

A STUDY OF RESIDENT INVOLVEMENT IN  
THE MODEL CITIES PROGRAM

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THE MODEL CITIES PROGRAM

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## PREFACE

The role of the Model Neighborhood Area resident in the Model Cities Program is the focal point of this study.

Resident participation is required by the law establishing the Model Cities Program, but the local Model Cities Administrator is left with the perplexing questions of who, when, where, what, and how with regard to this involvement.

This study attempts to bring added insight and clarity to these questions by first suggesting and demonstrating a framework or vantage point from which to view the resident and the Model Cities Program, namely the cooperative system concepts of Chester Barnard. Then, a measure of resident involvement is developed and the involvement relationship to other socioeconomic variables is determined. Finally, a profile of the model neighborhoods is developed to assist in differentiating between neighborhoods in a relative sense and assigning priorities.

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## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
The Model Cities Program . . . . .	1
Resident Involvement in the Program . . . . .	3
Objectives and Scope of the Study . . . . .	7
II. THE MODEL CITIES PROGRAM AS A COOPERATIVE SYSTEM . . . . .	12
Introduction . . . . .	12
The MNA Residents' Role . . . . .	13
Elements of the Organization . . . . .	15
III. DATA COLLECTION . . . . .	26
The Model Cities Program in Huntsville, Alabama . . . . .	26
The 1969 Data Survey . . . . .	28
IV. DATA ANALYSIS . . . . .	36
Involvement Scale Development . . . . .	36
Selecting the Statistical Model . . . . .	41
Analysis of Involvement . . . . .	46
V. THE MODEL NEIGHBORHOOD AREA PROFILE . . . . .	70
MNA Profile Development . . . . .	70
Example of Use . . . . .	74
VI. SUMMARY AND CONCLUSIONS . . . . .	78
General Remarks . . . . .	78
Proposals for Future Investigation . . . . .	81
SELECTED BIBLIOGRAPHY . . . . .	83
APPENDIXES . . . . .	85
FOREWORD . . . . .	86
APPENDIX A - THE 1969 SURVEY INSTRUMENT . . . . .	87

Chapter	Page
APPENDIX B - THE SURVEY RAW DATA . . . . .	96
APPENDIX C - THE SPEARMAN RANK CORRELATION COEFFICIENT COMPUTER PROGRAM . . . . .	124

LIST OF TABLES

Table	Page
I. Total Population of MNA by Neighborhood . . . . .	29
II. Intercorrelation Analysis of Fourteen Items . . . . .	39
III. Item Analysis of Involvement Scale . . . . .	40
IV. Location of Study Variables in the Raw Data . . . . .	48
V. Raw Data for the First Five Primary Wage Earners of Neighborhood A . . . . .	49
VI. Correlation of Involvement With Income . . . . .	53
VII. Correlation of Involvement With Education . . . . .	55
VIII. Correlation of Involvement With Family Size . . . . .	57
IX. Correlation of Involvement With Age . . . . .	59
X. Correlation of Involvement With Knowing Neighborhood Representative . . . . .	61
XI. Contingency Table: Knowing Representative Versus Family Movement . . . . .	63
XII. Contingency Table: Resident Involvement Versus Family Movement . . . . .	64
XIII. Summary of Involvement Correlations . . . . .	68
XIV. The Model Neighborhood Area Profile . . . . .	72
XV. Composite Ranking of Employment Factors for Area II . . . . .	75

LIST OF FIGURES

Figure	Page
1. The Dual Role Relationship of the MNA Resident to the Cooperative System . . . . .	14
2. The Model Neighborhood Area in Huntsville, Alabama . . . . .	27
3. The CDA Organization in Huntsville, Alabama . . . . .	30
4. Huntsville Resident Involvement and Planning Structure . . . . .	31



## CHAPTER I

### INTRODUCTION

#### The Model Cities Program

The Federal Government has stated very clearly the extreme importance of seeking solutions to this Country's urban problems. The opening statement of Public Law 89-754, The Demonstration Cities and Metropolitan Development Act, Title I, begins: "The Congress hereby finds and declares that improving the quality of urban life is the most critical domestic problem facing the United States."

There is a growing awareness that the difficulty of solution matches the depth of the problem. Needless to say, the task is indeed a formidable one. The problems are very complex and encompass all areas of human activity.

Because the problems are of such magnitude and diversity, the attempted responses to them by the Federal, State, and local agencies and departments have grown into a bureaucratic monstrosity. A city can be faced with the task of coordinating as many as 459 federal-aid programs and 65 state, county, and city agencies and departments in attempting to deal with its urban problems (1). Obviously, the attempted solutions have themselves become another problem,

and a very serious one. The cities not only need help in solving their urban problems, but they also need help in coordinating their helpers.

The Demonstration Cities and Metropolitan Development Act (commonly called the Model Cities Program) is an attempt to bring order out of this chaos -- to attack the urban problems, but also to seek better means of achieving the solution.

The stated purposes of the Comprehensive City Demonstration Programs as given in the Program Guide (2) are:

... to provide additional financial and technical assistance to enable cities of all sizes (with equal regard to the problems of small as well as large cities) to plan, develop, and carry out locally prepared and scheduled comprehensive city demonstration programs containing new and imaginative proposals to rebuild or revitalize large slum and blighted areas; to expand housing, job, and income opportunities; to reduce dependence on welfare payments; to improve educational facilities and programs; to combat disease and ill health; to reduce the incidence of crime and delinquency; to enhance recreational and cultural opportunities; to establish better access between homes and jobs; and generally to improve living conditions for the people who live in such areas, and to accomplish these objectives through the most effective and economical concentration and coordination of Federal, State, and local public and private efforts to improve the quality of urban life.

The Department of Housing and Urban Development (HUD) was designated the administering agency for the program, with responsibility for coordinating the efforts of the other Federal Departments and elements which deal with domestic problems.

One hundred fifty cities and counties in forty-two states, the District of Columbia, and Puerto Rico have received model cities planning grants. They range in size from Alma, Georgia (population 4,000) where the target area is the entire city to New York City where there are three separate neighborhoods. The program will span a five-year period of program execution beyond the planning phase.

### Resident Involvement in the Program

This study will be concerned primarily with one aspect of the Model Cities Program -- the participation and involvement of the residents of the Model Neighborhood Area (MNA) in the Program. The concept of active resident participation in public assistance programs received its greatest impetus from the Economic Opportunity Act of 1964 which stated that community action programs were to be "developed, conducted, and administered with the maximum feasible participation of residents of the areas and members of the groups served" (3). Moynihan (4) insists that "maximum feasible participation" was originally intended to do no more than ensure that persons normally excluded from the political process would nonetheless participate in the benefits of the program, but the concept has evolved into a statutory requirement for the cities participating in the Model Cities Program. Title I of the Model Cities law calls for "widespread citizen participation in the program," and HUD has stipulated that if residents and the city cannot

agree upon a way that will permit the city to meet the citizen participation performance standards of the program, the city cannot participate in the program (5).

A HUD Bulletin on Citizen Participation (6) outlined six major points of the participation performance standards:

- (1) There must be some form of organization structure which embodies neighborhood residents in the process of policy and program planning.
- (2) The leadership of that structure must consist of persons whom neighborhood residents accept as representing their interests.
- (3) That structure must have sufficient information about any matter to be decided so that it can initiate proposals and react knowledgeably to proposals from others.
- (4) The structure must have the technical capacity for making knowledgeable decisions, and some form of professional technical assistance in a manner agreed to by neighborhood residents shall be provided.
- (5) Where financial problems are a barrier to effective participation, financial assistance should be extended to neighborhood residents.
- (6) Neighborhood residents will be employed in planning activities.

That same HUD Bulletin (6) also states three specific

assumptions behind citizen participation in the Model Cities Program:

- (1) It acknowledges the right of people affected by public programs to have access to and influence on the process by which decisions about their lives are made.
- (2) It accepts that many of the best intentioned officials and technicians are often, by their training, experiences, and life-styles, unfamiliar with or even insensitive to the problems and aspirations of model neighborhood residents; therefore, resident ideas and priorities can result in more relevant, sensitive, and effective plans and programs.
- (3) It recognizes that the process of participation makes it possible for those citizens formerly outside the system to learn how it functions and how to make it function in their interest -- and that the process makes it possible for residents to strengthen existing skills and to develop the kind of new skills needed for effective citizenship beyond as well as within the Model Cities Program.

Further elaboration on the role of the resident has been provided by other HUD publications. The Program Guide (2) states that the local Model Cities Agency should provide

a meaningful role in policy-making to area residents. The Guide further states that planning should be carried out with as well as for the people living in the affected area; believing that active involvement is important both in building the local support necessary for program success and in developing the capacity and self-sufficiency in area residents necessary to sustain gains made through the program.

It appears to be generally recognized and agreed that the residents should be involved, but very little has been done toward clarifying who should be involved, when should they be involved, how can they contribute, where can they contribute, and just what their role should be. This study will not provide answers to all those questions, but will provide some additional insight into what has become a very complex problem for most of the cities participating in the Model Cities Program.

The problem is recognized and expressed in this manner in one HUD publication (7):

Meaningful citizen participation' in the planning process is at once difficult to define and difficult to achieve. The subject defies generalizations and precise performance standards. What works in one city may not work in another.

Since the guidelines laid down by HUD are rather broad, the cities have taken varying approaches toward meeting the resident involvement requirement. An analysis of the planning process in three cities (Atlanta, Seattle, and Dayton) reported a wide range of participation among the

model neighborhood residents of the three cities and an equally wide range of understanding of what participation was needed and obtainable (7).

In Atlanta, participation consisted primarily of dialogue between city officials and relatively few residents. In Seattle, larger numbers of residents were involved and participated more actively in the planning. In Dayton, where the residents were much more militant, the Planning Council -- composed of neighborhood residents -- became the key policy-making body, and most of the planning was done by resident committees, with professional staff assistance hired by the residents. The analysis did not draw conclusions on the merits of these three different approaches. The emphasis, however, appears to be on trying to decide the formal structure which should be employed, the means of selection or election of participants to be used, and the limits of decision-making of the residents, city government, and other interests involved in the program.

#### Objectives and Scope of the Study

While general agreement might be obtained that a contribution from the model neighborhood residents is desirable, there remains for the local Model Cities Administrators the very complex task of determining what that contribution should be and how to obtain and utilize this contribution in meeting the program objectives.

There is a tendency to attempt to comply with the

letter of Federal dictates more so than the spirit of the law. What is needed is not just participation for participation's sake. What must be kept clearly in mind is that the purpose of the Model Cities Program is the improvement in the quality of life in urban neighborhoods, and the object of resident participation is to strengthen the planning and implementation of the program by mobilizing and applying the experiences, talents, and ideas of the neighborhood residents.

This study is an attempt to move beyond the "seems like a good idea" position on resident involvement, and to provide the Model Cities administrators with something of more relevance and substance to the realities of the situation. It does seem like a good idea to include the model neighborhood resident in the cooperative effort called the Model Cities Program, but the Model Cities administrators are attempting to coordinate physical acts toward the achievement of program objectives. This requires knowing much more than is presently known about the model neighborhood resident, especially before the residents' contributions can be brought into the stream of acts leading to the objective.

Perceiving the environment clearly is a necessary prerequisite to success in any cooperative activity. It, therefore, follows that the resident's characteristics and his relationship to the cooperative system need to be viewed as clearly as possible. This study hopefully aids in providing additional clarification.



There is very little known at present about resident involvement, except that it seems desirable. This study is intended to assist in two basic ways toward a better understanding; first, by suggesting and demonstration a conceptual framework for analysis which provides a basis for understanding the potential role of the resident in the Model Cities Program, and second, by providing a clearer picture of the Model Neighborhood Area residents' characteristics and the relationship of involvement with other variables.

The conceptual framework for analysis of the residents' role in the Model Cities Program is the cooperative system concepts first expounded by Chester Barnard (8) and (9), with later elaborations by Lohmann (10) and Torgersen (11).

The Model Cities Program is viewed as a cooperative system consisting of the Model Neighborhood Area residents, other city residents, the Model Cities staff, the city and county governments, and the many local, state, and federal agencies and elements which are involved in the multiplicity of programs and activities directed toward the Model Neighborhood Area. It is the thesis of this dissertation that such a view can provide insight and clarification to the role of the MNA resident in the Model Cities Program.

Utilizing empirical data from the Huntsville, Alabama Model Neighborhood Area, an attitude scale is developed which provides a measure of the residents' inclination toward involvement in the Model Cities Program. Statistical

analyses are then performed to determine the relationship of involvement with other socioeconomic variables, such as age, income, education, family size, family movement, race, and neighborhood.

A Model Neighborhood Area Profile is also developed which provides for each of the nineteen subneighborhoods (with summaries for area and total MNA) average or percentage values, as appropriate, of the major characteristics of the residents and of the neighborhoods, and the relative ranking of each characteristic among the neighborhoods. An example of the use which can be made of this information in assigning priorities to programs is also provided.

#### Statement of the Study Hypothesis

A basic hypothesis which underlies the analysis of involvement relationships as well as the MNA Profile may be stated as follows: Significant resident and neighborhood characteristics can be identified which will allow a more intelligent allocation of available incentives to obtain resident participation and involvement and, thus, increase the efficiency and effectiveness of the cooperative system. Hypotheses of a more detailed nature are formulated within this basic framework and tested during the analysis phase of this study. The identification of significant relationships of involvement with other socioeconomic variables, and the clarity provided by the MNA Profile are believed sufficient to accept the basic hypothesis.

No bold claims are made that this study has made a major impact on what Congress has termed "the most critical domestic problem facing the United States." What is asserted, however, is that this study has provided some further insight and clarification of the role of the Model Neighborhood Area resident in the Model Cities Program. The statistical analyses help to understand the relationship of involvement with other significant variables; the MNA Profile helps to "see" the neighborhoods more clearly, particularly in a relative sense, and assists in establishing priorities; and finally, the cooperative system concepts appear to be a sound theoretical framework from which to analyze and evaluate the many relationships involved in the program and provide additional clarity to the very cloudy area of resident involvement in the Model Cities Program.

## CHAPTER II

### THE MODEL CITIES PROGRAM AS A COOPERATIVE SYSTEM

#### Introduction

A cooperative system has been defined by Torgersen (11)  
as

... any group undertaking wherein the activity or behavior of an individual must be directly coordinated with the activity or behavior of one or more other individuals toward some mutual objective.

It is believed that the Model Cities Program can be beneficially viewed as a cooperative system consisting of the Model Neighborhood Area (MNA) residents, other city residents, the City Demonstration Agency (CDA), the city and county governments, and the multitude of other local, state, and federal agencies and groups which are involved in the many social, physical, and economic programs and activities directed toward the MNA.

It is further suggested that there are constructs or explanations which are applicable to all cooperative systems, and the understanding and application of these constructs to the Model Cities Program will facilitate cooperative activity and enhance both the likelihood of

success of the cooperative system and the realization of anticipated satisfaction by the participants in that system.

By utilizing Barnard's cooperative system concepts as a theoretical base from which to analyze and explain the MNA residents' relationship to the Model Cities Program, it is expected that additional insight and understanding can be obtained of resident involvement in the Program.

The Huntsville, Alabama Model Cities Program will be utilized to translate from abstractions to a concrete situation, and demonstrate the application of the concepts and principles.

#### The MNA Residents' Role

Particular emphasis is given to resident involvement and participation, since this is an area of great interest and need for clarification. The Model Neighborhood Area resident is in the unique position of being both a contributor to the cooperative system and a major recipient of the product of the cooperative effort.

This relationship of a contributor to a cooperative system is somewhat different from the usual conceptualization of the contributors to any complex cooperative system. One usually thinks of employer-employee relationships and the production of some goods or services. The employee contributes acts and receives money (wages) and other incentives. The acts result in a product or service which is sold, so that the recipient or customer usually has not

contributed to the cooperative system prior to contributing money as payment for the goods or services. Of course, there are instances where a customer may provide specifications for the product, for instance, but rarely is the customer in the unique position of the MNA resident in relation to the Model Cities Program and the cooperative system thereof.

This dual relationship is illustrated in Figure 1 and will now be discussed in cooperative system terms.

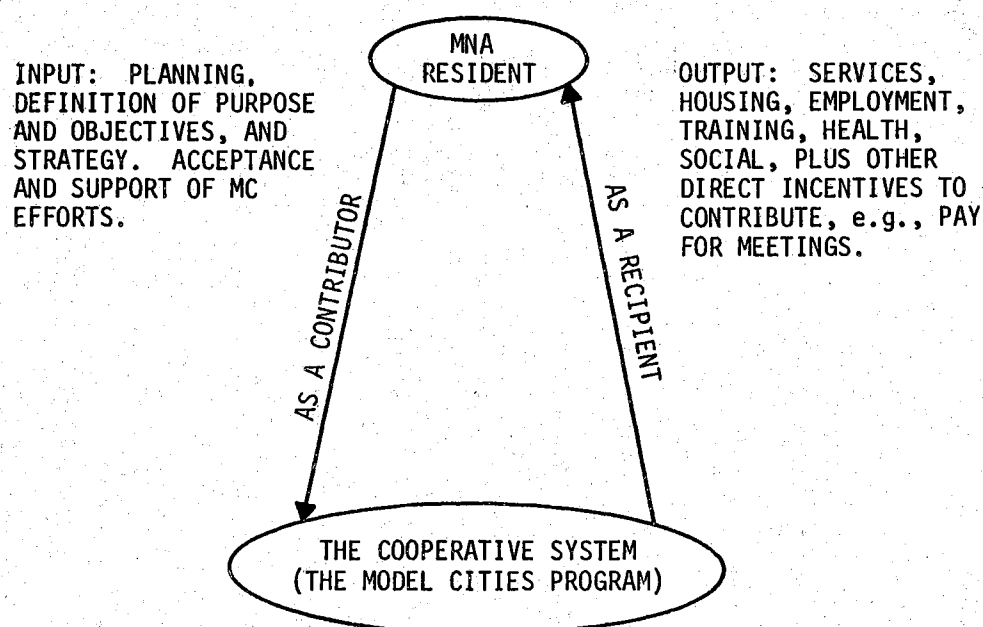


Figure 1. The Dual Role Relationship of the MNA Resident to the Cooperative System

It will not be practical in this dissertation to

develop in detail the constructs which will be utilized. They will simply be presented and applied to the specific case of the Model Cities Program. The treatment is by no means exhaustive, but is simply a selected few to illustrate the insight which is possible by applying the concepts. For a more complete treatment, the reader is referred to references (8), (9), (10), and (11).

### Elements of the Organization

The basic entity of cooperative activity is the unit organization. A (unit) organization is defined as a system of consciously (continuously) coordinated activities or forces of two or more persons (11). A complex organization is then a composite of a number of unit organizations.

An organization comes into being when (1) there are persons able to communicate with each other (2) who are willing to contribute action (3) to accomplish a common purpose (8). These three elements are necessary and sufficient conditions initially, but the longer the life of the organization the more necessary that it become both efficient and effective. That is, the satisfactions must exceed the sacrifices of the contributors, and belief that the purpose is being attained must prevail.

These elements of organization will be examined as they relate to resident involvement in the Model Cities Program. The elements are interrelated and mutually dependent and,

therefore, discussion of each will involve consideration of the others.

### Organization Purpose

A rather comprehensive statement of the purposes of the Model Cities Program was given in the Introductory Chapter of this dissertation. However, in any given city this purpose must be redefined in more specific terms and adapted to the conditions of each city. To be meaningful to the MNA resident, the purpose must be much more specific and concrete, rather than broad and abstract, and it must deal with near-term rather than long-term time.

Consequently, one important activity of the CDA Director and others is to translate the objectives of the program into terms meaningful to the MNA resident. This is by no means an easy task. One CDA Director observed, "We've had difficulty in getting city officials to understand the concept, much less those in the neighborhoods" (12). Another Model Cities worker, reflecting on past effort, said,

We made one mistake -- the residents didn't know what we meant when we said we were 'planning'. If we could have had some funds in the past year to show physical effort -- maybe just cleaning off a few lots -- I think they'd place more faith in us (1).

It is important to recognize that the purpose of the participants in an organization may be very different from the purpose of the organization itself. It is, therefore, necessary to structure some type of distributive process by



which the achievement of organizational goals is translated and converted into personal goals of the participants.

The garbage collector's purpose as an employee of a city is to collect garbage, but his individual purpose is to earn money to satisfy other objectives. By the same token, the purposes of the Model Cities Program must be adapted and translated to satisfy the individual objectives of the participants.

Within a complex organization, the objectives of the unit organizations are likely to be different, and within a unit organization, the objectives of each individual are likely to be different. The purposes of the cooperative effort must be defined in terms of sub-objectives at lower levels of the organization which, when combined, will result in the successful accomplishment of the over-all objectives. These are critical activities which the local Model Cities administrator and other "communicators" within the organization must accomplish successfully if the organization is to be efficient and effective.

#### Organization Communications

Fundamental to any organization is communications. Lohmann (10) says the activity of communicating is the essential activity of managing. Certainly the communication interface between the MNA resident and the other contributors to the Model Cities Program is critically important. Potential deterrents to clear communications and, thus, to

impeded or negated cooperative effort include both differences in cultural and social conditions which have shaped the communicants -- they simply "talk a different language" in many respects -- and differences in technical levels of comprehension. Many of the terms and the ways of thinking about solving large-scale social problems are not understood by the residents or are understood very differently.

One very comprehensive operations research study defined six organizational problems which were believed to be basic to the planning process in any organizational context where more than one agency is concerned (13). One of these problems was termed "the problem of common language", in which the researchers even raised the possibility of developing languages for communication between different professions and between professional and lay participants in the governmental system, which would provide a basis for clearer expression and wider comprehension of the implications of complex planning problems.

The communications process is strongly related to the size of the organization. Where the acts required are understood, where the tasks are simple, and complex communication is not required, the organization can be fairly large. However, as coordination of the acts and resulting communications becomes more difficult and complex, the effective size of a unit organization must decrease (8).

For effective leadership, which implies effective communication, the unit organization must be rather small.

Torgersen (11) states that, in practice, unit organizations will likely consist of fewer than a dozen contributors. While one might challenge the specific number, there seems little doubt that for a neighborhood to effectively plan and implement programs and projects, it must be somewhat restricted in size.

The nineteen neighborhoods defined within the Huntsville MNA, for example, vary in size from 34 to 506 residences, and in total residents from 114 to 1842. Five of the nineteen neighborhoods are larger than 200 residences, and eight more are larger than 100 residences. Only six are less than 100 residences in size, and this may account, in part, for the difficulty experienced in coordination, as well as the lack of resident involvement.

Consideration should be given to dividing the Model Neighborhood Area into smaller sub-neighborhoods, and obtaining more "communicators" to coordinate the acts of the contributors and maintain the organization.

#### Willing and Able Contributors

Not only must the organization have a common purpose and clear communications, but it must have contributors who are both willing and able to contribute the acts required to accomplish the objectives of the cooperative effort. This is a particularly critical and complex consideration with regard to MNA residents. Even if they were very willing (and many are not), they lack the training and background

required to easily adapt and make a significant contribution to such a complex undertaking as the Model Cities Program. For example, within the Huntsville MNA, forty-five per cent of the primary wage earners list "laborer" as their skill category, while only three per cent list "professional" and one per cent list "managerial". About one-tenth of the PWEs have three or less years education, and one-third have six or less years. They are not likely, in general, to be accustomed to planning and all that it entails, and cannot be quickly nor easily prepared to make a significant contribution to this kind of cooperative activity. It seems that both the residents and the professionals must make a concerted effort to bridge the great gap that separates them from a meaningful and effective cooperative effort.

One approach to bridging this gap would be to hold training sessions in which both the residents and the professionals participated. This could provide an orientation to some of the techniques and methodology to be utilized in the planning and implementation of the programs, as well as the particular language (terms, jargon, etc.) associated with the effort. This should enhance the ability of the MNA resident to adapt his thoughts and ideas and to better articulate them.

However, even given the residents' ability to contribute, there still remains the significant problem of obtaining the necessary willingness. The willingness to contribute acts to any cooperative effort is a personal

decision on the part of the potential contributor. This decision is not wholly rational, but is a subjective assessment of the benefits to be received from the effort as opposed to the burdens which the effort imposes, evaluated in relation to alternatives available.

Each organization, therefore, attempts to obtain contributors who place high positive utility on the benefits available, and low negative utility on the burdens imposed. Additionally, the organization attempts through persuasion to change the subjective assessments of benefits and burdens to a more favorable position on the continuum.

This is a continuing managerial activity within any organization and cannot be readily determined, nor held constant over time. As Barnard (8) emphasizes,

... the difficulties of securing the means of offering incentives, of avoiding conflict of incentives, and of making effective persuasive efforts, are inherently great; ... the determination of the precise combination of incentives and of persuasion that will be both effective and feasible is a matter of great delicacy. Indeed, it is so delicate and complex that rarely, if ever, is the scheme of incentives determinable in advance of application. It can only evolve; and the questions relating to it become chiefly those of strategic factors from time to time in the course of the life of the organization.

The difficulty and complexity of the scheme of incentives should not discourage, however, but rather should motivate the manager to apply a corresponding degree of effort toward making the incentive system efficient and effective within the organization.

Barnard (8) calls the process of offering objective

incentives "the method of incentives"; and the processes of changing subjective attitudes "the method of persuasion." The method of incentives includes inducements which can be specifically offered to an individual and general incentives which are nonpersonal and cannot be specifically offered.

The most obvious specific inducement is money and other material goods. This incentive is actually weak beyond necessities, but for most MNA residents it should be a strong incentive due to their present economic level. This incentive is evident in paying residents to attend meetings, and in providing baby-sitting and transportation for participants.

Nonmaterial inducements such as prestige and distinction, and ideal benefactions such as service for others are powerful and often neglected incentives. Service for others is a major incentive for the taxpayer who contributes to the Model Cities or other public assistance programs, and it can be effectively utilized within the MNA; the planners are helping their neighbors as well as themselves. Prestige and distinction should be associated with those who serve on the planning groups.

There are also general incentives, i.e., those which cannot be specifically offered, but which are an element of the work environment. These include associational attractiveness, which is exceedingly and often critically important. This may be a negative incentive within the Model Cities Program. When persons of different education, race,

religion, custom and points-of-view come together and attempt cooperative effort, communication (and, thus, organization) becomes difficult and sometimes impossible. This is a fact of life with the cooperative effort involving the MNA residents in the Model Cities Program which must be recognized and dealt with. Methods of persuasion and other efforts toward effecting more understanding and compatibility can be utilized to minimize the negative effect of this aspect of the scheme of incentives.

The opportunity of enlarged participation in events -- the feeling of importance of results of effort because of the importance of the cooperative effort as a whole -- should be a powerful incentive within the Model Cities Program and should be fully exploited. Involvement in the Model Cities Program allows the resident to be a part of a great experiment in attempting to find solutions to today's critical urban problems and the resident can have an active part in what may be a history-making activity.

The method of persuasion is employed by the organization to change the subjective attitudes of the contributors to a more favorable position toward the objective incentives. Methods of persuasion include such approaches as the creation of coercive conditions, the rationalization of opportunity, and the inculcation of motives. Coercion is employed both to exclude and to secure the contribution of individuals to an organization, but the rationalization of opportunity is a much more important method of persuasion

for most modern organizations and certainly should be for the Model Cities Program, where the opportunities for the residents are very great in relation to most cooperative effort in which they might engage.

The opportunities which the Model Cities Program provides for the MNA residents need to be clearly communicated in terms which are meaningful to the resident and which take account of his personal goals and objectives. Just to tell him that the Program will "rebuild or revitalize large slum and blighted areas," or "expand housing, job, and income opportunities" may not be meaningful, but to explain that he can participate in a training program and be assured of a job upon successful completion might get his attention and wholehearted cooperation.

Barnard considers the inculcation of motives to be the most important form of persuasion. This includes such formal processes as the deliberate education of the young, and propaganda for adults, but also includes informal and indirect means such as example, imitation, suggestion and habitual attitudes which condition the motives and the emotional responses of individuals to incentives. It seems likely that the background and environment of the MNA resident works adversely toward this form of persuasion. That is, he probably is conditioned negatively, rather than positively, toward public assistance programs as well as personal ambition and advancement, due to past experiences with public assistance and impeded personal progress.



While there are great problems in supplying incentives and in exercising persuasion, it is nonetheless an essential and critical function of the manager if the cooperative effort is to be efficient and effective, and it deserves his full comprehension of its ramifications and his full efforts at its successful accomplishment.

To accomplish this task, it is necessary for the manager to know as much as possible about the contributors, and it is to this objective that the succeeding chapters of this dissertation are directed. Utilizing empirical data from the Huntsville, Alabama Model Neighborhood Area, a measure of resident involvement in the Model Cities Program is developed for each primary wage earner surveyed. Then, the involvement relationship to key socioeconomic variables is determined and analyzed. Finally, a Model Neighborhood Area Profile is developed which provides a concise cross-section of the major characteristics of the residents and neighborhoods. This information should aid materially in the difficult task of obtaining and retaining sufficient resident involvement in the Model Cities Program.

## CHAPTER III

### DATA COLLECTION

#### The Model Cities Program in Huntsville, Alabama

Data from the Model Cities Program in Huntsville, Alabama will be utilized in this study. Huntsville is similar to most metropolitan areas of the country as a result of the operation of the same forces in the community. Much of the central city consists of deteriorating neighborhoods where the housing is substandard, resident income and education level are low, unemployment is high, and a disproportionate number of blacks have replaced whites who have migrated to the suburbs. This is a common pattern in most major cities of the United States.

A 3.5-square-mile section of the city has been designated as the Model Neighborhood Area (MNA) as shown in Figure 2. The MNA is divided into three smaller neighborhoods commonly referred to as Areas I, II, and III. Areas I and II are further divided into nine subneighborhoods each, so that the MNA is comprised of nineteen distinct subneighborhoods. The configuration of each subneighborhood was selected, insofar as possible, to reflect homogeneous social, economic, and physical characteristics (14). Table

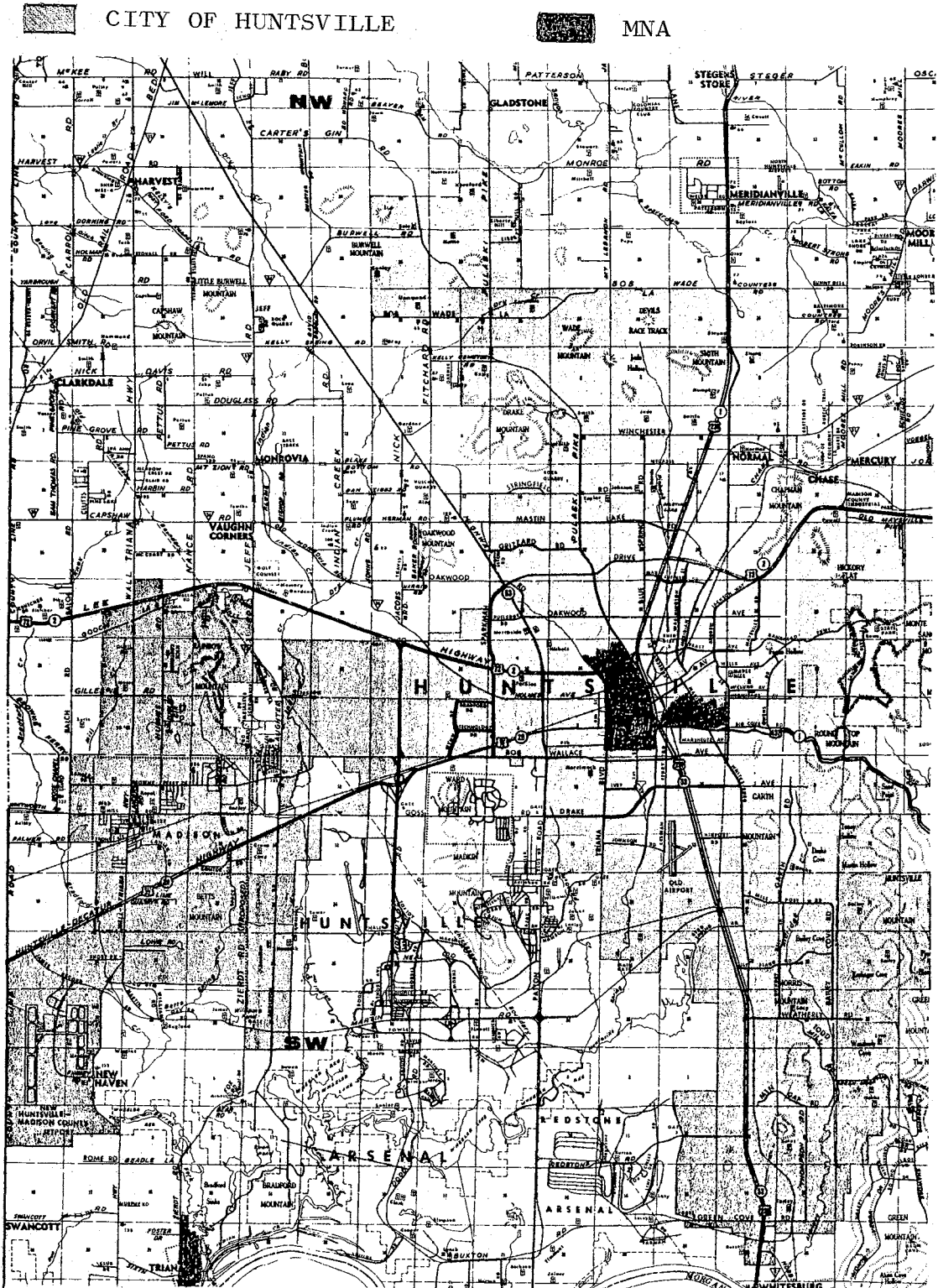


Figure 2. The Model Neighborhood in Huntsville, Alabama

I is a list of the neighborhoods, giving the number of residences and population.

The City Demonstration Agency (CDA) is the agency established by the local governing body to administer the Comprehensive City Demonstration Program. In Huntsville, the CDA is organized as shown in Figure 3, with the CDA Director reporting directly to the Mayor. As the organization chart shows, the CDA is responsible for resident involvement in the program, and for the planning and evaluation efforts associated with the program.

The resident involvement and planning structure is shown in Figure 4. This structure is designed to bring the Model Neighborhood Area residents more directly into the stream of activities associated with the program objectives, in keeping with the requirements for active resident participation.

#### The 1969 Data Survey

Almost all of the population of the Model Neighborhood was surveyed in 1968 in an attempt to obtain a valid data base. However, the data generally proved to be inaccurate, inconsistent, and for the most part not quantifiable (14). The CDA therefore contracted with the University of Alabama in Huntsville to perform another survey of the Model Neighborhood Area in 1969. Due to the questionable nature of the 1968 data, only the data obtained in the 1969 survey will be utilized in this study.

TABLE I  
TOTAL POPULATION OF MNA BY NEIGHBORHOOD

NBHD Code	Neighborhood Name	Number of Residences	Estimated Number of Residents
A	Norwood	269	966
B	Calvary Hill	147	562
C	Magnolia Terrace	85	213
D	Terry Heights	270	969
E	Gurley Area	82	194
F	East Pulaski	123	413
G	Robinson Addition	95	257
H	Eldridge & Derrick	34	114
I	Sparkman	190	802
J	West End	81	243
K	Union Hill	146	580
L	Stone	129	387
M	Butler Terrace	267	1,157
N	Binford Court	227	716
P	Brookside	78	167
Q	Broadman	111	345
R	6th, 7th, 8th Ave.	189	585
S	West Huntsville	129	340
T	Area 3	<u>506</u>	<u>1,842</u>
TOTALS		3,158	10,852
Black		2,176	7,932
White		982	2,920

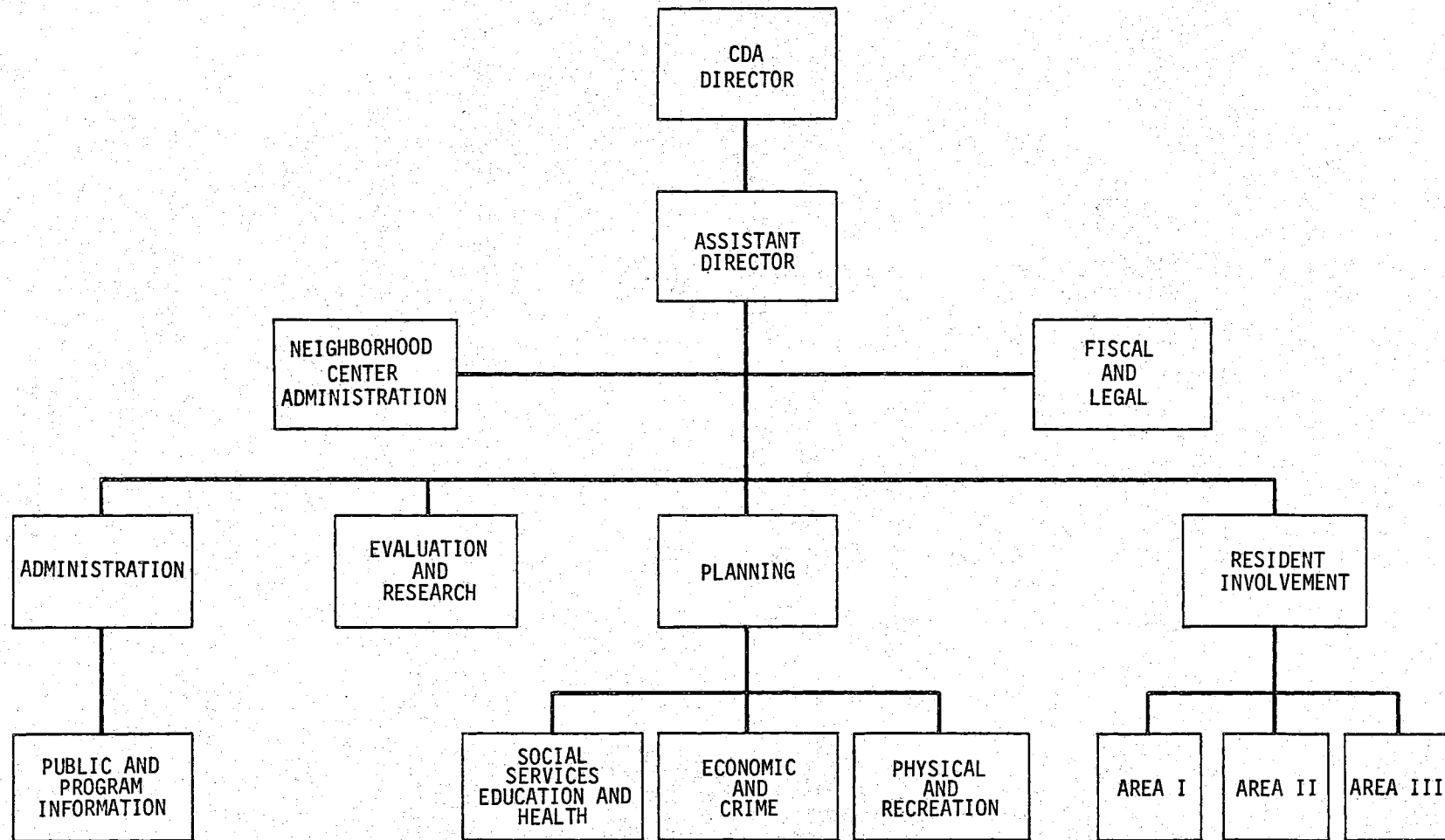


Figure 3. The CDA Organization in Huntsville, Alabama

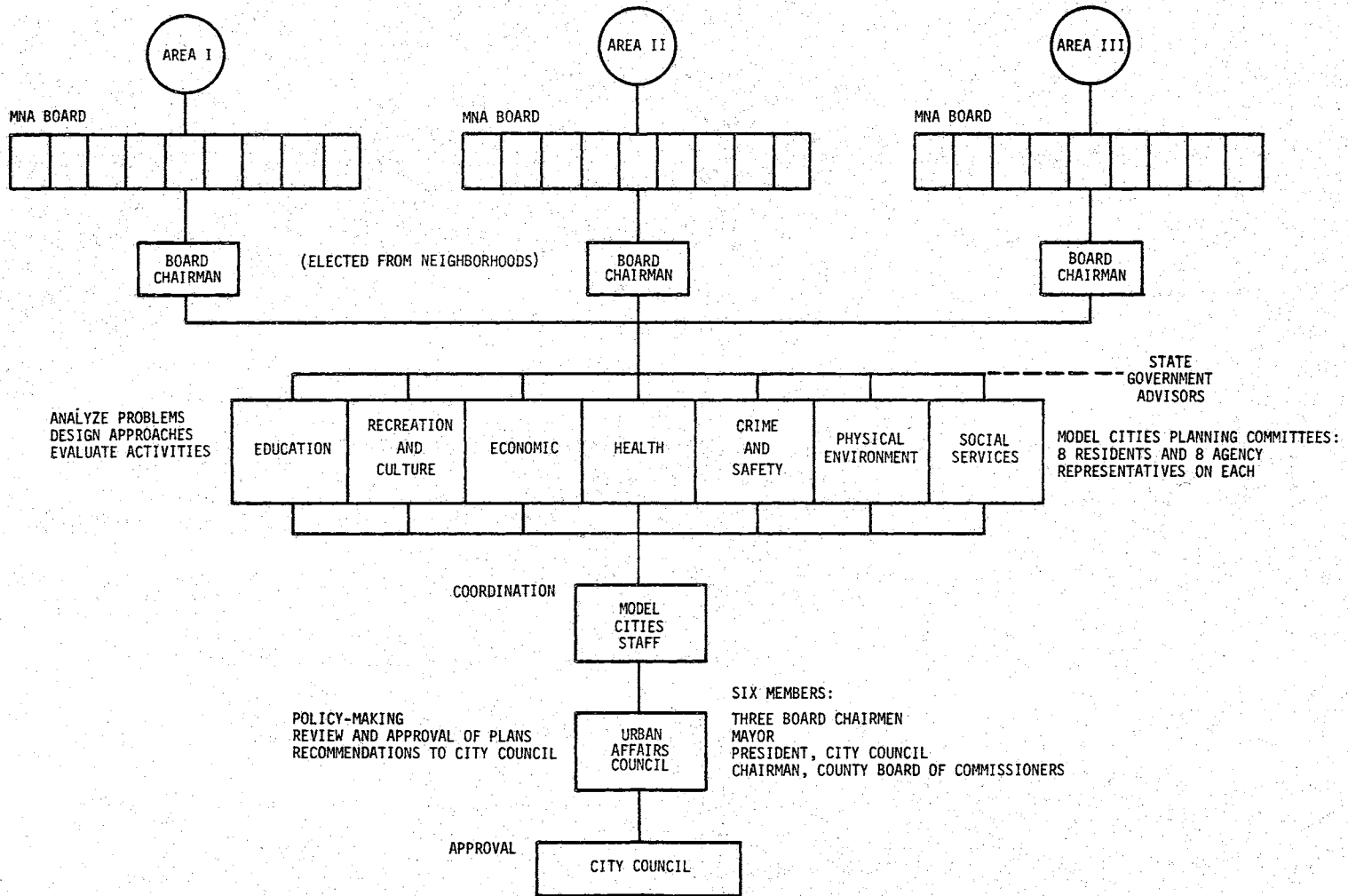


Figure 4. Huntsville Resident Involvement and Planning Structure

A team of industrial engineers and social scientists designed the survey instrument and, with the aid of student assistants, surveyed a proportionate random sample of the MNA in late October and early November, 1969. The survey instrument is included in this study as Appendix A, and a listing of the corresponding raw data is included as Appendix B. The survey and results are discussed in detail in reference (14).

The survey interview was conducted with the primary wage earner (PWE) at each residence, although data were obtained on all members of the household. A total of 540 primary wage earners were interviewed and only nine questionnaires were incomplete, so that a final sample size of 531 was obtained.

If only one data item was missing, the data were still considered valid for that resident and, thus, the total sample size will vary slightly in the later analyses, depending on the variable under study. It is assumed that these few missing data items are randomly distributed among the total sample.

As with any survey, no claim is made that the optimum choice of questions was used. However, there was certainly sufficient information obtained to make a reasonable analysis, and the study was performed on that basis.

Three types of data were obtained in the 1969 survey. First, basic socioeconomic and demographic data such as age, sex, income, education, race, family size, family movement,



etc., were obtained to aid in determining the basic characteristics of the residents and neighborhoods.

Next, the residents were asked to rank a list of physical conditions and a list of services in the order of importance to the resident. Composite rankings were then obtained, utilizing Kendall Array techniques, for each neighborhood. This provided a list, in order of importance, of the physical and service problems as perceived by the residents. Certainly, if the purpose of the program is to "improve the quality of urban life", then the thinking of the residents should be reflected in identifying problems, and this was one attempt at that objective.

Finally, a series of fourteen questions was asked which provide a measure of resident attitudes. These questions will be discussed in more detail in Chapter IV in the development of a measure of resident involvement.

The survey report points out that the income information obtained was probably the weakest aspect of the survey. Since income information is a rather sensitive subject, and is considered to be privileged information, the 1969 survey researchers chose to ask for only a gross indication of income from each respondent. Four income categories were established:

<u>Category</u>	<u>Income Range (dollars)</u>
1	0 - 3,000
2	3,001 - 5,000
3	5,001 - 10,000
4	Over 10,000

Each respondent was then asked to indicate the category in which his present household income fell, and also to indicate the income category which he considered to be the minimum income necessary for an adequate level of living for his family.

While the setting of these categories proved to be helpful in obtaining a more willing response, they present some problems in analysis. Since the categories represent unequal intervals, some liberty must be taken in performing arithmetic operations with them. Nevertheless, an attempt was made to utilize the information to obtain some measure of income striving or the relative dissatisfaction with present income. This was determined by calculating the average difference between the income earned category and income needed category. A range from 0.11 for neighborhood "H" to 1.37 for neighborhood "I" was obtained. Obviously, this is a rather wide range between neighborhoods. Of course, this measure must be carefully interpreted. However, it does appear to provide some relative indication of the neighborhood's potential interest in employment or income-producing programs.

This chapter has been devoted to an explanation of the data obtained from the Huntsville MNA. The next chapter will be concerned with the utilization of that data. A measure of resident involvement in the Model Cities Program is developed and the relationship of involvement to other

important socioeconomic variables is determined and analyzed in an attempt to better understand the MNA residents and their potential role as contributors to the Model Cities Program.

## CHAPTER IV

### DATA ANALYSIS

#### Involvement Scale Development

To analyze resident involvement in the Model Cities Program, some quantitative measure of the degree of involvement of each primary wage earner is desired. One possible means of obtaining this measure would be an actual count of the frequency of attendance at meetings and other activities of the Model Cities Program. This seems on the surface to be an obvious and reasonable approach, but it was rejected on the following basis. First, attendance at some activity does not indicate the same degree of involvement for different people. Some go merely out of curiosity, some go with genuine interest and concern and make a positive contribution to the efforts, and others go to disrupt and hinder the efforts. Thus, in order to use the attendance data, it would be necessary to "weight" it positively or negatively depending on someone's judgment of the contribution of the resident. Additionally, no accurate records were available from which attendance information could be obtained, and certainly no accurate information was available on the degree of contribution of the residents who had been involved in Model Cities activities.

Consequently, some alternative indirect means of measuring resident involvement was necessary. One approach to obtaining such a measure is to construct an attitude scale based on responses to specific questions soliciting attitudes toward the Model Cities Program. Attitude has been defined by Guilford (15) as:

... a personal disposition common to individual, but possessed to different degrees, which impels them to react to objects, situations, or propositions in ways that can be called favorable or unfavorable.

Thus, an attitude scale is one means of determining where on a continuum each respondent stands with regard to some question, program, etc. It is fully recognized that this does not provide a perfect measure of involvement and particularly this measure can change with time and the events that transpire. Guilford (15) has very well stated the position taken here:

The logic behind the use of opinions to measure attitudes is that there is a positive correlation between what people say on a subject and what they do about it. No one who is at all observing would maintain that the correlation is perfect. All we can say is that to the extent people's actions correlate with their expressed opinions we can predict the former from the latter.

Before discussing the attitude scale development, some definitions will be helpful. The statement "Do you feel that the success of the Model Cities depends upon your personal effort and cooperation?" together with response categories, "yes", "maybe", "don't know", and "no", forms an item. A number assigned to an individual's item response is an item score. The total for an individual (sum of the item

scores) is the scale score. Thus, for each item used in developing the Model Cities involvement scale, a value of 4 was assigned to the most favorable response, "yes", down to a value of 1 for the least favorable response, "no". The final involvement scale contains nine items and, therefore, a score range from 36 (most favorable) down to 9 (least favorable) is possible, and each primary wage earner is then positioned along the continuum from 9 to 36 depending on his response to the nine statements.

This procedure is a form of the Likert scaling technique (15). It is simple to use, does not require a group of judges as the Thurstone scale does, and yet correlates well with the Thurstone scale (16). The simple linear scoring method (i.e., 4, 3, 2, 1) was adopted after more complex scoring methods were shown to possess no advantage (17).

Before utilizing any of the fourteen statements from the survey instrument, some measure of their discriminating power is needed. One method of item analysis commonly used is an intercorrelation check (17). To utilize the intercorrelation check, an attitude scale is first developed from the fourteen items. Then, for each item, a correlation analysis of the item score with the total score of the other thirteen items is made. The higher the correlation, the greater the discriminating power of the item. Items with the highest discriminating power are then selected for the final instrument.

The results of this analysis are shown in Table II, arranged in descending order of value of the correlation coefficient. Since the correlation coefficients range from 0.552 to 0.117, there is clearly a very wide range of discriminating power among the fourteen items.

TABLE II  
INTERCORRELATION ANALYSIS OF FOURTEEN ITEMS

Item Number	Spearman Rank Correlation Coefficient	Subject of Item
5	0.552	MC Program
10	0.530	MC Program (implied)
7	0.522	MC Program
6	0.482	MC Program
2	0.465	MC Program
1	0.438	MC Program
3	0.372	MC Program (implied)
8	0.367	MC Program (implied)
4	0.349	MC Program
12	0.269	Change Community
13	0.243	Future in Community
14	0.189	Control of Future
11	0.127	Community Hostility
9	0.117	MC Representative

Fortunately, however, the top nine questions are all directed specifically at measuring the respondents' attitude toward the Model Cities Program and, therefore, provide an excellent basis for developing an attitude scale which

provides a measure of the MNA residents' inclination toward involvement in the Model Cities Program.

Table III is an item analysis of the nine items which make up the involvement scale. Since the lowest correlation coefficient obtained is 0.346, and the items are all directed specifically toward the Model Cities Program, these nine statements can be reasonably combined to form an attitude scale.

TABLE III  
ITEM ANALYSIS OF INVOLVEMENT SCALE

Item Number	Spearman Rank Correlation Coefficient
5	0.559
10	0.542
7	0.534
6	0.494
2	0.471
1	0.448
3	0.371
8	0.352
4	0.346

Before beginning the analysis of involvement, one final point should be made. Statement number 4 asks the direct question "Have you (or would you or will you) become personally involved in programs initiated by Model Cities and other agencies in your neighborhood and community?", and



could have been used alone as a measure of involvement. However, the other eight questions are reinforcing questions which approach the involvement issue from different aspects; i.e., "Do you feel personally needed and capable?" (No. 1 and 7), "Will it help?" (No. 6, No. 8, and No. 10), "Will efforts be heeded?" (No. 5), "Are leaders aware and interested?" (No. 2 and No. 3) and, thus, the composite score should provide a more refined measure of the relative position on the favorable-unfavorable continuum.

#### Selecting the Statistical Model

Having developed a measure of resident involvement, the involvement scale, it is now of interest to determine the relationship of involvement with other socioeconomic variables. Since a primary interest is to determine how involvement acts or is related to the other variables, a correlation model is desirable. To say that two variables are correlated is simply to say that they act together, either directly or inversely. Of course, the correlation coefficient is to be interpreted as a measure of association, rather than causation.

There are several correlation models available from which to choose. However, care must be taken in selecting a model. In particular, the data available for the analysis must satisfy the underlying assumptions of the model.

Probably the most commonly used correlation model is the Pearson product-moment correlation coefficient  $r$ .

However, Siegel (18) points out that this model requires data values which represent measurement in at least an equal-interval scale, and if one wishes to test the significance of an observed value of  $r$ , one must not only meet the measurement requirement but must also assume that the data values are from a bivariate normal population.

Since the income data for this investigation were not measured on an equal-interval scale, and the assumption of an underlying normal distribution might be questionable for several of the variables, a nonparametric measure of correlation appeared more appropriate.

A nonparametric, or "distribution-free", model has less restrictive assumptions associated with it. The researcher need only state that one value is larger or smaller than another, without saving how much larger or smaller, and no assumption is made about the shape of the population from which the sample was drawn.

However, where the data meet the assumptions of the Pearson  $r$ , there is some loss of efficiency in using a nonparametric model. The Spearman rank correlation coefficient,  $r_s$ , has a power-efficiency of 91 per cent when compared with the Pearson  $r$ . That is, if a correlation between two variables exists, and the assumptions of the Pearson  $r$  are met, with 100 cases  $r_s$  will reveal that correlation at the same level of significance which  $r$  attains with 91 cases (18).

With the data available for this investigation, the advantages of the milder assumptions seemed to clearly

outweigh the possible loss in efficiency of the model and, thus, the Spearman rank correlation model was chosen.

To calculate the Spearman rank correlation coefficient,  $r_s$ , the data for two paired variables, say X and Y, are ranked in two ordered series. The difference between the two ranks for each subject,  $d_i$ , is then examined to determine the association between the two variables. If there is perfect positive correlation, the  $d_i$  will each be zero, as shown below:

<u>Subject</u>	<u>Rank of X Variable</u>	<u>Rank of Y Variable</u>	<u>Difference in Rank, <math>d_i</math></u>
A	1	1	0
B	2	2	0
C	3	3	0
D	4	4	0
E	5	5	0

As the relationship declines from perfect positive correlation, the  $d_i$  will increase in value until the maximum difference is reached when there is perfect negative correlation. In this case, the ranks are completely reversed as shown below:

<u>Subject</u>	<u>Rank of X Variable</u>	<u>Rank of Y Variable</u>	<u>Difference in Rank, <math>d_i</math></u>
A	1	5	-4
B	2	4	-2
C	3	3	0
D	4	2	2
E	5	1	4

To avoid the negative  $d_i$  cancelling the positive  $d_i$ , the squared value of each  $d_i$  is used.

The equation for calculating  $r_s$  is derived in standard

statistics texts such as Siegel (18), and its most convenient form is

$$r_s = 1 - \frac{6 \sum_{i=1}^N d_i^2}{N^3 - N}$$

where  $N$  equals the number of paired observations.

When two or more subjects have the same value for a given variable, each is assigned the average of the ranks which would have been assigned had no ties occurred. When a considerable number of ties in the ranks are present, the following form is required:

$$r_s = \frac{\Sigma x^2 + \Sigma y^2 - \Sigma d^2}{2(\Sigma x^2 \Sigma y^2)^{1/2}}$$

where

$$\Sigma x^2 = \frac{N^3 - N}{12} - \Sigma T_x$$

$$\Sigma y^2 = \frac{N^3 - N}{12} - \Sigma T_y$$

and the correction factor  $T = (t^3 - t)/12$ , where  $t$  equals the number of observations tied at a given rank.

#### Testing the Significance of $r_s$

The author wishes to test the null hypothesis that the two variables under study are not associated in the population and that the observed value of  $r_s$  differs from zero

only by chance. The alternate hypothesis is that the two variables are associated in the population.

Siegel (18) states that when  $N$  is 10 or larger, the significance of an obtained  $r_s$  under the null hypothesis may be tested by

$$t = r_s \left( \frac{N - 2}{1 - r_s^2} \right)^{1/2}$$

with d.f. =  $N - 2$ .

According to Yamane (19), when  $N$  is greater than 20, the sampling distribution is close enough to normality so that the normal tables may be used to find the probabilities with

$$z = r_s \left( N - 1 \right)^{1/2} .$$

For small values of  $N$ , tables of critical values of  $r_s$  have been developed such as Table P of reference (18).

In this analysis, table values were utilized for  $N$  less than 10 and the  $t$  test was utilized for all other cases, since the  $t$  test appeared to be slightly more conservative than the  $z$  test.

A computer program was written to calculate the Spearman rank correlation coefficient,  $r_s$ , as well as the corresponding  $t$  and  $z$  values, and is included as Appendix C.

## Analysis of Involvement

Having obtained a measure of the MNA residents' involvement in the Model Cities Program, it is now of interest to determine how this involvement is related to other variables, and how the relationships vary between neighborhoods, areas, and groups. Hopefully, this will provide clues to the factors associated with involvement and will assist in developing strategy to obtain and retain sufficient resident involvement.

There are certain socioeconomic characteristics which have been shown to be valid measures of resident differences. For example, Hawley and Zimmer (20) point out that education, occupation, and income have been shown to be pivotal variables in the incidence of a great variety of social phenomena. Because they constitute at least rough scales of the opportunities and capabilities of individuals, the relative position on the continuum seems to define the limits of action or response in many situations.

This analysis will consider income, education, age, family size, family movement, knowing the neighborhood representative, race, and neighborhood as significant variables in studying resident involvement.

The nineteen neighborhoods have been divided into three neighborhood groups, i.e., all-black, all-white, and racially mixed neighborhoods. The racially mixed neighborhoods are A, D, G, H, I, K, L, M, and T; the all-black neighborhoods are B, C, E, F, J, and N; and the all-white

neighborhoods are P, Q, R, and S. The data are partitioned by neighborhood, by area, by neighborhood groups, by race, and by race within the mixed neighborhood group.

The analysis is not made at an arbitrarily determined significance level, but rather the highest significance obtainable is sought in each case. The least significance reported is the 0.05 level, so that any significant relationship determined in this study is at the 0.05 level or better.

#### Numerical Example of Analysis Procedure

Before discussing the actual analysis, a numerical example of the analysis procedure will be given. For simplicity and clarity, the sample size will be limited to five respondents. In addition, since each survey instrument is eight pages long, the information which is pertinent to this analysis will be extracted from the instrument. Appendix A contains a copy of the full survey instrument. Appendix B contains a listing of the raw data extracted from the instruments for computer processing, and describes the relationship between the card columns of the data listing and the card columns as indicated beside each data item on the survey instrument. The specific data used in this study for each primary wage earner is obtained as shown in Table IV.

TABLE IV  
LOCATION OF STUDY VARIABLES IN THE RAW DATA

Variable	Survey Instrument Location	Card Location
Family Movement	First page, "Have you moved in the past twelve months?" (Col. 17)	Col. 17, Card 1
Attitude Scale	Third and fourth pages, questions 1 thru 8 and 10 (Cols. 15 thru 22 and 24)	Cols. 15 thru 22 and 24, Card 2
Knowing Nbhd. Representative	Fourth page, question 9 (Col. 23)	Col. 23, Card 2
Present Household Income	Seventh page (Col. 51)	Col. 51, Card 2
Age	Eighth page (Cols. 17-18)	Cols. 17-18, Card 3
Race	Eighth page (Col. 19)	Col. 19, Card 3 (1=black, 2=white)
Education	Eighth page (Cols. 21-22)	Cols. 21-22, Card 3
Family Size	Eighth page, one line of information for each family member is recorded, so family size is the total lines of information	Col. 13 (Card numbers 3 and 4 are counted)

Data for the specific data items considered in this study will be taken from the first page of the raw data (Appendix B) for the first five primary wage earners. Table V is a tabulation of this data.



TABLE V

RAW DATA FOR THE FIRST FIVE PRIMARY WAGE EARNERS OF NEIGHBORHOOD A

Address Code	Family Movement	Involvement Score	Know Nbhd. Rep.	Present Income Category	Age	Race	Education	Family Size
A00401401B	0	30	1*	1	68	1**	03	3
A00401405C	0	30	1	1	39	1	10	2
A00401401A	0	33	1	1	32	1	08	4
A00401403B	0	28	1	2	46	1	09	7
A00401402B	0	31	1	1	28	1	07	4

\*1 = No

\*\*1 = Black

To examine the correlation of involvement with age, for example, the two variables are ranked as follows:

Primary Wage Earner	Involvement Score	Age	Rank of Involvement	Rank of Age	Difference in ranks, $d_i$	$d_i^2$
A00401401B	30	68	2.5	5	-2.5	6.25
A00401405C	30	39	2.5	3	-0.5	0.25
A00401401A	33	32	5	2	3.0	9.0
A00401403B	28	46	1	4	-3.0	9.0
A00401402B	31	28	4	1	3.0	9.0
					$\Sigma d_i^2 = 33.5$	

Since there are tied observations in the X variable (involvement score), the formula for the case of tied observations is used as described earlier in this chapter. Solving, then

$$\Sigma x^2 = \frac{N^3 - N}{12} - \frac{t^3 - t}{12}$$

$$\Sigma x^2 = \frac{(5)^3 - 5}{12} - \frac{(2)^3 - 2}{12} = 9.5$$

$$\Sigma y^2 = \frac{N^3 - N}{12} - \frac{t^3 - t}{12}$$

$$\Sigma y^2 = \frac{(5)^3 - 5}{12} - 0 = 10$$

substituting, yields

$$r_s = \frac{\Sigma x^2 + \Sigma y^2 - \Sigma d^2}{2(\Sigma x^2 \Sigma y^2)^{1/2}}$$

$$r_s = \frac{9.5 + 10 - 33.5}{2((9.5)(10))^{1/2}} = -0.72.$$

From Table P of reference (18), for a value of N as small as 5, a correlation coefficient of 0.90 is necessary to establish significance at the 0.05 level and, thus, no significant correlation of involvement with age can be determined from this particular sample.

This same type of analysis is performed for each of the other variables considered, with the data partitioned by neighborhood, area, group, race, and so forth. The computer program (Appendix C) is utilized because of the large volume of data and the resultingly great amount of data manipulation and calculations involved.

For developing contingency tables, a simple routine is utilized to search the data items and count the number of occurrences within the pertinent data categories.

The actual analysis will now be presented and discussed.

#### Involvement Versus Income

First, looking at the relationship between income and involvement, it was hypothesized that involvement in the Model Cities Program would vary inversely with income. That is, the higher income residents would have less need and, therefore, less interest in the program than would the lower income residents. The willingness to cooperate relates to the alternatives available. Those with higher incomes usually have more alternatives available, and less need for

public assistance and can evaluate the incentives to contribute on a different basis than the lower income residents.

As Table VI indicates, the data supported this hypothesis quite well. A correlation coefficient of  $-0.143$ , significant at the 0.005 level, was obtained for the total MNA. Area I and the mixed neighborhood group also had negative correlations significant at the 0.005 level and a preponderance of negative correlations were obtained for the various groupings. Neighborhood N was the only one of the nineteen neighborhoods to deviate from the hypothesized relationship significantly, showing a positive correlation at 0.307, significant at the 0.025 level.

#### Involvement Versus Education

Some difficulty was experienced in attempting to hypothesize the relationship between involvement and education. On the one hand, education and income are usually closely correlated, and one would expect the same relationship between education and involvement as was true between income and involvement. That is, the higher the education level the less involvement. Those with higher education usually have greater opportunities to help themselves and less need for public assistance. On the other hand, however, those with higher education are generally more knowledgeable of public institutions and attempts at attacking social problems and would on that basis tend to have a

TABLE VI  
CORRELATION OF INVOLVEMENT WITH INCOME

	Neighbor- hood	N	r <sub>s</sub>	t	Significance
	A	58	0.007	0.059	
	B	28	0.088	0.453	
	C	8	-0.385	1.022	
	D	46	0.012	0.084	
	E	14	0.232	0.827	
	F	11	-0.203	0.624	
	G	9	-0.211	0.573	
	H	9	-0.277	0.763	
	I	32	-0.162	0.899	
Area I		215	-0.233	3.504	****
	J	4	-0.272	0.400	
	K	38	0.028	0.168	
	L	10	-0.222	0.645	
	M	38	-0.259	1.611	
	N	47	0.307	2.169	**
	P	14	0.000	0.000	..
	Q	19	-0.037	0.153	
	R	41	0.186	1.185	
	S	16	-0.408	1.674	
Area II		227	-0.058	-.884	
Area III		T	74	0.104	0.887
MNA Total		516	-0.143	3.275	****
By Nbd. Groups	Mixed Nbhds.	314	-0.218	3.948	****
	Black Nbhds.	112	-0.017	0.181	
	White Nbhds.	90	0.041	0.389	
	Blk in Mixed Nbhds.	246	-0.028	0.450	
	Wht in Mixed Nbhds.	68	-0.174	1.437	
By Race	Blacks	358	-0.038	0.731	
	Whites	158	-0.103	1.296	

\*Significant at the 0.05 level  
 \*\*Significant at the 0.025 level  
 \*\*\*Significant at the 0.01 level  
 \*\*\*\*Significant at the 0.005 level

more favorable view of the Model Cities Program. This conflict in how the relationship should vary was reflected in the results obtained.

Correlation analyses were made of involvement versus education on neighborhood, area, groups, and over-all MNA basis, as shown in Table VII. Over-all, there was no significant correlation found. However, both positive and negative significant correlations were obtained when the data were partitioned on an area and also on a group basis. These positive and negative correlation trends tend to cancel each other when combined and, thus, account for the lack of any significant correlation on an over-all MNA basis.

It is interesting to note that the mixed neighborhoods follow the more pragmatic hypothesis that as income and education increase there is less need and, therefore, a less favorable view toward involvement in the Model Cities Program. On the other hand, the all-black as well as the all-white neighborhoods show no significant correlation on income and a positive significant correlation on education, which follows the contrasting and more idealistic hypothesis that the more educated, although probably in less need, will view public assistance programs in a more favorable light as representing the greater needs of the community.

It is difficult to offer a satisfactory explanation for these differences. The mixed neighborhoods, particularly the blacks in the mixed neighborhoods, are relatively poorer

TABLE VII  
CORRELATION OF INVOLVEMENT WITH EDUCATION

	Neighbor- hood	N	$r_s$	t	Significance	
	A	56	0.209	1.573		
	B	23	0.153	0.713		
	C	6	0.954	6.429	***	
	D	49	-0.129	0.894		
	E	14	0.206	0.731		
	F	11	0.363	1.171		
	G	9	-0.562	1.799		
	H	9	0.042	0.113		
	I	32	-0.124	0.688		
Area I		209	0.006	0.100		
	J	4	-0.737	1.546		
	K	38	-0.041	0.250		
	L	9	0.179	0.482		
	M	38	-0.023	0.142		
	N	48	0.202	1.405		
	P	12	-0.136	0.434		
	Q	18	0.322	1.364		
	R	42	0.247	1.616		
	S	15	0.138	0.503		
Area II		224	0.130	1.962	**	
Area III		T	70	-0.204	1.722	*
MNA Total		503	0.032	0.733		
By Nbhd. Groups	Mixed Nbhds.	310	-0.134	2.375	***	
	Black Nbhds.	106	0.247	2.604	***	
	White Nbhds.	87	0.228	2.163	**	
	Blk in Mixed Nbhds.	240	-0.082	1.284		
	Wht in Mixed Nbhds.	70	-0.094	0.786		
By Race	Blacks	347	0.042	0.791		
	Whites	156	0.0002	0.002		

\*Significant at the 0.05 level  
 \*\*Significant at the 0.025 level  
 \*\*\*Significant at the 0.01 level  
 \*\*\*\*Significant at the 0.005 level

and indicate a very high dissatisfaction with their present income in relation to income desired and needed; average income striving is 1.08. This appears to be a major influence in their position.

While no easy explanation for this difference is available, it is important that the difference be recognized when deciding on matters related to the various neighborhoods. They differ in this respect as well as in many others, and any attempt at viewing them as a homogeneous group is indeed hazardous, and loses a great deal of potential insight which is available at a lower subdivision of analysis.

#### Involvement Versus Family Size

As Table VIII depicts, involvement exhibits a strong positive correlation with family size at all levels of analysis. Significant positive correlations were obtained for the over-all MNA, Areas I and II, four of the nineteen neighborhoods (two black, one mixed, and one white), blacks over-all, and black neighborhoods. It should be noted that the blacks had larger families than whites, an average of 3.69 for blacks to 3.08 for whites.

This correlation seems to indicate that the larger families see a greater need for public assistance, and also hold a greater hope for benefit for their children from these programs.



TABLE VIII  
CORRELATION OF INVOLVEMENT WITH FAMILY SIZE

	Neighbor- hood	N	$r_s$	t	Significance
	A	58	0.124	0.934	***
	B	28	0.388	2.147	**
	C	8	0.176	0.438	
	D	49	0.386	2.871	****
	E	14	0.150	0.528	
	F	11	-0.191	0.584	
	G	10	-0.079	0.226	
	H	9	-0.176	0.474	
	I	33	-0.081	0.458	
Area I		220	0.134	2.010	**
	J	4	0.055	0.078	
	K	39	-0.039	0.241	
	L	10	0.045	0.128	
	M	39	-0.211	1.316	
	N	48	0.337	2.430	***
	P	15	0.204	0.754	
	Q	20	0.395	1.826	*
	R	43	0.201	1.319	
	S	16	-0.062	0.236	
Area II		234	0.142	2.194	**
Area III		T	74	0.095	0.815
MNA Total		528	0.132	3.055	****
By Nbhd. Groups	Mixed Nbhds.	321	0.068	1.232	
	Black Nbhds.	113	0.235	2.552	***
	White Nbhds.	94	0.145	1.413	
	Blk in Mixed Nbhds.	250	0.023	0.375	
	Wht in Mixed Nbhds.	71	0.175	1.477	
By Race	Blacks	363	0.101	1.939	*
	White	165	0.113	1.454	

\*Significant at the 0.05 level  
 \*\*Significant at the 0.025 level  
 \*\*\*Significant at the 0.01 level  
 \*\*\*\*Significant at the 0.005 level

### Involvement Versus Age

Table IX reveals that involvement tended to be negatively correlated with age for all levels of analysis (i.e., by neighborhood, area, racial group, and over-all Model Neighborhood Area), although correlations as significant as 0.05 were only obtained for the over-all MNA and two of the nineteen neighborhoods. There appears to be a tendency for the older residents to have a less favorable view toward involvement in the Model Cities Program than the younger residents, possibly reflecting the normal enthusiasm and optimism of youth, and the conservatism and cynicism of age -- particularly for the poor who have hoped in vain many times. Since the correlations were only weakly significant, however, any interpretation should be held loosely.

### Involvement Versus Knowing the Neighborhood Representative

One manifestation of involvement in the Model Cities Program should be an acquaintance with the neighborhood's Model Cities representative. Responses to the statement, "Please name your neighborhood representative to the Model Cities Area Office," were placed into one of the following four categories: Yes, attempted and named some other representative, a wrong name was given, or a definite no response was given. Over-all, only 22 per cent knew their representative, and the percentage varied greatly -- from 0 to 75 per cent among the nineteen neighborhoods.

TABLE IX  
CORRELATION OF INVOLVEMENT WITH AGE

	Neighbor- hood	N	$r_s$	Significance	
	A	57	-0.127	0.950	
	B	28	-0.079	0.405	
	C	7	-0.162	0.367	
	D	49	-0.298	2.144	
	E	12	0.398	1.372	
	F	11	0.486	1.670	
	G	10	0.428	1.340	
	H	9	0.242	0.661	
	I	32	-0.111	0.614	
Area I		215	-0.066	0.977	
	J	4	0.948	4.242	
	K	39	0.197	1.222	
	L	10	0.261	0.765	
	M	38	0.023	0.141	
	N	47	-0.275	1.925	
	P	15	-0.003	0.012	
	Q	20	-0.174	0.752	
	R	43	-0.243	1.605	
	S	16	0.137	0.519	
Area II		232	-0.104	1.586	
Area III		T	72	0.044	0.370
MNA Total		520	-0.072	1.647	
By Nbhd. Groups	Mixed Nbhds.	316	-0.014	0.255	
	Black Nbhds.	109	-0.113	1.183	
	White Nbhds.	94	-0.117	1.133	
	Blk in Mixed Nbhds.	245	0.063	0.987	
	Wht in Mixed Nbhds.	71	-0.101	0.844	
By Race	Blacks	355	-0.009	0.183	
	Whites	165	-0.039	0.508	

\* Significant at the 0.05 level  
 \*\* Significant at the 0.025 level  
 \*\*\* Significant at the 0.01 level  
 \*\*\*\* Significant at the 0.005 level

As Table X reveals, in general knowing the representative was positively correlated with the involvement score as expected. However, there were four neighborhoods which showed a negative correlation.

It is difficult to draw strong conclusions from these findings. It was expected that some evaluation of the representative might be possible. That is, if a high percentage knew him and there was a significant negative correlation of knowing the representative with involvement, it could indicate that the representative was alienating the residents toward the Model Cities Program. A detailed analysis of the data for the four negative correlations does not support this view, however.

On the other hand, where there is a significant positive correlation, and a low percentage knowing the representative, more activity by the representative could possibly produce beneficial results. It at least indicates that he probably has not been a negative influence on their attitude toward the program.

#### Knowing the Model Cities Representative

#### Versus Family Movement

Since 19 per cent of the residents moved one or more times in the past year, it is of interest to determine the relationship of this movement with knowing the neighborhood representative. In analyzing family movement, the most significant question is not how many times the family moved,

TABLE X  
CORRELATION OF INVOLVEMENT WITH KNOWING  
NEIGHBORHOOD REPRESENTATIVE

	Neighbor- hood	N	$r_s$	t	Significance	
	A	58	0.009	0.072		
	B	28	-0.080	0.411		
	C	8	0.497	1.406		
	D	49	0.011	0.078		
	E	14	0.084	0.293		
	F	11	-0.292	0.917		
	G	10	0.105	0.301		
	H	9	0.190	0.512		
	I	32	0.180	1.003		
	J	4	0.544	0.917		
	K	39	0.126	0.776		
	L	10	0.574	1.986	*	
	M	39	-0.052	0.321		
	N	48	0.232	1.617		
	P	15	-0.339	1.302		
	Q	20	0.312	1.395		
	R	43	0.278	1.854	*	
	S	16	0.188	0.718		
	Area III	T	74	0.223	1.950	*
	MNA Total		527	0.110	2.553	***
By Race	Blacks		362	0.091	1.747	*
	Whites		165	0.087	1.121	

\*Significant at the 0.05 level

\*\*Significant at the 0.025 level

\*\*\*Significant at the 0.01 level

\*\*\*\*Significant at the 0.005 level

but rather whether or not they have moved in the past year. Therefore, a chi-square test using a contingency table seemed more appropriate for the analysis of family movement than a correlation analysis. Data for a contingency table were developed to test the null hypothesis that there is no relationship between family movement and knowing the Model Cities representative.

The data for the over-all Model Neighborhood Area are given in Table XI. The unparenthesized numbers in the cells are the observed values and the numbers in the parentheses are the expected values for the cells, assuming independence of variables. For example, the probability that a respondent knew his neighborhood representative is 117/527. The probability that he did not move in the past year is 428/527. Thus, the expected value for the top left cell of the table (those who knew their representative and had not moved in the past year) is the product of these two probabilities and the total sample size,  $(117/527) (428/527) (527) = 95$ .

The statistical test is to examine the extent to which the observed frequencies (O) deviated from the expected frequencies (E).

The test criterion for an  $r \times c$  table is

$$\chi^2 = \sum_{i=1}^r \sum_{j=1}^c \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

which has an approximate chi-square distribution with

$(r - 1)(c - 1)$  degrees of freedom (21). Thus, for the data in Table XI, the calculated  $\chi^2 = 19.4$ , and from statistical tables a  $\chi^2$  value at 0.005 level with two degrees of freedom is 10.6. Since  $\chi^2$  calculated is greater than  $\chi^2_{0.005, 2}$ , the null hypothesis of no relationship is rejected, and the conclusion is that there is a relationship. In this case, it appears that those who have moved in the past year are not as likely to know the representative. This indicates a need for periodic follow-up by the representative to acquaint the new residents with the program objectives and their potential contribution to the program. Similar results were obtained when this analysis was made on an area basis.

TABLE XI

CONTINGENCY TABLE: KNOWING REPRESENTATIVE  
VERSUS FAMILY MOVEMENT

		Moved in Past Year?		
		No	Yes	
Know name of Neighborhood Representative?	Yes	106 (95.0)	11 (22.0)	117
	Uncertain	123 (114.5)	18 (26.5)	141
	No	199 (218.5)	70 (50.5)	269
		428	99	527

Involvement Versus Family Movement

The relationship of involvement and family movement was examined by developing a contingency table in which the residents were divided as closely as possible into three equal groups of low, medium, and high involvement score and on a simple yes or no basis on family movement, as shown in Table XII.

TABLE XII  
CONTINGENCY TABLE: RESIDENT INVOLVEMENT VERSUS  
FAMILY MOVEMENT

		Moved in Past Year?		
		No	Yes	
Resident Involvement Score	Low (9-25)	160 (149)	24 (35)	184
	Medium (26-31)	144 (155)	46 (35)	190
	High (32-36)	124 (124)	29 (29)	153
		428	99	527

The null hypothesis is that there is no relationship between involvement and family movement. The  $\chi^2$  calculated was 8.51, which exceeded the table value of 7.38 for



$\chi^2_{0.025,2}$  and, therefore, one can reasonably conclude that involvement and family movement are related. The lower involvement group moved less than expected, the middle group moved more than expected, and the high group moved about the same. Those who moved in the past year generally hold a more favorable view toward involvement in the program than those who did not move in the past year.

It appears that the more settled residents have a less favorable view, possibly resulting from past disillusionment, or a growing skepticism with time. These results could also indicate that people are moving into the Model Neighborhood Area in hopes of receiving the benefits of the program.

One point should be made with regard to residents moving into the Model Neighborhood Area -- particularly since no attempt is made to identify them and keep records by household. A major objective of the Model Cities Program is to evaluate the changes which result from the Program over the five-year period. A baseline measure of conditions has been obtained, but if a large number of residents move into the Model Neighborhood Area during the subsequent years of the program, this could greatly affect the final measures of progress and, consequently, complicate the final analysis and conclusions. Some means of controlling this factor, such as accurate record-keeping on residents, seems justified.

### Observations and Comments

The preceding analyses indicated that when the data were partitioned by race, the same relationship held for both blacks and whites in each case. However, when partitioned by racial composition of the neighborhoods, differences were observed in the case of both the income and education analyses. The mixed neighborhood group followed the hypothesized relationship in the case of both education and income, exhibiting a significant negative correlation in each case. However, the all-black and all-white neighborhood groups showed no significant correlation on income; and a significant positive correlation on education. Thus, not race alone, but the racial mix of the neighborhoods results in very different responses to resident involvement in the Model Cities Program. Other differences will be observed in the next chapter, when the major characteristics of each neighborhood and group are presented.

It is interesting to observe and critically important to be aware of the relationship of involvement with some of the variables and the objectives of the Program. One objective is to help the residents increase their income, but since involvement is negatively correlated with income, an increase in income of the resident could result in a decrease in involvement and interest in the Model Cities Program. It is desirable to help with family planning and, therefore, reduce average family size, but this also may result in decreased involvement.

In general, as the need for the program is removed by satisfying the wants, it should be recognized that there probably will be a decline in interest and involvement in the program. Maslow (22) has defined a hierarchy of needs which he believes holds generally true for all people. The hierarchy ranges upward from the lowest level of physiological needs to safety needs, then belongingness and love needs, esteem needs, and finally self-actualization needs. There is no sharp delineation between levels, of course, but rather a blending as one need becomes satisfied, the next higher level need emerges more fully.

This hierarchy should be recognized in dealing with the MNA residents. It will be particularly important to recognize that the emphasis will have to shift from satisfying the physiological and safety needs (e.g., basic income assistance, more police protection, etc.) to the social and self-fulfillment needs of the residents if they are to remain motivated contributors to the cooperative system.

In this chapter, significant relationships of resident involvement with income, education, age, family size, family movement, and knowing the Model Cities representative have been determined. Table XIII is a summary of the analyses of resident involvement with certain variables for various data partitions. These relationships exhibited considerable variation when the data were partitioned in different ways; i.e., by individual neighborhoods, by areas, by neighborhood groups, and by race. Nevertheless, it is believed that

TABLE XIII  
SUMMARY OF INVOLVEMENT CORRELATIONS

Nbhd.	Income		Education		Family Size		Age		Knowing Nbhd. Representative	
	r <sub>s</sub>	Sig.	r <sub>s</sub>	Sig.	r <sub>s</sub>	Sig.	r <sub>s</sub>	Sig.	r <sub>s</sub>	Sig.
A	0.007		0.209		0.124		-0.127		0.009	
B	0.088		0.153		0.388	**	-0.079		-0.080	
C	-0.385		0.954	***	0.176		-0.162		0.497	
D	0.012		-0.129		0.386	****	-0.298	**	0.011	
E	0.232		0.206		0.150		0.398		0.084	
F	-0.203		0.363		-0.191		0.486		-0.292	
G	-0.211		-0.562		-0.079		0.428		0.105	
H	-0.277		0.042		-0.176		0.242		0.190	
I	-0.162		-0.124		-0.081		-0.111		0.180	
Area I	-0.233	****	0.006		0.134	**	-0.066			
J	-0.272		-0.737		0.055		0.948		0.544	
K	0.028		-0.041		-0.039		0.197		0.126	
L	-0.222		0.179		0.045		0.261		0.574	*
M	-0.259		-0.023		-0.211		0.023		-0.052	
N	0.307	**	0.202		0.337	***	-0.275	*	0.232	
P	0.000		-0.136		0.204		-0.003		-0.339	
Q	-0.037		0.322		0.395	*	-0.174		0.312	
R	0.186		0.247		0.201		-0.243		0.278	*
S	-0.408		0.138		-0.062		0.137		0.188	
Area II	-0.058		0.130	**	0.142	**	-0.104			
Area III	T	0.104	-0.204	*	0.095		0.044		0.223	*
MNA Total	-0.143	****	0.032		0.132	****	-0.072	*	0.110	***
Mixed Nbhds.	-0.218	****	-0.134	***	0.068		-0.014			
Black Nbhds.	-0.017		0.247	***	0.235	***	-0.113			
White Nbhds.	0.041		0.228	**	0.145		-0.117			
Blk in Mixed Nbhds.	-0.028		-0.082		0.023		0.063			
Wht in Mixed Nbhds.	-0.174		-0.094		0.175		-0.101			
Blacks	-0.038		0.042		0.101	*	-0.009		0.091	*
White	-0.103		0.0002		0.113		-0.039		0.087	

\*Significant at the .05 level  
 \*\*Significant at the .025 level  
 \*\*\*Significant at the .01 level  
 \*\*\*\*Significant at the .005 level

a careful study of these relationships and their variation within the Model Neighborhood Area will assist the CDA Director and other contributors in better understanding the MNA residents, and in more intelligently eliciting their contribution to the program.

In the next chapter, information of another type is developed to further assist in understanding the MNA resident. A cross-section of the major characteristics of the residents and neighborhood conditions is developed and an example of the use which can be made of this information is presented.

## CHAPTER V

### THE MODEL NEIGHBORHOOD AREA PROFILE

#### MNA Profile Development

While the previous chapter's analyses provided some very helpful insight into the relationship of involvement with other socioeconomic variables, it is desirable to also develop other pertinent information in order to more intelligently analyze the needs of the residents and neighborhoods; develop strategy for obtaining resident involvement and satisfying their needs; and accomplish the objectives of the program.

The effectiveness of the Model Cities Program will be measured in terms of the degree to which the purposes of the program are accomplished. The willingness to cooperate on the part of the MNA residents is influenced by the extent to which the program is attacking the most pressing problems within the MNA. It is, therefore, logical that the most needy neighborhood, or the neighborhood in which the problem is most urgent should receive first priority in directing any action toward treating that problem. It then follows that the problems and needs must be identified by neighborhood and some relative ranking of problem severity among the neighborhoods must be obtained.

Toward this end, the Model Neighborhood Area Profile was developed and is presented in Table XIV. This MNA Profile provides for each neighborhood (with summaries for area and total MNA) average or percentage values, as appropriate, of the major characteristics and the relative ranking of each characteristic among the neighborhoods. These measures are ranked in terms of relative need or degree of adversity within the nineteen neighborhoods. For example, the neighborhood with the lowest average education is ranked first on that characteristic, and the highest average education ranked last; the neighborhood with the largest per cent unemployed is ranked first on that characteristic, and the neighborhood with the lowest per cent is ranked last; and so forth for the other measures.

This profile provides a concise, yet comprehensive summary of some of the major measures of neighborhood condition and need and should aid the planners in their very difficult task of matching program resources with neighborhood and resident needs to accomplish the over-all program objectives. It is not suggested that the measures used here are the most appropriate ones which could be chosen. There are many others which are readily available, and which may be more valuable. These are offered simply as examples of the kind of measures which can be easily obtained, and which provide a great deal of insight into the characteristics of the residents and neighborhoods.

TABLE XIV  
THE MODEL NEIGHBORHOOD AREA PROFILE

Nbhd. Code Letter	Total No. Residents	Racial Comp. (% Black)	Mean Involvement Score	Percent Earning < \$3,000 (Age 16-64)	Average Income Striving	Percent Unemployed (Age 16-64)	Percent "Laborer" Skill Category	Average Age	Percent Over 64 Years of Age	Average Education (years)	Percent ≤ 3 Years Education	Percent Need Medical Care	Percent Need Dental Care	Percent Female Head of Household	Average Family Size	Percent Moved In Last Year	Most Pressing Physical Problems	Most Pressing Service Problems
A	966	98	*11/28.2	2/57	5/1.07	4/26	5/57	17/43.8	12/15	9/8.0	7.5/10	3/53	3/71	1/59	6.5/3.59	7/21	Playgrounds Housing Cond. Streets	Employment Police Garbage
B	562	100	4/23.9	12/22	12/0.61	9/19	14/35	3/56.6	3/43	6.5/7.8	13/4	10/39	4.5/61	9/32	4/3.82	17/7	Streets Playground Housing Cond.	Employment Bus Trans. Police
C	213	100	16.5/30.4	9.5/28	15/0.25	2/33	17/29	11/48.6	13.5/14	19/13.2	17/0	19/13	19/13	13/25	17/2.50	5.5/25	Streets Med. Facilities Playground	Employment Police Bus Trans.
D	969	10	2/22.3	18.5/11	17/0.20	12/11	11.5/40	15/44.6	19/2	17/10.1	12/6	16/26	17/37	13/25	6.5/3.59	9.5/18	Streets Playground Drainage	Employment Education Police
E	194	100	7/26.5	16/16	13/0.43	13/9	8/50	9/50.4	17/8	18/11.1	11/7	17/21	18/36	8/36	18/2.36	12/14	Streets Drainage Housing Cond.	Employment Bus Trans. Education
F	413	100	19/33.0	1/72	2/1.36	17.5/0	3/64	12/48.4	15.5/9	16/9.6	9/9	1/82	1/82	11/27	8/3.45	19/0	Housing Cond. Streets Drainage	Employment Trash Removal Bus Trans.
G	257	90	10/28.1	12/22	14/0.33	17.5/0	2/66	5/55.0	5/33	14/8.9	17/0	4.5/50	6/60	5/50	15/2.70	14.5/10	Streets Playground Swamp Areas	Employment Bus Trans. Trash Removal
H	114	44	5/25.9	12/22	19/0.11	7.5/20	6/55	2/62.1	2/44	9/8.0	4.5/11	2/56	10.5/56	16/22	9/3.33	13/11	Streets Urban Renewal Housing Cond.	Bus Trans. Employment Police
I	802	89	13/28.5	6/45	1/1.37	1/39	11.5/40	19/39.1	18/6	5/7.6	1/19	9/42	7.5/58	2/58	2/4.22	5.5/25	Playground Housing Cond. Streets	Employment Bus Trans. Police
Area I	4,490	75	26.5	36	0.75	20	47.0	47.0	16	8.8	9	41	55	42	3.55	17	Streets, Play- ground, Housing Cond.	Employment Bus Trans. Police
J	243	100	18/32.5	4/50	6/1.00	17.5/0	1/100	7/51.3	6.5/25	3/7.0	17/0	4.5/50	2/75	18.5/0	13.5/3.00	1/50	Streets Housing Avail. Med. Facilities	Education Employment Police

\*All such numbers indicate rank/value



TABLE XIV (Continued)

Nbhd. Code Letter	Total No. Residents	Racial Comp. (% Black)	Mean Involvement Score	Percent ≤ \$3,000 (Age 16-64)	Average Income Striving	Percent Unemployed (Age 16-64)	Percent "Laborer" Skill Category	Average Age	Percent Over 64 years of Age	Average Education (years)	Percent ≤ 3 Years Education	Percent Need Medical Care	Percent Need Dental Care	Percent Female Head of Household	Average Family Size	Percent Moved In Last Year	Most Pressing Physical Problems	Most Pressing Service Problems
K	580	90	* 9/27.6	8/31	4/1.13	15/6	7/53	10/50.2	11/16	6.5/7.8	14/3	13.5/31	4.5/61	15/23	3/3.97	16/8	Streets Drainage Playground	Employment Bus Trans. Utilities
L	387	30	3/23.6	18.5/11	17/0.20	17.5/0	15/33	13/46.2	9.5/22	15/9.1	4.5/11	18/20	15.5/40	18.5/0	13.5/3.00	3/30	Housing Cond. Playground Streets	Bus Trans. Utilities Trash Removal
M	1,157	90	16.5/30.4	3/55	7/0.97	3/32	9/48	18/40.1	13.5/14	12/8.3	17/0	13.5/31	10.5/56	6/49	1/4.33	2/46	Housing Cond. Streets Playground	Employment Bus Trans. Garbage
N	716	100	12/28.4	7/37	8/0.91	11/14	4/63	16/43.9	15.5/9	4/7.5	2/17	12/35	7.5/58	7/42	10/3.15	11/17	Housing Cond. Drainage Streets	Employment Bus Trans. Trash Removal
P	167	0	8/27.3	9.5/28	11/0.71	7.5/20	18/21	1/65.3	1/71	1/6.8	10/8	6/47	15.5/40	4/53	19/2.13	4/27	Med. Facilities Playground Drainage	Bus Trans. Employment Police
Q	345	0	1/20.7	14/21	10/0.74	14/8	16/32	4/55.3	4/42	2/6.9	4.5/11	7/45	12/55	13/25	11/3.10	14.5/10	Streets Playground Housing Cond.	Bus Trans. Utilities Employment
R	585	0	6/26.3	17/12	17/0.20	6/21	19/19	8/51.0	9.5/22	13/8.6	7.5/10	15/28	14/42	17/21	12/3.09	8/19	Streets Drainage Playground	Bus Trans. Employment Police
S	340	0	14/28.6	15/19	9/0.75	10/17	13/38	6/53.9	6.5/25	9/8.0	17/0	8/44	13/44	10/31	16/2.63	18/6	Streets Housing Cond. Drainage	Bus Trans. Utilities Employment
Area II	4,520	53	27.4	30	0.76	16	43	49.0	22	7.9	7	35	52	32	3.36	21	Streets, Housing Conditions, Playground	Bus Trans. Employment Utilities
Area III	1,842	99	15/30.0	5/46	3/1.16	5/22	10/43	14/45.8	8/23	11/8.2	4.5/11	11/38	9/57	3/57	5/3.64	9.5/18	Playground Streets Housing	Employment Bus Trans. Police
TOTAL MNA AREA	10,852	69	27.4	35	0.81	19	45	47.7	20	8.3	9	38	54	40	3.48	19	Streets Housing Cond. Playground	Employment Bus Trans. Police

\*All such numbers indicate rank/value

### Example of Use

As an example of the use which can be made of the information provided by the MNA Profile, consider the general area of employment. Employment need is, of course, indicated by the per cent unemployed figures, but there are other measures of related aspects of the employment problem such as the per cent earning less than \$3,000, and average income striving, which is a measure of the dissatisfaction with present income. Average education and per cent "laborer" skill category are measures of the need for education and training in preparation for employment. Considered together, these measures provide a reasonable indication of the relative extent of the employment problem among the neighborhoods.

One approach to evaluating and setting priorities among the neighborhoods in relation to some over-all category like employment is illustrated in Table XV. There the measures related to employment need are presented as well as their relative ranking among the neighborhoods. This information is extracted from Table XIV, the MNA Profile, to more clearly depict the application in one specific area. Area II was chosen for the example since it contains mixed, black, and white neighborhoods. Similar results could be obtained utilizing Area I, however.

The last two columns of Table XIV represent a simple sum of the rank values of the several measures among the nineteen neighborhoods and an over-all ranking within the

TABLE XV

## COMPOSITE RANKING OF EMPLOYMENT FACTORS FOR AREA II

Neighborhood	Per Cent Earning < \$3,000 (age 16-64)	Average Income Striving	Per Cent Unemployed (age 16-64)	Average Education	Per Cent "Laborer" Skill	Sum of Ranks	Composite Relative Rank
Rank/Value							
J	4/50	6/1.00	1/100	3/7.0	1/100	15	1
K	8/31	4/1.13	7/53	6.5/7.8	7/53	32.5	3
L	17.5/11	17/0.20	15/33	15/9.1	15/33	80.5	8
M	3/55	7/0.97	9/48	12/8.3	9/48	40	4
N	7/37	8/0.91	4/63	4/7.5	4/63	27	2
P	9.5/28	11/0.71	18/21	1/6.8	18/21	57.5	5
Q	14/21	10/0.74	16/32	2/6.9	16/32	58	6
R	17/12	17/0.20	19/19	13/8.6	19/19	85	9
S	15/19	9/0.75	13/38	9/8.0	13/38	59	7

area, considering all measures to be of equal importance. Obviously, some measures may be considered more important than others, in which case weights could be assigned to indicate the relative value given to each measure. For example, if per cent unemployed is considered twice as important as the other measures, the rank values in this column could be doubled before summing the rows, and likewise any other weighting scheme desired could be easily adapted to this very simple and straightforward approach toward determining a composite relative ranking of needs.

This example brings out rather vividly the differences which exist among the neighborhoods in a relative sense. While they all have an employment problem, the problem is much more severe in some neighborhoods than in others. Neighborhoods J, K, M, and N, the top four in rank, have a clearly greater need for assistance in the area of employment. Reinforcement for this conclusion is provided by the residents' assessment of their needs as indicated by their response to their "most pressing service problem." Within Area II, only neighborhoods K, M, and N ranked employment first, while neighborhood J ranked employment second only to education.

Thus, given a composite profile of each neighborhood and the relative ranking of each measure among the neighborhoods (and within each area), one can better assess the needs of each neighborhood and better determine the emphasis to be given or the priorities to be assigned to the

programs, projects, and activities which can be applied to alleviate the problems, satisfy the needs, obtain the cooperation and involvement of the MNA residents and accomplish the objectives of the program.

## CHAPTER VI

### SUMMARY AND CONCLUSIONS

#### General Remarks

The involvement of the neighborhood residents in the planning and implementation of solutions to the United States urban problems has become a major responsibility and problem for the local Model Cities administrators. The Model Cities law requires their participation, and general guidelines have been provided by the Department of Housing and Urban Development, but very little is known of the characteristics of the neighborhood residents, nor of the who, when, where, what, and how of obtaining sufficient resident involvement to accomplish the objectives of the Model Cities Program.

This study has attempted to bring further clarity to this problem by determining the relationship of involvement with other significant socioeconomic variables and by developing an MNA Profile which provides insight into the relative needs of the residents and neighborhoods within the MNA. Then, Barnard's cooperative system concepts were suggested as a theoretical framework from which to consider the MNA resident as a contributor to the cooperative system associated with the Model Cities Program.

The analysis revealed that on an over-all MNA basis, involvement was negatively correlated with income and age, positively correlated with family size and knowing the neighborhood representative, and no significant correlation with education was detected at the total MNA level. Those who had moved in the past year held a more favorable attitude toward involvement in the Model Cities Program and were less likely to know their neighborhood representative.

Considerable variation was found when the data were partitioned by racial composition of the neighborhoods as well as by levels; i.e., neighborhood, area, and over-all MNA. For example, a relationship which exists when the data for the total MNA are analyzed may be reversed for some sub-neighborhood or area or racial grouping.

A major conclusion to be drawn from this analysis of involvement is that the partition or level of analysis has a great impact upon what the community looks like. One cannot take the results which were obtained for the total MNA and assume that the relationship holds for some specific area or racial group, for instance. However, these findings can be of value if carefully evaluated and cautiously utilized. They not only provide additional insight into the nature of involvement and its relationship to other variables, but these findings also serve as a reminder of the danger of careless generalizing. The model neighborhood residents are a heterogeneous people, and while there is a need to study

them as a homogeneous group, it must be kept clearly in mind that they differ greatly in many respects.

The study revealed that, not race alone, but the racial mix of the neighborhoods results in very different responses to resident involvement in the Program. The reasons for this are not clear, but could result from relative economic levels, differences in leadership within the neighborhoods or other factors. The effect of different leadership styles and leader characteristics was not examined in this study, but could have a very important impact on the results. In addition, this study has been made at a fixed point in time, and, therefore, does not reflect the many changes over time which occur.

The MNA Profile revealed very large relative differences among the nineteen neighborhoods. They all have the same basic problems, of course, but the degree of the problem varies considerably. This portion of the study brings additional visibility to the neighborhoods and residents and offers some assistance in assigning priorities among the neighborhoods for attempted problem solutions.

The cooperative system concepts appear to be a sound framework for analysis of resident involvement. The Model Cities Administrator is able to more clearly visualize the role the resident can play and the means of eliciting his contribution from a consideration of these concepts.

The basic hypothesis of this study was that significant resident and neighborhood characteristics could be



identified which would allow a more intelligent allocation of available incentives to obtain resident participation and involvement and, thus, increase the efficiency and effectiveness of the cooperative system. The identification of significant relationships of involvement with several socioeconomic variables, the clarity provided by the MNA Profile, and the insights obtained from relating the cooperative system concepts to the Model Cities Program are believed sufficient to accept the basic hypothesis.

This study has not solved all the problems associated with resident involvement in the Model Cities Program. It has, however, offered some additional insight and clarity, and hopefully future studies will finally solve this problem as well as the many other problems which plague urban life.

After engaging in a study such as this, it is quite easy to agree with Barnard (8) when he states (in typical Barnard phraseology):

It seems to me quite in order to cease encouraging the expectation that human behavior in society can be anything less than the most complex study to which our minds may be applied.

The problems in the United States cities are now critical. They will not improve without great effort on the part of many, over a long period of time, to understand the problems and develop and implement effective solutions. It is hoped that this study has in some small way made a step forward toward that goal.

## Proposals for Future Investigation

There are, of course, many areas which need further study in such a relatively new field as this. Only two will be emphasized here. Of particular importance is the need for a detailed study of the precise mechanisms by which neighborhood resident skills can be enhanced and brought to bear on the needs of the program. This study would require making a determination of both the planning skills required, and the capabilities of the MNA residents to provide those skills, and developing some means, perhaps through training, of bridging the gap between the capabilities and the needs.

A second study which would be of particular interest is a longitudinal analysis; that is, a study over time rather than an analysis at a given point in time as this one was made. By repeating the survey, perhaps yearly, and surveying the same households, a measure of the change with time of involvement as well as the other socioeconomic characteristics is possible. This would permit the analysis of "shifts" and trends. All measures change with time, and the trend is sometimes more interesting and valuable than the measure at any one point in time.

Lastly, a comprehensive study of the effect of different leadership styles and leader characteristics on the neighborhoods and residents would be a very significant contribution.

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## APPENDIXES

## FOREWORD

Supporting material for this investigation is included in the Appendixes as follows:

Appendix A is a copy of the survey instrument utilized in the 1969 survey of the Model Neighborhood Area in Huntsville, Alabama.

Appendix B is a listing of the raw data cards which were prepared from the completed questionnaires for computer processing.

Appendix C is a computer program written in FORTRAN for the UNIVAC 1108 computer which calculates the Spearman rank correlation coefficient as well as the corresponding  $t$  and  $z$  values. Comment cards are interspersed within the computer program to describe the program functions.

APPENDIX A

THE 1969 SURVEY INSTRUMENT

I am associated with the University of Alabama, Research Institute. As you know, a major survey (100%) was conducted about 18 months ago in the model cities area. We are now updating this information by using a smaller sample, shortening the questionnaire, and concentrating upon specific areas of importance. Names are of no importance to this survey--only your opinion.

- 15-16 \_\_\_\_\_ yrs. How long have you lived in Huntsville?
- 17 \_\_\_\_\_ Have you moved in the past twelve months? If yes, how many times?
- 18        1        2  
      Yes    No        Did you move here from another address in Huntsville?



Rank the following physical conditions in order of importance to you. Place a "1" in front of the one you consider most pressing, "2" for the next, and so on until you have ranked all that you consider important. It is not necessary to rank all those listed; rank only those you consider problems.

- |       |       |   |
|-------|-------|---|
| 20-21 | _____ | Street Conditions (lights, Sidewalks)           |
| 22-23 | _____ | Drainage  |
| 24-25 | _____ | Housing Conditions                              |
| 26-27 | _____ | Housing Availability                            |
| 28-29 | _____ | Swampy areas to be cleared or filled            |
| 30-31 | _____ | Playground equipment and space for children     |
| 32-33 | _____ | Insufficient recreation facilities for families |
| 34-35 | _____ | Urban Renewal                                   |
| 36-37 | _____ | School Facilities                               |
| 38-39 | _____ | Inadequate Medical Facilities                   |
| 40-41 | _____ | Other: (Specify) _____                          |
|       |       | _____   |
|       |       | _____   |

Rank the following services in terms of the degree of dissatisfaction which you experience with them. Place "1" in front of the one you consider most pressing, "2" for the next, and so on until you have ranked all that you consider important. It is not necessary to rank all those listed; rank only those you consider problems.

- |    |       |  |
|----|-------|--|
| 61 | _____ | Employment Services (Availability of Jobs) |
| 62 | _____ | Garbage Pickup                             |
| 63 | _____ | Trash and Leaf Removal                     |
| 64 | _____ | City Police                                |
| 65 | _____ | Utilities (Electric, Water, Etc.)          |
| 66 | _____ | Education                                  |
| 67 | _____ | Bus Transportation                         |
| 68 | _____ | Other: (Specify) _____                     |
|    |       | _____                                      |
|    |       | _____                                      |

- (15) 1. Do you feel that the success of the Model Cities depends upon your personal effort and co-operation?
- No \_\_\_\_\_  
 Don't Know \_\_\_\_\_  
 Maybe \_\_\_\_\_  
 Yes \_\_\_\_\_
- (16) 2. Do you feel that the leaders of programs administered through the city have your interests in mind (Urban Renewal, Model Cities, etc.)?
- No \_\_\_\_\_  
 Don't Know \_\_\_\_\_  
 Maybe \_\_\_\_\_  
 Yes \_\_\_\_\_
- (17) 3. Do you feel that these local leaders are aware of the problems experienced by you and others in this neighborhood?
- No \_\_\_\_\_  
 Don't Know \_\_\_\_\_  
 Maybe \_\_\_\_\_  
 Yes \_\_\_\_\_
- (18) 4. Have you (or would you or will you) become personally involved in programs initiated by Model Cities and other agencies in your neighborhood and community?
- No \_\_\_\_\_  
 Don't Know \_\_\_\_\_  
 Maybe \_\_\_\_\_  
 Yes \_\_\_\_\_
- (19) 5. Do you feel that any suggestions you or other neighborhood residents make regarding the running of M.C. or other programs would be heeded?
- No \_\_\_\_\_  
 Don't Know \_\_\_\_\_  
 Maybe \_\_\_\_\_  
 Yes \_\_\_\_\_
- (20) 6. Do you feel that the Model Cities Program will help improve your neighborhood?
- No \_\_\_\_\_  
 Don't Know \_\_\_\_\_  
 Maybe \_\_\_\_\_  
 Yes \_\_\_\_\_
- (21) 7. Do you feel that you personally, can have any influence in the Model Cities Programs?
- No \_\_\_\_\_  
 Don't Know \_\_\_\_\_  
 Maybe \_\_\_\_\_  
 Yes \_\_\_\_\_

- (22) 8. Do you feel that many of the major projects to be undertaken in this area (e.g., Civic Center) will benefit mostly the residents of this area?
- No \_\_\_\_\_  
 Don't Know \_\_\_\_\_  
 Maybe \_\_\_\_\_  
 Yes \_\_\_\_\_
- (23) 9. Please name your neighborhood representative to the Model Cities Area Office.
- No (Don't Care) \_\_\_\_\_  
 Name Given (Wrong) \_\_\_\_\_  
 Attempt (Other rep.) \_\_\_\_\_  
 Yes \_\_\_\_\_
- (24) 10. Do you feel that local programs undertaken by community, state, and Federal Agencies will be of any major benefit to you personally?
- No \_\_\_\_\_  
 Probably Not \_\_\_\_\_  
 Probably So \_\_\_\_\_  
 Yes \_\_\_\_\_
- (25) 11. Do you feel that the people in the community are \_\_\_\_\_ toward you?
- Unfriendly, Hostile \_\_\_\_\_  
 Indifferent \_\_\_\_\_  
 Considerate \_\_\_\_\_  
 Friendly \_\_\_\_\_
- (26) 12. Do you think that it is possible to change or improve this community?
- No \_\_\_\_\_  
 Don't Know \_\_\_\_\_  
 Maybe \_\_\_\_\_  
 Yes \_\_\_\_\_
- (27) 13. How would you describe your future in this community?
- Helpless, Impossible \_\_\_\_\_  
 Unfortunate, Discouraging \_\_\_\_\_  
 Encouraging, Hopeful \_\_\_\_\_  
 Promising, Assured \_\_\_\_\_
- (28) 14. Do you feel that most people, through their own personal efforts, are able to determine and control their future?
- No \_\_\_\_\_  
 Don't Know \_\_\_\_\_  
 Maybe \_\_\_\_\_  
 Yes \_\_\_\_\_

Housing Information

- 31 Type of Housing\* (Interviewer observe, circle proper number) 1 2 3
- 32-33 Number of Rooms (excluding bath, pantry, closets) \_\_\_\_\_
- 34 Number of Bedrooms \_\_\_\_\_
- 35 Number of Families in this Household (your unit only) \_\_\_\_\_

36 blank

---

- Do you have in your household:
- 37 At least one bathroom
  - 38 Telephone
  - 39 Refrigerator
  - 40 Hot-Water
  - 41 Television
  - 42 Automobile

	1	2
	Yes	No
37		
38		
39		
40		
41		
42		

\* (1) Public Housing Unit, (2) Single-Family Dwelling Unit, (3) Multi-Unit Apartment House.

### MEDICAL & DENTAL

- 44      1      2  
        Yes   No   1. Does anyone in your household need medical care at the present time?
- 45      1      2  
        Yes   No   2. Does anyone in your household need dental care at the present time?
- 46      1      2  
        Yes   No   3. Since Labor Day, has anyone in your household been sick enough to miss work or school or been in bed for more than two days?
- ASK THE FOLLOWING ONLY IF THE ANSWER TO (3) IS YES.
- 47      1      2  
        Yes   No   4. Did they see a doctor about this sickness?
- If no: What was the reason?
- 48                                      1      \_\_\_\_\_ Money  
   2      \_\_\_\_\_ Transportation  
   3      \_\_\_\_\_ Not Sick Enough  
   4      \_\_\_\_\_ Not Happy with Previous Treatment  
   5      \_\_\_\_\_ Don't Know Where to Go  
   6      \_\_\_\_\_ Other or No Reason
- If yes:
- 48      1      2  
        Yes   No   Did you receive a prescription?
- If yes:
- 49      1      2  
        Yes   No   Did you have it filled?

## INCOME

51 From the card presented to you, choose the appropriate category into which your household income falls. You may choose either weekly, monthly, or annual income categories. Only one answer is necessary. Write category number here \_\_\_\_\_ for present income.

52 From the same card: What minimum income do you consider necessary for an adequate level of living for your family? Place category number here \_\_\_\_\_ for minimum income necessary.

## SUGGESTED CATEGORIES FOR INCOME

	<u>Weekly</u>	<u>Monthly</u>	<u>Yearly</u>
1.	_____ 0- 58	_____ 0-250	_____ 0- 3,000
2.	_____ 58- 96	_____ 250-416	_____ 3,000- 5,000
3.	_____ 96-192	_____ 416-832	_____ 5,000-10,000
4.	_____ 192 and over	_____ 832 and over	_____ 10,000 and over

**ALL PERSONS IN HOUSE HOLD**

Adults	Relation to Head of Household	Sex	Age at last Birthday	Race		Marital Status*	Highest Grade Completed	Now in School			Employment			Occupation Job Title	
				1	2			1	2	3	1	2	3		
				B	W			No	Part Time	Full Time	No	Part Time	Full Time		
(1)	Primary Wage Earner														
(2)															
(3)															
(4)															
(5)															
<b>Children</b>															
(1)															
(2)															
(3)															
(4)															
(5)															
(6)															
(7)															
(8)															
(9)															
	15	16	17-18	19	20	21-22	23	24	26-40						

\* (1) Single, (2) Married, Living with Spouse, (3) Separated, (4) Divorced, (5) Widowed.

**APPENDIX B**

**THE SURVEY RAW DATA**



## THE SURVEY RAW DATA

The raw data has been extracted from the survey instrument for computer processing. Each line represents one data card. The first ten characters are an identification code, in which the first character is the neighborhood code as utilized in the body of the thesis (letters A through T), and the other nine characters are an address code. This is followed by two blank spaces and then a card number. Cards numbered 1, 2, and 3 contain data on the primary wage earner. The columns of cards numbered 1 and 2, beginning with columns 15 and 16 of card 1, correspond to the card columns indicated on the left side of the survey instrument beside each data item. For example, on the first page of the survey instrument, columns 15 and 16 are allocated for the response to "How long have you lived in Huntsville?" The two digit answer to that question for each primary wage earner was then punched into card columns 15 and 16 of card 1, and so forth for all the data items included within the instrument. Card number 3 contains data on the primary wage earner from the "all persons in household" page of the instrument, and cards numbered 4 contain data on all other members of the household as recorded on that page of the instrument. Card columns for this data are indicated on the bottom of that page of the instrument.

A00401401B	4	2244123611						
A00401401B	4	3108110331						
A00401401B	3	1148120311						
A00401401B	1	1201 0204040404030404040104		33313233				
A00401401B	2	44414444114234 10431 111122 222	12					
A00401405C	1	2501 0103030303030303030303		21222222				
A00401405C	2	42414444134232 10421 111112 212	12					
A00401405C	3	42191110138						
A00401405C	4	6273151111						
A00401401A	1	0101 0404040404020404010304		34444214				
A00401401A	2	44414444144444 10431 111112 112	12					
A00401401A	3	6212130811						
A00401401A	4	4213112531						
A00401401A	4	4211112531						
A00401401A	4	4211112531						
A00401403B	1	3001 0505040305050505050505		22212222				
A00401403B	2	42114444144434 10431 111112 112	23					
A00401403B	3	11461209138 JANITOR						
A00401403B	4	22411209128 MAIL						
A00401403B	4	3118112531						
A00401403B	4	3119112531						
A00401403B	4	4216112531						
A00401403B	4	4214112531						
A00401403B	4	4209112531						
A00401402B	1	2701 0404020404010404040404		14234444				
A00401402B	2	43414434144423 10421 121111 112	12					
A00401402B	3	11281207138						
A00401402B	4	22271212						
A00401402B	4	310211 11						
A00401402B	4	3106110131						
A04602705B	1	1202 0202020202020202020202		22122222				
A04602705B	2	44411442144134 10411 111112 122	12					
A04602705B	3	1173150511						
A04602606B	1	1011 0106020603040406050406		12544636				
A04602606B	2	44444444144433 10431 111112 112	12					
A04602606B	3	6212131011						
A04602606B	4	420211 11						
A04602606B	4	4211110531						
A04602606B	4	3116111031						
A04602705A	1	2001 0304020401040404040404		32313333				
A04602705A	2	44442444144434 10411 111111 111111 12						
A04602705A	3	1172120311						
A04602705A	4	2270120211						
A04602703B	1	5001 0404030404040404040204		14444234				
A04602703B	2	2244442134434 10432 111112 212	11					
A04602703B	3	62591511136 NURSE AID						
A04602703B	4	72 151211						
A04602703B	4	3119112531						
A04602603A	1	3401 0404040404020404030104		13323333				
A04602603A	2	44444411114241 10421 121112 11121 11						
A04602603A	3	6234131111						
A04602603A	4	3113112531						
A04602603B	1	0502 0202020202010202020202		13323333				
A04602603B	2	14441412144114 10422 121112 212	13					
A04602603B	3	62211111132						
A04602603B	4	310311 11						

A04602705C	1	11 0303020303010403030303		31333323				
A04602705C	2	44414441114434 10421 121111 222	33					
A04602705C	3	11191209136						
A04602705C	4	2217120911						
A04602705C	4	420111 11						
A04602802A	1	0202 0304040104020404040304		14244434				
A04602802A	2	44444444144421 10411 121111 211111 14						
A04602802A	3	11201211138						
A04602802A	4	2219121011						
A04602802A	4	310211 11						
A04602802A	4	310111 11						
A04602706B	1	1701 0303030302030303030303		31333323				
A04602706B	2	44442444344434 10431 111112 112	12					
A04602706B	3	6244110311						
A04602706B	4	3115112531						
A04602706B	4	3113112531						
A04901405B	1	0401 0303020303010403030303		22222212				
A04901405B	2	44444444144444 10431 111112 222	23					
A04901405B	3	11491209138						
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APPENDIX C

THE SPEARMAN RANK CORRELATION COEFFICIENT

COMPUTER PROGRAM

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SUBROUTINE FIRSTM (VALX, VALY, N, X, Y, XORD, NRX, NRY, M, KEEP)
C
C THIS SUBROUTINE CALCULATES THE SPEARMAN RANK CORRELATION COEFFICIENT FOR
C VARIABLES VALX AND VALY, EACH DIMENSIONED N. THE OTHER VARIABLES IN THE
C CALLING SEQUENCE ARE DUMMY VARIABLES, INCLUDED ONLY FOR DIMENSIONING
C PURPOSES. THIS SUBROUTINE CALLS THREE OTHER SUBROUTINES, RANKAD, TIES,
C AND ORDER (1108 STAT-PACK). THE RESULTS ARE PRINTED BY THIS SUBROUTINE.
C
DIMENSION X(N), Y(N), VALX(N), VALY(N), XORD(N), NRX(N), NRY(N), M(N)
1 KEEP(N)
CALL ORDER (VALX, N, XORD, NRX)
CALL ORDER (VALY, N, XORD, NRY)
DO 600 I=1, N
X(I)=NRX(I)
600 Y(I)=NRY(I)
CALL RANKAD (VALX, X, N, M)
CALL RANKAD (VALY, Y, N, M)
CALL TIES (N, X, XT, KEEP)
CALL TIES (N, Y, YT, KEEP)
C CALCULATION AND SUMMING D
EN=N
SUND2=0.0
DO 200 I=1, N
D2=(X(I)-Y(I))**2
200 SUND2=SUND2+D2
C SUMMING X AND Y
SUMX2=(EN**3-EN)/12.0-XT
SUMY2=(EN**3-EN)/12.0-YT
C RANK COEFFICIENT CALCULATION
RHO=(SUMX2+SUMY2-SUND2)/(2.0*SQRT(SUMX2+SUMY2))
C STUDENT T CALCULATION
TEE=RHO*SQRT((EN-2.0)/(1.0-RHO**2))
Z=RHO*SQRT(EN-1.0)
WRITE (6, 2000) SUMX2, SUMY2, SUND2, RHO, TEE, N, Z
2000 FORMAT (1H , 'SUMX2=', E10.5, 5X, 'SUMY2=', E10.5, 5X, 'SUND2=', E10.5, 5X,
1 'RHO=', E10.5, 5X, 'T=', E10.5, 5X, 'N=', I4, 5X, 'Z=', E10.5)
WRITE (6, 3000)
3000 FORMAT (1H0, 'SCORE OF X', 10X, 'RANK OF X', 10X, 'SCORE OF Y', 10X,
1 'RANK OF Y')
WRITE (6, 4000) (VALX(I), X(I), VALY(I), Y(I), I=1, N)
4000 FORMAT (1H , 2X, F6.2, 13X, F6.2, 14X, F6.2, 13X, F6.2)
RETURN
END
SUBROUTINE RANKAD (VALX, X, N, M)
C
C THIS SUBROUTINE CALCULATES A STATISTICALLY VALID RANKING FOR TIED VALUES
C OF EITHER VARIABLE.
C
DIMENSION VALX(N), X(N), M(N)
INTEGER P
DO 10 I=1, N
VALUES=0.0
COUNT=0.0
K=1
DO 20 J=1, N
IF (VALX(I).EQ.VALX(J)) GO TO 40
IF (J.NE.N) GO TO 20
50 RANK=VALUES/COUNT
K=K+1

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DO 30 L=1, K
P=M(L)
30 X(P)=RANK
VALUES=0.0
COUNT=0.0
GO TO 20
40 VALUES=VALUES+X(J)
COUNT=COUNT+1.0
M(K)=J
K=K+1
IF ((I.EQ.N).AND.(J.EQ.N)) GO TO 50
20 CONTINUE
10 CONTINUE
RETURN
END
SUBROUTINE TIES (N, Y, YT, KEEP)
C
C THIS SUBROUTINE CALCULATES A CORRECTION FACTOR FOR RHO WHEN THERE ARE
C TIED VALUES OF EITHER VARIABLE.
C
DIMENSION Y(N), KEEP(N)
YT=0.0
KEEP(1)=0
NUMBER=1
DO 400 I=1, N
J=0
DO 100 NOS=1, NUMBER
IF (I.EQ.KEEP(NOS)) GO TO 400
100 CONTINUE
DO 500 K=1, N
IF (Y(I).EQ.Y(K)) GO TO 410
GO TO 500
410 J=J+1
KEEP(NUMBER)=K
NUMBER=NUMBER+1
500 CONTINUE
REALJ=J
YT=YT+(REALJ**3-REALJ)/12.0
400 CONTINUE
RETURN
END

```

VITA<sup>w</sup>

William Nathaniel Ledbetter

Candidate for the Degree of

Doctor of Philosophy

Thesis: A STUDY OF RESIDENT INVOLVEMENT IN THE MODEL CITIES PROGRAM

Major Field: Engineering

Biographical:

Personal Data: Born May 16, 1934, in Albertville, Alabama, the son of Harold Edward and Agnes Shead Ledbetter, of Albertville, Alabama.

Education: Attended high school in Albertville, Alabama and graduated in 1952. Attended the University of Georgia in 1953, Snead Junior College in Boaz, Alabama in 1955-56, entered the University of Alabama in 1957, and received the Bachelor of Science in Industrial Engineering degree in 1959. Entered the Georgia Institute of Technology in 1964 and received the Master of Science degree in 1967. Entered Oklahoma State University in 1967 and completed requirements for the Doctor of Philosophy degree in May, 1971.

Professional Experience: Employed by Brown Engineering Company, Huntsville, Alabama, from June, 1959, to May, 1965, first as Junior Engineer and later as Program Manager, and Department Head. Employed by IBM Corporation, Huntsville, Alabama, as a Systems Engineer from June, 1965 to May, 1966. Employed by Marshall Space Flight Center, NASA, Huntsville, Alabama, as a Systems Project Engineer from October, 1966 to April, 1969. Employed by the Advanced Ballistic Missile Defense Agency, Huntsville Office, as a Senior Project Engineer from April, 1969 to January, 1970. Presently Associate Professor in School of Business, Alabama A & M University, Normal, Alabama.

Professional Membership: American Institute of Industrial Engineers, Operations Research Society of America, Data Processing Management Association, Registered Professional Engineer, Alpha Pi Mu, and Tau Beta Pi.