahoma as defined by our decision rules of age and wealth?

A table was used to divide the foundations into the four quadrants or Old / Poor, Old / Rich, New / Poor, and New / Rich and also by Stage I, Stage II, and Stage III (see table in Appendix B). The foundations examined in the study were placed in their corresponding quadrants. A scatter plot system was used to place the foundation in the corresponding cell. The table showed the names (and therefore the number) of foundations in each quadrant. If the scatter distribution was clear, the analysis will

TABLE 3

DUMMY TABLE STAGE, AGE AND LEVEL OF WEALTH

Name	<u>Stage</u>			Old	<u>Age</u>		<u>Level of Wealth</u>	
	I	II	III		New	Rich	Poor	
<hr/>								
<hr/>								

conclude. If the scatter distribution was *not* clear, the researcher looked at potential statistics such as Chi square or correlations such as Spearman rank order coefficient to analyze the data. According to Cates (1985), a Spearman rank order coefficient is “also known as Spearman’s *rho* coefficient.” (p. 91)

This analysis is intended to answer the question of whether Oklahoma foundations are indeed consistent with Frazier’s continuum of foundation roles when examining the elements of longevity (age) and financial resources (amount of money given to schools in 1994-1995). The element of financial affluence has never been examined. This portion will generate entirely new data when related to education foundations.

Reviewing the data analysis, the first analysis was made to show the stage (either Stage I, Stage II, or Stage III) of the foundation. A set of five questions derived from Sprankle’s categories was used as criteria in determining the foundation’s stage. In order to be placed in Stage I, II, or III, the foundation must fit in three of the five questions in the same stage. Foundations must have the majority of characteristics (60% or more) in one stage. If the foundation answer does not fit into one of the three stages, it was recorded in the category as “Does Not Fit”. The second analysis examined the stage and the age (either Old or New) of the foundation. The third analysis looked at the variables of stage, age, and also the level of financial affluence (either Rich or Poor). The final analysis put the foundations in the study into one of the four quadrants as either Rich / Old, Rich / New, Poor / Old, or Poor / New in a scatter plot format by Stage I, Stage II, and Stage III.

TABLE 4
DUMMY TABLE: QUADRANTS BY STAGE

<u>Stage I</u>	
Old/Poor	Old/Rich
New/Poor	New/Rich

CHAPTER IV

RESULTS

Chapter IV examined the four research questions and provide data analysis. The research questions were designed in a specific order to detect the progression of the foundation's stage, age, and level of wealth. The data analysis was completed in the same sequential manner in four steps, using tables to record the position of each foundation.

Sample

The study began with thirty northeastern Oklahoma education foundations. First, to be included a foundation had to meet the following criteria:

- Established and dispensed money on or before the 1994-1995 school year
- Gave money to fund grant proposals or mini-grants
- Money given to scholarships was not included in calculations

Keeping these criteria in mind, the foundations of Catoosa and Glenpool did not dispense money on or before 1994-1995 and were therefore eliminated from the study. Tulsa Edison High School was eliminated from the study because the foundation only gave money for scholarships. By using the grapevine technique, Tulsa Central High School was added to the study.

After all foundations were contacted and the amount of money ranked from least to greatest, three foundations showed extreme amounts of money given in relationship to the others within the study. The amounts of money given from the foundations of Bartlesville (\$66,462.09), Tulsa Central High School (\$66,949.00), and the Tulsa Education Fund (\$197,000.00) were considered extreme in this study because when calculated the amounts skewed the data distribution. Those three foundations were eliminated from the study for that reason. A total of twenty-five foundations were examined.

Presentation of Data

Question One

What are the stages of the education foundations in this study?

In the data collection phase, five questions derived from Sprankle's (1992) categories were used in determining each foundation's stage. If the foundation answer did not fit into one of the three stages, it was recorded in the category as "Does Not Fit". In order to be placed in Stage I, II, or III, the foundation must fit in three of the five questions in the *same* stage. Foundations must have had the majority of characteristics (60% or more) in one stage.

After telephone interviews were completed, each answer was placed in either Stage I, Stage II, Stage III, or "Does Not Fit". The foundation was labeled by stage when three or more of the responses fell within that stage. Foundations in which the answers overlapped stages were identified as "Does Not Fit".

There were twenty-five foundations analyzed by stage (see Table 5). Thirteen foundations had 60% or more answers which fell in the Stage I category. No foundations met requirements for Stage II or Stage III. Twelve foundations had responses which overlapped or “Did Not Fit” the specific stages identified by Sprankle. These foundations will continue to be analyzed in order to note any additional insight they might provide. In response to Question 1, thirteen foundations in northeastern Oklahoma are in the reactive stage or Stage I, twelve foundations did not meet the requirements for Stage I.

Question Two

What is the relationship between the foundations' stage and age?

The second analysis phase compared the stage and age of the foundation. A data display chart was used to display foundations in either Stage I, Stage II, or Stage III and also as either Old or New (see Table 6). Foundations which dispensed money on or before 1990 were considered “Old”, after 1990 were considered “New”.

From the works of Frazier (1989) and Sprankle (1992), an assumption could be made that the older foundations *should* be moving into Stages II and III. Therefore, the foundations identified as “Old” *should* be moving away from the reactive stage toward becoming proactive (Stages II and III). Sprankle also discovered that newer foundations were in the reactive stage (Stage I). Therefore, the foundations identified as “New” *should* be in the reactive stage.

All thirteen of the foundations were identified as “Stage I”. Nine of the thirteen foundations were identified as “New”; four foundations were identified as “Old”. These findings show that the assumption of newer foundations falling in the reactive stage (Stage

TABLE 5
ALL FOUNDATIONS CLASSIFIED BY STAGE

Stage I	13
Stage II	0
Stage III	0
Does Not Fit	12

N=25

TABLE 6

AGE OF FOUNDATION CLASSIFIED BY STAGE

Stage	Old	New
Stage I	4 (31%)	9 (69%)
Stage II	0	0
Stage III	0	0

N=13

I) was supported. When examining the thirteen foundations in the study, 69% were identified as “New” and also in Stage I.

Twelve foundations were identified as “Does Not Fit”. Eight foundations within that group were identified as “New”. Four foundations within that group were identified as “Old” (see Table 7).

In response to Question 2, a relationship (69%) was observed in this study between the foundations’ stage (Stage I) and age when examining the twelve foundations identified by stage. In the group identified as “Does Not Fit”, there were twice as many (8:4) foundations labeled as “New” than “Old”. No apparent relationship could be made between the foundations’ stage and age in this group.

Question Three

What is the relationship between the foundations’ stage, age, and level of wealth?

The third phase of data analysis examined the foundations’ stage, age, and level of affluence or amount of money given by the foundation to schools during the 1994-1995 school year. Building on the data from the first two analyses, a table was used to display all variables (see Table 7). A “Poor” foundation gave \$8716.00 or less during the 1994-1995 school year. A “Rich” foundation gave \$8717.00 or more during the 194-1995 school year.

Drawing on the works of Frazier (1989) and Sprankle (1992), an assumption can be made that *if* the older foundations should be moving away from reactive (Stage I) and into Stages II and III, then Rich / Old and also Poor / Old *should* be proactive with a high degree of probability. A second assumption can be made that *if* the newer foundations

TABLE 7

AGE OF FOUNDATIONS NOT CLASSIFIED BY STAGE

	Old	New
Does Not Fit	4 (33%)	8 (67%)

N=12

should be in Stage I, then Rich / New and also Poor / New *should* remain reactive (Stage I) with a high degree of probability.

When the thirteen foundations were examined which were labeled Stage I from Table 5, three were found to be Old / Rich, one was found to be Old / Poor, six were found to be New / Poor, and three were found to be New / Rich. Another way of looking at the data would be to say that six were “Rich” and seven were “Poor” while four were “Old” and nine were “New” (see Table 8).

When the twelve foundations were examined which did not fit into Stage I, two were found to be Old / Rich, eight were found to be New / Poor, and two were found to be Old / Poor. No foundations could be labeled as New / Rich. Another way of looking at the data would be to say that four were “Old”, eight were “New”, two were “Rich”, and ten were “Poor” (see Table 9).

When going back to the assumptions based on the works of Frazier (1989) and Sprankle (1992), a pattern emerged. In examining the foundations labeled Stage I, 46% of the foundations (6 of 13) were New / Poor; 54% of the foundations (7 of 13) were not. When looking at the Old / Rich or New / Poor pattern, nine of the thirteen foundations (69%) showed that pattern (see Table 10).

When examining all twenty-five foundations in the study for the Old / Rich or New / Poor pattern, nineteen of the twenty-five (76%) showed that pattern. Twenty-four percent of the all foundations examined (6 of 25) did not fit into the Old / Rich or New / Poor pattern (see Table 11).

TABLE 8
AGE AND LEVEL OF WEALTH OF FOUNDATIONS
CLASSIFIED BY STAGE

	<u>Old</u>		<u>New</u>	
	Rich	Poor	Rich	Poor
Stage I	3 (23%)	1 (8%)	3 (23%)	6 (46%)

N=13

TABLE 9

AGE AND LEVEL OF WEALTH OF FOUNDATIONS
NOT CLASSIFIED BY STAGE

	Rich	<u>Old</u> Poor	Rich	<u>New</u> Poor
No Stage	2 (17%)	2 (17%)	0 (9%)	8 (66%)

N=12

TABLE 10
ALL FOUNDATIONS CLASSIFIED BY STAGE, AGE,
AND LEVEL OF WEALTH

	<u>Old</u>		<u>New</u>	
	Rich	Poor	Rich	Poor
Stage I	3 (23%)	1 (8%)	3 (23%)	6 (46%)
No Stage	2 (17%)	1 (17%)	0 (0%)	8 (66%)

N=25

TABLE 11
ALL FOUNDATIONS CLASSIFIED BY
AGE AND LEVEL OF WEALTH

	<u>Old</u>		<u>New</u>	
	Rich	Poor	Rich	Poor
All	5 (20%)	3 (12%)	3 (12%)	14 (56%)

N=25

Table 10 showed that almost one-half or 46% of the foundations labeled as Stage I were in the expected New / Poor pattern. Almost one-half or 46% of the foundations were also found to be “Rich”. Sixty-nine percent of the foundations were found to be New in Stage I. In summary, age was found to have an affect on the foundation’s stage. This study found that of the foundations examined, 69% were “New” and in Stage I. Level of wealth corresponded with the assumption foundations being New / Poor in 46% of the foundations examined. Age had a much more apparent affect of the foundation’s stage than did level of wealth.

Question Four

What is the distribution of education foundations in percentages in northeastern Oklahoma as defined by our decision rules of age and wealth?

The fourth phase of data analysis examined the foundations in Stage I, the foundations labeled as “Does Not Fit, and the foundations grouped as a whole. Three data display tables were used to show the foundations grouped by percentages. Table 8 displayed the thirteen foundations which met the research criteria in Stage I. Within this group, 31% were “Old” while 69% were “New”. Forty-six percent were “Rich” and 54% were “Poor”. The Rich / Poor group was almost evenly divided (6 / 7) respectively. The major difference was observed in the Old / New group with the majority of the foundations examined (69%) being labeled as “New”.

Twelve foundations did not fit into the research criteria for Stage I, Stage II, or Stage III (see Table 9, page ?). Thirty-four percent of those foundations were found to be “Old”, while 66% were “New”. Seventeen percent of the foundations were found to be

“Rich”, while 84% were found to be “Poor”. The greatest significance was found in the Rich / Poor groups.

In viewing twenty-five foundations in the study, 32% were found to be “Rich”, while 68% of the foundations were found to be “Poor” (see Table 11). Thirty-two percent were “Old”; 68% were “New”. This analysis supports the assumptions made by Frazier (1989) and Sprankle (1992) that *if* a foundation is “New” it *should* be “Poor”.

Research Problem: What is the relationship of the age and money given by Oklahoma education foundations on foundations’ stages?

Thirteen foundations in the study met the criteria for Stage I. No foundations were labeled as Stage II or Stage III. Due to the absence of Stage II and Stage III foundations, Frazier’s (1989) continuum of foundations progressing over time could not be observed.

Nine of the thirteen foundations (69%) were “New” in Stage I. Seven of the thirteen foundations (54%) were “Poor” in Stage I. The age of the foundation tied in with the assumptions of Frazier (1989) and Sprankle (1992). The amount of money given to foundations showed almost an even balance (7/6). When examining the thirteen foundations categorized as Stage I, an apparent relationship between “New” and Stage I can be noted. No apparent relationship could be observed between money given and the foundation’s stage. Those foundations were found to be almost an even balance.

Ex Post Facto Analysis

The study failed to produce any major relationships between the age and amount of money given and the foundation’s stage. The disappointing factor was that no

foundations met the criteria for Stage II or Stage III. No progression could be noted from the reactive to proactive stages; therefore, no relationship could be observed or even predicted toward the proactive stage (Stage III). About one-half (12 of 25) of the foundations did not fit into any of Frazier's stages.

The absence of an apparent relationship could have been with the design of the study. The researcher could have selected the wrong combination of questions from Sprankle's work (1992) to use in the study. This study examined the foundations mission or purpose, types of funding, impact, funding strategies, and satisfaction level. The researcher could have selected all the areas that Sprankle identified. There is the possibility that the sample was biased. There is the possibility that the individual interviewed from each foundation was biased when answering the questions.

Frazier's continuum (1989) was not observed in this study. The findings did, however, support Frazier's prediction that *if* a foundation is "New" it *should* also be "Poor". In viewing all twenty-five foundations in the study, 56% were categorized as "New" and "Poor". Continuing on with Frazier's prediction that *if* a foundation is "Old" it *should* also be "Rich", 20% of the foundations were categorized in that manner. This data was displayed in Table 11.

No movement was observed toward Stage II or Stage III as Sprankle (1992) noted. The interview questions were based on Sprankle's work, but not all the questions used by Sprankle were used in this study. Sprankle was able to draw inferences because her study was qualitative in nature. This study was a descriptive study which examined "what is".

Frazier (1989) identified education foundations as catalysts for change (Stage III), which moved on a continuum from reactive to proactive. This study identified foundations only in the reactive stage (Stage I). No movement was observed toward the proactive phase (Stage II or Stage III). One explanation could have been that perhaps the foundations examined were either too new or too poor.

When attempting to place each foundation into a stage, research criteria stated that the foundation must fit into the same stage in three out of the five questions. A problem arose when foundations were placed by stage in the area of "Mission Statement or Purpose". According to Sprankle (1992), if the foundation had no mission statement in writing, it was placed in Stage I. If the foundation had a form of written statement, it was placed in Stage II. If the mission statement was clear and based on goals, the foundation was placed in Stage III. The area of "Mission Statement or Purpose" automatically placed most foundations into Stage II or Stage III. Seventy-six percent of the foundations examined had some form of written mission statement; 24% of the foundations did not.

Among the thirteen foundations identified as Stage I, five of the thirteen (24%) foundations were in Stage I in the area of Mission Statement. In the group of foundations identified as "Does Not Fit", eleven of the twelve foundations (92%) were categorized as Stage II or Stage III in the area of Mission Statement. Only one foundation (8%) within that group was in Stage I in that area.

Three foundations were eliminated from the study because the amount of money given skewed the mean. In the ex post facto analysis, those foundations were examined as a group. All three foundations (Bartlesville, Tulsa Central High School, and Tulsa Education Fund) were classified as "Old" and "Rich". The average age the foundation

TABLE 12
 FOUNDATIONS WHICH GAVE \$65,000 OR MORE
 IN 1994-1995

	Bartlesville	Tulsa Central High School	Tulsa Education Fund
First Year Money was Given	1986	1982	1988
Amount of Money Given in 1994-1995	\$66,462.09	\$66,949.00	\$197,000.00
Stage	Stage II	Stage III	Stage II

first dispensed money was 1985, compared with 1990 as the average age of the twenty-five foundations in the study. The average amount of money given during 1994-1995 was \$110,137.03, compared with \$8,717.00 as the average of the twenty-five foundations in the study. Two of these foundations were classified as Stage II; one foundation was classified as Stage III. It is interesting to note that the *oldest* of the three foundations (first giving money in 1982) and not the *wealthiest* was in Stage III. This discovery provides some preliminary evidence that corresponds with Frazier's (1989) concept that foundations move on a continuum from reactive (Stage I) toward proactive (Stage III) over time.

Summary

Chapter IV examined the four research questions and also the research problem of the study. The research questions were discussed and supported by data display tables. Question One examined the stages of the foundations. Thirteen foundations met criteria for Stage I. Twelve foundations did not fit into any stage.

Question Two examined the relationship between the foundations' stage and age. The majority of foundations (69%) were "New" and all foundations (thirteen) were classified in Stage I.

Question Three examined the relationship between the foundations' stage, age, and level of wealth. The majority of foundations (56%) were "New" and "Poor" and also in Stage I.

Question Four examined the distribution of education foundations. Again, the majority of foundations were "New" and "Poor" and also in Stage I.

In examining the research problem, no apparent relationship could be noted when examining age and money along with the foundation's stage. The results were almost balanced.

An ex post facto analysis examined the three foundations (Bartlesville, Tulsa Central High School, and Tulsa Education Fund) which had extreme amounts of money given when compared with the other foundations in the study. These had been eliminated due the skewed effect on the mean. All three were "Old" and "Rich". Two were in Stage II, one was in Stage III. The *oldest* of the three had progressed to Stage III, not the one which gave the most money to schools. This finding can be connected back to Frazier's (1989) finding that foundations progress on a continuum over time from reactive (Stage I) to proactive (Stage III).

CHAPTER V

SUMMARY, CONCLUSIONS, DISCUSSION, AND FUTURE RESEARCH

Summary

Public education foundations emerged at the national and also at the state level in Oklahoma during the 1970's. The three major factors which have encouraged and supported the formation and growth of education foundations in Oklahoma have been the establishment of the Oklahoma Foundation for Excellence, House Bill 1017 in 1990, and House Bill 1255 in 1993. Oklahoma has more education foundations per capita than any other state in the United States. Only two doctoral dissertations have been completed on the topic of education foundations in Oklahoma. Lease (1988) examined three Oklahoma education foundations from a historical perspective in a case study format. Sprankle (1992) examined eight foundations in northeastern Oklahoma using Frazier's (1988) theory as a basis for her dissertation from Tulsa University. At the national level, Frazier (1988) developed the theory that foundations progress on continuum from the reactive to the proactive stage over time. Sprankle (1992) supported Frazier's theory in her case study of eight education foundations in northeastern Oklahoma.

This study examined Frazier's (1988) theory. The study was descriptive (nonexperimental) because there was no control of variables and relationships were described using non-statistical methods. The variable added in this study was the amount of money given by foundations in northeastern Oklahoma during the 1994-1995 school year. The sampling technique used in the study was purposive sampling. Foundations were classified as "Old", "New", "Rich", or "Poor" by criteria rules set after the data was collected through telephone interviews and then calculated. The mode, median, and mean were determined for the data. The four research questions were examined sequentially as well as the research problem.

The foundations were examined by stage (Stage I, II, or III), age ("Old" or "New"), and level of affluence ("Poor" or "Rich"). All foundations were found to be either in Stage I (13) or they did not fit the criteria rules (12). The majority (9 of 13) of foundations (69%) were "New" and also in Stage I. Forty-six per cent of the foundations were "New" and "Poor" and also in Stage I. In examining the research problem, no apparent relationship could be noted when examining age and money along with the foundation's stage.

An ex post facto analysis was completed on three foundations which had given extreme amounts of money when compared with the other foundations in the study. All three foundations were "Rich" and "Old". Two were in Stage II, one was in Stage III. The oldest of the three had progressed to Stage III. This finding can be connected back to Frazier's (1989) finding that foundations progress on a continuum over time from reactive (Stage I) to proactive (Stage III).

Conclusion

The research problem was: "What is the relationship of the age and money given to Oklahoma education foundations on foundations' stages?" The conclusion was no apparent relationship could be noted when examining age and money along with the foundation's stage.

Discussion

The study did not produce any apparent relationships between the age and amount of money given and the foundations' stage. All the foundations which met criteria rules were placed in Stage I. Because none of the foundations were Stage II or Stage III, no progression could be noted from reactive to proactive. A descriptive study examines and reports "what is".

This research study examined "what is" in regards to education foundations in northeastern Oklahoma in 1994-1995. The study found that most foundations were "New", "Poor", and also in Stage I. Frazier (1989) developed a theory that foundations progress from reactive (Stage I) to proactive (Stages II and III) over time. No apparent progression could be observed because the foundations were all classified as Stage I.

Frazier (1989) also suggested that *if* a foundation is "New" it *should* also be "Poor". This study supported this suggestion. In viewing all twenty-five foundation in the study, 56% were categorized as "New" and "Poor". Frazier (1989) also predicted that *if* a foundation was "Old" it *should* also be "Rich". Twenty percent of the foundations in this

study were categorized as “Old” and “Rich”. Only six of the twenty-five foundations studied (24%) did not support Frazier’s prediction.

One explanation for the lack of observed progression could have been that the foundations examined were either too new or too poor. Different criteria rules might have produced foundations which could be classified into the more proactive stages.

The ex post facto analysis showed foundations in Stages II and III. The foundations in the ex post facto analysis were both older and much more affluent than the average foundation in the study. The average year that those three foundations dispensed money was 1985; the amount of money given in 1994-1995 was in excess of \$65,000.00 with an average of \$110,137.03. An apparent gap emerged when the three foundations in the ex post facto analysis were compared to the foundations in the study. The average year the foundations in the study first gave money was 1990; the average amount of money given in 1994-1995 was \$8,717.00.

The sample in this study was the northeastern region of Oklahoma. This specific region has suffered an economic decline in recent years. It has been previously mentioned that Oklahoma ranked 43rd in per pupil expenditures during 1994. Public schools in the state are low in income when compared to other states. The general economy of the state of Oklahoma also rates low when compared to other states. According to the recently released Oklahoma Economic Forecast Midyear Review, “In 1995 the state’s relative per capita income fell to less than 80 percent of the U.S. average, ranking 47th in the nation-- \$22,788 nationally compared to \$18,152 for Oklahoma.” (Tulsa World, September 21, 1996) The sample for the study consisted of a low economic area, when compared to the rest of the country. Only three other states have lower economic levels than Oklahoma.

A second explanation for no apparent relationships could have been in the criteria of the study. Sprankle (1992) found that the foundations in her study did not fit absolutely into Stage I, II, or III. Four of the eight foundations (50%) in Sprankle's case study have characteristics which overlapped into two stages. Although this 1994-1995 research generated a descriptive study rather than a case study, the same problem of stage overlap was encountered.

The most apparent overlap arose in analyzing the question about "Mission Statement or Purpose". If the foundation had no mission statement, it was placed in Stage I according to Sprankle (1992). If the foundation had a written form, it was placed in Stage II according to Sprankle (1992). Seventy-six percent of the foundations examined had some form of written mission statement; 24% of the foundations did not. Among the thirteen foundations identified as Stage I, five of the thirteen (24%) foundations were in Stage I in the area of Mission Statement. In the group of foundations identified as "Does Not Fit", eleven of the twelve foundations (92%) were categorized as Stage II or Stage III in the area of Mission Statement. Only one foundation (8%) within that group was in Stage I in that area.

Future Research

This descriptive study examined education foundations in northeastern Oklahoma during the 1994-1995 school year. Further studies could focus on other sections of the state of Oklahoma, including central Oklahoma as a region. A focus on different regions would generate different averages of money given and also different ages of foundations within those areas.

This study used purposive sampling within a geographic region. A second recommendation for further study would be to use selective sampling. The researcher could seek out “Old” and “Rich” foundations throughout the state to see if foundations progress on a continuum from reactive to proactive as Frazier (1989) suggested. The ex post facto analysis in this study showed a slight movement toward proactive, but the analysis only included three foundations.

Another recommendation for further study would be to examine foundations in northeastern Oklahoma in future years using the research design from this study. Frazier (1989) predicted that *if* a foundation was “Old” it *should* be “Rich”. The foundations in this study are still in their infancy stage. In future years, the foundations within the northeastern region will be older. A study could examine the prediction of *if* “Old” *then* “Rich”. A study of education foundations in northeastern Oklahoma in future years could also examine the research problem and four research questions from this study. The foundations would be older in years to come and might be classified in Stages II or III in future studies. Perhaps the foundations would progress on a continuum as Frazier (1989) and Sprankle (1992) suggested.

Oklahoma’s economy has been documented as ranging in the lowest levels nationally, both in per pupil expenditures and also in per capita income. Foundations in Oklahoma are in the infancy stages when compared to foundations in other areas of the country. A future study could examine foundations in an area of the country where the economy is considered “average” or “above average”. Perhaps a researcher could compare the findings in this study with findings in a state that ranks in the top ten percent on per pupil expenditures. Oklahoma ranked 47th in per capita incomes in 1995. The numbers

used to establish “Rich” and “Poor” in a state that ranked in the top ten percent nationally could be compared to the average of money given during 1994-1995 in this study.

During the data collection, some individuals indicated that administrators resisted the foundation. Teachers were not encouraged by the administration to submit grant proposals. Suggestions were made that the administration resented the position of power the foundation had by giving money to the schools for specific projects. This situation was mentioned by individuals in several smaller communities in the study. The area of administration support or lack of support could be an area for further research.

During the data collection, many individuals indicated a disproportionate rate of proposal submissions made by elementary teachers. Foundation members were concerned about the lack of interest from secondary teachers. One reason might be that at the secondary level, departments have a budget for the year. Oklahoma elementary school teachers rarely, if ever, have a budget. The disproportionate level of interest in the foundation at the different academic levels would be an area for further research.

A further study could investigate if foundations fund equal amounts of money to each school site or just to the best proposals. Perhaps foundations have a guideline or policy of equity for each site. A study would reveal if there was a disproportionate amount of money going to the elementary level or one school site.

The variable added to this study was “wealth” or amount of money given by education foundations during a specific school year. In a state that ranks so low economically when compared nationally, the amount of money given by foundations was quite low. Nine of the foundations in the study gave \$3,000.00 or less during the year examined. The results of the study showed no apparent relationship. No progression

could be observed to verify Frazier's theory. The foundations in Oklahoma are still too new and too poor to show any significant findings. They are still in the infancy stage when compared to others in the country. The citizens of Oklahoma are to be commended, however, for showing their support for public schools by starting and continuing education foundations. In a state ranked 47 nationally in per capita income, individuals are still generous with their time and money to help support a grassroots effort to improve local public schools.

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APPENDIXES

APPENDIX A

FRAZIER'S COMMUNITY FOUNDATION'S STAGES
OF INVOLVEMENT WITH EDUCATION
AS IDENTIFIED BY SPRANKLE

Stage I

Goals	<ul style="list-style-type: none"> *supplementary funding for equation *fill in the gaps *help maintain status quo
Mission	<ul style="list-style-type: none"> *most do not have written missions-feel it gives more freedom
Vision	<ul style="list-style-type: none"> *short term current fiscal year *often without sense of direction of philosophical base
Age	<ul style="list-style-type: none"> *newly formed
Proposals	<ul style="list-style-type: none"> *await proposals from educators
Allocations Strategies	<ul style="list-style-type: none"> *reactive *decide on project by project basis *favor single purpose programs
Types of programs	<ul style="list-style-type: none"> *supplemental, pilot, or experimental *scholarships, field trips, excursions, recognition projects, additional services, alternative program, special population programs, mini-grants, pilot curriculum, additional facilities, additional programs, research studies, staff development
Impact	<ul style="list-style-type: none"> *low cost, low risk programs *have low staff impact, medium visibility and high donor involvement *make people feel good *recognize achievement
Satisfaction Level	<ul style="list-style-type: none"> *growing dissatisfaction with number and quality of requests *feel overwhelmed on how to best help *wish to remain neutral in political area surrounding system

Stage II

Goals	*mostly like Stage I, moving to II
Mission	*some have mission statements
Vision	*mostly short term *questioning about need for long-term results
Age	*established
Proposals	*mostly like Stage I, attempting some of Stage II
Allocations Strategies	*mostly like Stage I, beginning to fund some Stage II
Types of Programs	*mostly like Stage I, seeking long-term programs to improve public education
Impact	*feel good but want more
Satisfaction Level	*questioning their reactive support for short term projects *considering initiating approaches to address long term, broad spectrum systematic issues

Stage III

Goals	<ul style="list-style-type: none"> *change agent *multiplicity of roles-catalyst for cooperative action and innovation *broker of human financial resources *advocate for public education program operator *convener of stake holders
Mission	<ul style="list-style-type: none"> *clear mission statements based on goals and priorities *central core of values
Vision	<ul style="list-style-type: none"> *long term, broad spectrum, systematic issues
Age	<ul style="list-style-type: none"> *long established
Proposals	<ul style="list-style-type: none"> *accept unsolicited proposals but seek those that meet their priorities
Allocations Strategies	<ul style="list-style-type: none"> *programs that support collaborative effort for school *proactive-based on plan and core of values *multi-purpose issues
Types of Programs	<ul style="list-style-type: none"> *design or support a process rather than a product *programs to increase long-term input of services on program. Require: <ul style="list-style-type: none"> (1) recipients to show program will be institutionalized (2) matching funds in hope of developing a long term commitment (3) declining amounts over 3-5 year period design or support a process of collaboration rather than single event, product, or program *support initiatives which engage the public *create or support partnership for public education
Impact	<ul style="list-style-type: none"> *change agent *catalyst
Satisfaction Level	<ul style="list-style-type: none"> *feel better about the process of improving education

APPENDIX B

**DATA DISPLAY TABLE OF EDUCATION FOUNDATIONS
IN NORTHEASTERN OKLAHOMA**

Name	Year	Dollar Amount	Mission	Funding Types	Impact	Funding Strategies	Satisfaction Level	Age	Wealth
Bixby	1976	\$10,940.00	Stage I	Stage I	Stage I	Stage I	Stage III	Old	Rich
Broken Arrow	1993	\$30,000.00	Stage II	Stage I	Stage I	Stage I	Stage III	New	Rich
Claremore	1988	\$21,639.39	Stage II	Stage I	Does Not Fit	Stage I	Stage III	Old	Rich
Hilldale	1992	\$10,500.00	Stage I	Stage I	Stage I	Stage I	Does Not Fit	New	Rich
Jenks	1987	\$45,000.00	Stage II	Stage I	Stage I	Stage I	Stage III	Old	Rich
Kiefer	1991	\$0.00	Stage II	Stage I	Stage I	Stage I	Does Not Fit	New	Poor
Miami	1989	\$9,910.92	Stage I	Stage I	Stage I	Stage I	Stage III	Old	Rich
Muskogee	1988	\$7,245.00	Stage II	Stage I	Stage I	Stage I	Stage III	Old	Poor
Nowata	1992	\$3,000.00	Stage II	Stage I	Does Not Fit	Stage I	Stage III	New	Poor
Okmulgee	1994	\$5,241.67	Stage II	Stage I	Does Not Fit	Stage I	Stage III	New	Poor
Oologah	1990	\$250.00	Stage II	Stage I	Does Not Fit	Stage I	Does Not Fit	Old	Poor
Owasso	1991	\$7,566.25	Stage II	Stage I	Stage II	Stage I	Stage III	New	Poor
Pryor	1993	\$12,800.00	Stage II	Stage I	Stage I	Stage I	Stage III	New	Rich
Sallisaw	1991	\$1,500.00	Stage II	Stage I	Stage I	Stage I	Stage I	New	Poor
Sand Springs	1987	\$7,455.15	Stage II	Stage I	Does Not Fit	Stage I	Stage III	Old	Poor
Sapulpa	1990	\$14,329.03	Stage II	Stage I	Does Not Fit	Stage I	Stage III	Old	Rich
Skiatook	1993	\$2,520.00	Stage II	Stage I	Stage I	Stage I	Does Not Fit	New	Poor
Spiro	1994	\$4,000.00	Stage I	Stage I	Stage I	Stage I	Stage III	New	Poor
Tahlequah	1993	\$0.00	Stage II	Stage I	Does Not Fit	Stage I	Does Not Fit	New	Poor
Tulsa Booker T. Washington	1992	\$6,300.00	Stage I	Stage I	Stage II	Stage I	Does Not Fit	New	Poor
Tulsa Carnegie	1991	\$4,145.52	Stage II	Stage I	Stage I	Does Not	Stage III	New	Poor
Tulsa Carver	1993	\$1,800.00	Stage II	Stage I	Does Not Fit	Stage I	Stage III	New	Poor
Tulsa Memorial	1992	\$2,300.00	Stage II	Stage I	Stage I	Stage III	Stage III	New	Poor
Union	1991	\$8,384.12	Stage II	Stage I	Stage I	Stage I	Stage III	New	Poor
Vinita	1994	\$1,100.00	Stage I	Stage I	Does Not Fit	Stage I	Does Not Fit	New	Poor

APPENDIX C

INTERVIEW QUESTIONS AND
ORAL SOLICITATION

INTERVIEW QUESTIONS

Foundation's name _____

Individual's name and title _____

Date of interview _____

1. What is the purpose or mission statement of the foundation?
2. Describe the types of grants or programs funded by the foundation.
3. What impact has the foundation had on the school district, school site, or county served?
4. What strategies do you use to fund grants?
5. How do foundation members feel regarding the satisfaction level of the foundations?
6. When did the foundation first give money to the school?
7. Give the dollar amount of funded grants for the 1994-1995 school year.

Foundation Summary

Circle the correct category

Mission or purpose	Stage I	Stage II	Stage III	Does Not Fit
Types of funding	Stage I	Stage II	Stage III	Does Not Fit
Impact	Stage I	Stage II	Stage III	Does Not Fit
Strategies	Stage I	Stage II	Stage III	Does Not Fit
Satisfaction level	Stage I	Stage II	Stage III	Does Not Fit
Age	Old	New		
Level of affluence	Rich	Poor		

ORAL SOLICITATION INFORMATION

Telephone calls will be made to the presidents, past presidents, or directors of education foundations in Northeastern Oklahoma. Names and numbers were acquired from the *Oklahoma Directory of Local Education Foundations*.

The person interviewed will be told the following information about the study: The researcher used the *Oklahoma Directory of Local Education Foundations* to get name of president and foundation.

The researcher is seeking public information.

The data gathered from this study will be for educational research purposes.

The information is gathered on a voluntary basis.

Verbal permission will be sought to use name of foundation in the study.

APPENDIX D

INSTITUTIONAL REVIEW BOARD

APPROVAL FORM

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 09-26-95

IRB#: ED-96-026

Proposal Title: A STUDY TO INVESTIGATE THE IMPACT OF WEALTH AND AGE OF PUBLIC SCHOOL EDUCATION FOUNDATIONS IN NORTHEASTERN OKLAHOMA

Principal Investigator(s): Martin Burlingame, Linda Wilson

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

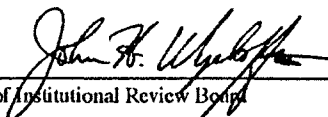
ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.

APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

Signature:


Chair of Institutional Review Board

Date: October 10, 1995

2
VITA

Linda Wilson

Candidate for the Degree of

Doctor of Education

Thesis: THE RELATIONSHIP OF WEALTH AND AGE ON THE STAGE OF PUBLIC
SCHOOL EDUCATION FOUNDATIONS IN NORTHEASTERN OKLAHOMA

Major Field: Educational Administration

Biographical:

Personal Data: Resident of Collinsville, Oklahoma, the daughter of Ray and Peggy Henshall, wife of Allan Wilson.

Education: graduated from Collinsville High School, Collinsville, Oklahoma in May, 1970; received Bachelor of Science degree in Elementary Education from Oklahoma State University, Stillwater, Oklahoma in December, 1974; received Master of Science degree in Curriculum and Instruction from Oklahoma State University, Stillwater, Oklahoma in July, 1977; completed the requirements for the Doctor of Education degree in Educational Administration at Oklahoma State University, Stillwater, Oklahoma in December, 1996.

Experience: Employed as a classroom teacher at the following Oklahoma public schools: Oilton, Sumner, Welch, Miami, Owasso. Employed as an adjunct instructor at Tulsa Junior College and Oral Roberts University, teaching experience with students from first grade through graduate school.