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A MODEL FOR SATISFYING INDIVIDUAL NEEDS THROUGH COMMUNITY EDUCATION

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

A MODEL FOR SATISFYING INDIVIDUAL NEEDS THROUGH COMMUNITY EDUCATION

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHII OSOPHY

By

RALPH ROY HOLMAN

Norman, Oklahoma

1984

A MODEL FOR SATISFYING INDIVIDUAL NEEDS THROUGH COMMUNITY EDUCATION

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ACKNOWLEDGEMENTS

This is to express my deep appreciation to each member of my committee for their advice and support in making this a meaningful document.

The contribution made by Mr. Warren Dickson in assisting in the analysis and refinement of the research methodology has warranted greatful recognition.

The sacrifices made by my spouse and her support while I have been pursuing this task have played a key role in my continued motivation to complete this challenging endeavor.

Last but certainly not least I wish to express my sincere appreciation to Mr. Leroy Rampey and Ms. Sandi Figueroa whose able assistance was essential in putting together a final product.

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ABSTRACT

A MODEL FOR SATISFYING INDIVIDUAL NEEDS THROUGH COMMUNITY EDUCATION

By: Ralph R. Holman

Major Professor: Lloyd J. Korhonen, Ph.D.

The purpose of this study was to determine a profile of Community Education candidates and assess the Community Education needs which then provide the basis for developing a model for fulfilling the identified needs of the Lawton-Fort Sill Community members. The inspiration to develop this study arises from experiences in Southeast Asia with the civil government of Vietnam during the period July 1968 to July 1969.

While the language, social customs, and basic culture of the people differ from those of the people in this country, their aspirations and need for individual recognition and dignity are very similar. Not unlike the people of the United States of America, the Vietnamese have an individualistic sense of self worth. This played a major role in the degree of aid rendered by the multinational military forces operating in defense of democracy within the country's geographical borders. To appreciate this concept, one must first understand that the secondary mission of all the friendly military forces was that of nation building and assisting the economic recovery of the small rural communities ravaged by war. To address the case in point, in those villages where the military forces assessed the community needs according to their own values, without regard to the beliefs or desires of the elders of the community, the vast majority of the projects and supplies were later destroyed by the insurgents without resistance from the populace. In retrospect it is obvious that this occurred

because they felt no personal ownership or commitment to the creation of the edifice or establishment of the program.

A valuable lesson in human behavior was readily available for all to see. Yet in our own blindness the individuals of the armed forces continued their errant ways, erecting buildings, digging wells, and shouting obscenities about the ungrateful wretches who stood and watched while the monuments to Americanism proclaimed as progress were destroyed. In their haste and eagerness to fulfill their own needs the United States Military personnel may have unwittingly contributed to the ultimate success of the communist-backed forces. It is the purpose of this study to avoid making the same kinds of mistakes in our own communities.

A comprehensive survey form was developed and distributed through the Postal System to every recorded address in the Lawton-Fort Sill community during October of 1982.

Raw data from the study was analyzed using the University of Oklahoma Computer System and software Statistical Analysis System (SAS) 1982 Program. Analytical techniques principally involved measurement of frequency distribution and comparison of data with that of the United States 1980 Census, and 1981 research data from the National Center for Educational Statistics to determine if the sample was consistent with that data. The compilation of data was then combined according to related items on the survey instrument to determine six composite profiles for the responding populace.

The researcher, in cooperation with the Director, Adult and Community Education of Lawton Public Schools, then instituted a program designed to satisfy the identified needs. It was this experience and the derived profile information

which enabled the identification of the conceptual model for the establishment of community education programs.

The derived model focuses on the need to inform personnel of the needs of their clientele so as to insure that they respond to the community values as practiced by the governing body in developing and instituting a viable program.

A MODEL FOR SATISFYING INDIVIDUAL NEEDS THROUGH COMMUNITY EDUCATION

CHAPTER I

INTRODUCTION

The purpose of this study is to determine the characteristics of Community Education candidates and assess the Community Education needs which will provide a basis for developing a suggested means for fulfilling the identified needs of the Lawton-Fort Sill Community. The inspiration to develop this study arises from experiences in Southeast Asia with the civil government of Vietnam during the period July 1968 to July 1969.

While the language, social customs, and basic culture of the people differ from those of the people in this country, their aspirations and need for individual recognition and dignity are very similar. Not unlike the people of the United States of America, the Vietnamese have an individualistic sense of self worth. This played a major role in the degree of aid rendered by the multinational military forces operating in defense of democracy within the country's geographical borders. To appreciate this concept, one must first understand that the secondary mission of all the friendly military forces was that of nation building and assisting the economic recovery of the small rural communities ravaged by war. To address the case in point, in those villages where the military forces assessed the community needs according to their own values, without

regard to the beliefs or desires of the elders of the community, the vast majority of the projects and supplies were later destroyed by the insurgents without resistance from the populace. In retrospect it is obvious that this occurred because they felt no personal ownership or commitment to the creation or establishment of the facility. This attitude often prevailed regardless of the obvious benefit that was derived. Such things as first-aid stations, sanitary water wells, and school classrooms fell victim to the enemy forces with little or no resistance from the people. In our own country, authors such as William Ryan in his book Blaming the Victim or Frances Fox Piven and Richard A. Cloward in their book Regulating the Poor have pointed out the futility of this same phenomenon in the slum/urban renewal efforts of our own communities.[1] In striking contrast, when the military forces consulted the village elders, outlining to the elders what skills and material assistance they were capable of providing to help the people of the community fulfill their own needs, a sense of commitment was instilled. The villages often provided all the labor and incurred a token indebtedness for the materials, thus establishing ownership and giving credence to the effort. A sense of individual and community worth was instilled in the people. Evidence clearly indicated that the people of these villages would fight to the death in defense of projects wherein their personal needs were met.

A valuable lesson in human behavior was readily available for all to see. Yet in our own blindness the individuals of the Armed Forces continued their errant ways, erecting buildings, digging wells, and shouting obscenities about the ungrateful wretches who stood and watched while the monuments to Americanism

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[1] Ryan, William. Blaming the Victim, Vintage Books, Random House. New York 1976; Piven, Francis Fox and Richard A. Cloward. Regulating The Poor: The Functions of Public Welfare, Vintage Books, Random House. New York 1972.

proclaimed as progress were destroyed. In their haste and eagerness to fulfill their own needs the United States military personnnel may have unwittingly contributed to the ultimate success of the communist-backed forces.

With this knowledge and vivid first-hand experience from Vietman in mind all thoughts should focus on what would seem to be obvious, realizing that each community in our society is made up of people, individuals with some common goals or needs in life. As educators dedicated to helping society to develop all individuals into a knowledgeable brotherhood of mankind, we should view Community Education as a process which has the potential for making life more gratifying to each person in a society.

To initiate this process one must first strive to identify the general and specific needs of each individual who responds to a survey, then focus the energy of all agencies, both public and private, within the community toward meeting those identified needs. As community leaders we must recognize that in each human endeavor undertaken from conception in the womb to our final resting place, need gratification is the one significant motivation which emerges and is essential to each act that a person performs in his/her daily life. The need for food and nurturing in early childhood certainly do not require extensive explanation for our present purposes, yet each stage in human growth, both physical and mental, in conjunction with the individual's social and economic development, is accompanied by physical, mental, social, and economic needs. As each person grows in maturity the need for money to barter or acquire material things results in a specialized form of need motivation, one which is intended to enable the man or woman to acquire the necessary skills and/or knowledge to satisfy those survival or basic social needs in a society. Public education, supplemented by community education, is the normal means to satisfy those

educational needs of people at all social and economic levels of a society.

In order to establish a common ground for communication one first must define two terms of particular relevance to this research.

"Community Education is a process of encouraging lifelong learning experiences by involving a defined community in the identification of its needs, wants, and concerns and in the effective utilization and development of all existing human, physical, and financial resources within and outside the community to satisfy these needs, wants, and concerns."[2]

The term "need" was discussed and ultimately defined by Professor Wayne A. Chess, and Dr. Julia M. Norlin in a monograph entitled Theory and Methods for Needs Assessment prepared for the Second National Conference on Need Assessment in Health and Human Services (1978).[3] "Human need is an innate source of behavior, the satisfaction of which is required for normal growth and development." This study will assist those individuals who are seeking further knowledge and skills in fulfilling their personal needs through the community education process.

Background of the Problem

In our society there appears to be a significant number of people who have developed a dislike for any activity related to schooling. This often highly emotional "turned off" feeling acts as a barrier to their own personal growth and well being. This state of mind is analogous to the unreported unemployed

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[2] Center for Community Education, University of Oklahoma, Norman, Oklahoma.

[3] Chess, Wayne A. and Julia M. Norlin. Toward A Theory and Methodology for Need Assessment: Experience Under Title XX, March 1978, p. 7.

people in the labor market who have given up looking for jobs out of frustration. Because of their negative feelings they soon become the uncounted numbers in the national unemployment statistics.

Within the metropolitan communities of the United States of America the free enterprise system has endeavored to supplement the services which public education offers with independent courses such as aerobic classes or real estate sales courses to satisfy the social and economic needs of the community. Privately owned educational and vocational training organizations offer a multitude of opportunities for individuals to develop job-related skills in the attempt to satisfy personal needs. Despite the availability of source agencies and normal communication channels such as radio, television and newspapers, the timeliness of offered programs are not such that they focus on the people who want or need the services the most.

Typical of many communities, the Lawton-Fort Sill community is supported by a vocational school, a small university, and an active public education system in addition to a number of independent organizations which offer job-related training or socially oriented courses for leisure time activities. Since 1974 the Lawton Public School System, under federal assistance funding programs, has been engaged in a project of expanding and coordinating activities which focus on the needs of the non-high school graduate members of the community. It was not until 1977 that the adult and community education activity was unanimously recognized and accepted as a bona fide program by the supporting board of education, thus resulting in the funding and assignment of adequate personnel to staff and support the program. At the same time, a greater emphasis in servicing the needs of the non-high school graduate on the state level during the school year 1980-81 provided the means to expand this program into

more areas of the community. In school year 1981-82 a state grant provided the financial means to expand the community's awareness of the community education concept, to develop a community resource booklet, and to establish a Community Education Advisory Council. Second year funding for 1982-83 facilitated the republishing of the highly acclaimed community resource booklet and expanded the scope of the coordinating and planning services of the advisory council. Further, the funding proposal outlined the process whereby a needs assessment survey was to be accomplished as the means of identifying a broad range of human needs which were not being met through existing agencies of the community.

Statement of the Problem

To identify a profile of individuals responding to community education needs surveys in the Lawton-Fort Sill Community and develop a program model for satisfying the identified needs.

Research Questions.

1. Is there a barrier to community education for minorities?
2. Is there a barrier to community education for lower income members of the community?
3. Is there a relationship between participation interest and age?
4. Is there a sex difference in the learning interests of the community?
5. Is there a strong public attitude regarding the use of public school facilities beyond the traditional 8:00 AM - 4:00 PM school day?
6. Is there sufficient interest in the use of non-traditional methodology such as self study programmed instruction texts, home video programs, etc., to justify exploration of more innovative techniques?
7. Is there a barrier which blocks interest in further learning on the part of those with low educational attainment?

8. Are there any potential incentives for non-high school graduates to participate in continuing education programs?

9. Are there a physical handicaps which hinder learning activities for the elderly?

10. Are there adequate opportunities for socially interactive learning for the elderly?

11. Is there a communications barrier for potential learners which hinders finding out what learning resources are available in the community?

12. Is there a "turned off" profile of learning interests among groups of people, such as the elderly or people with low educational attainment?

Purpose and Significance of the Study

While the methodology and design will be discussed later, it is pertinent to recognize that this study effort serves three significant purposes: the first is to identify a profile of those individuals participating in the survey; the second is to identify and serve the needs of the people in the Lawton-Fort Sill Community. Thirdly, each completed and returned survey form represents an unsatisfied need which must be met. From the data derived the community action personnel are then able to identify, and possibly to satisfy, the needs of people in a variety of social and economic strata, thus providing the community educational resources institutions information to use in developing a training or educational program.

The information gathered for this study, together with the data collected by other communities in the state, is beneficial to the state legislature in planning for more effective expenditure of public funds. Meaningful data will be provided to the State Department of Education and Social Services to assist in the development of service programs for the next few years. This study is of benefit

to agencies external to the State of Oklahoma. Interest has been expressed by the U. S. Department of Labor and U. S. Department of Education in the raw data and analysis from this effort.

CHAPTER II

REVIEW OF LITERATURE

The review of pertinent literature includes the results of community education surveys conducted by other communities in Oklahoma, and current periodicals, journals, and other publications in the field of adult and community education related to assessment of community needs.

Alan B. Knox addresses the changes in learning which take place with the aging process of adults. Professor Knox describes the developmental process using a fictionalized account of the unfolding life of a character he named Fred.[1]

To provide a basis for comparison, background demographic data from the U. S. Department of Commerce, Bureau of Census 1980 report on Population and Housing in Oklahoma has been reviewed.

A review of the demographic data related to education has been extracted from a report provided by the U. S. Department of Education, National Center for Education Statistics report Participation in Adult Education, May 1981 in which:

> More than 21 million persons 17 years old and over participated in adult education activities in 1981, according to the National Center for Education Statistics (NCES). This figure represents almost 13 percent of the total adult population in the United States, and is one of the many findings from the fifty triennial surveys of adult education, conducted by the Bureau of Census in May 1981 as part of its Current Population Survey of 58,000 households.

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[1] Knox, Alan B., Adult Development and Learning, Jossey-Boss Publishers, Washington, 1978 (p. 17-29).

Other highlights from the survey are:

- Nearly 54 percent of the adult participants were under the age of 35; 12 percent were over 55 years old. The heaviest concentration (35 percent) of the participants in adult education was in the 25 to 34 age group; approximately 20 percent of the total population in this age group took one or more education courses in 1981.

- Approximately 56 percent of all adult education participants were women. Among women participants, over 70 percent were working at a job, 20 percent were keeping house, and the remainder were either looking for work, going to school, or retired. Almost 96 percent of men participants were working at the time of the survey.

- The largest group of participants in adult education were professional and technical workers, who comprised over 30 percent of those taking adult education courses. Clerical workers (18 percent) were the second most likely group to have taken an adult education course.

- Over 42 percent of adult education participants had family incomes greater than $25,000 compared to only 31 percent for the population. As the level of family income increased, the rate of participation in adult education also increased; from 6 percent for those with family incomes less than $7,500 to nearly 19 percent for those with incomes greater than $50,000.

- Over 90 percent of adult education participants were at least high school graduates compared to 70 percent for the total population. Persons having five years of college or more were likely to have taken a course in adult education; over 31 percent of this group participated in 1981. Conversely, only 2 percent of persons with less than a ninth-grade education took an adult education course in 1981.

Included in my review is a report by the Charles Stewart Mott Foundation entitled Community Education Processes: How They Work, A Multi-Media, Teaching-Training Program. This workbook is intended for use in orientation and training personnel in community education processes.

To develop a greater understanding of the needs assessment process the researcher referred to a report entitled Toward a Theory and Methodology for Need Assessment: Experiences Under Title XX prepared by Wayne A. Chess and Julia M. Norlin and presented to the Second National Conference on Need Assessment in Health and Human Services in March 1978. The paper investigates the thought, "What is a human need?" and provides a generic model of need

assessment which has been used by the Oklahoma Department of Institutions, Social Rehabilitative Services in preparing their plans for the state.

An article by K. Patricia Cross, entitled "Adult Learners: Characteristics, Needs, and Interests' " included in the book Lifelong Learning in America, by Richard E. Peterson and Associates, provides significant information relative to needs in the area of community education. This article reviews and analyzes a significant number of surveys conducted by agencies and organizations throughout fourteen states of the United States.

In order to expand the historical base of information, and in looking at more specific data relevant to the social service needs of Oklahoma a 1976 study prepared under the supervision of the School of Social Work, University of Oklahoma entitled County Data Book for Social Services Planning in Oklahoma was reviewed. This study under Title XX proposes "a comprehensive approach for attacking some of the most fundamental social problems confronting the nation and its people."

Representative Rollin Reimer conducted a survey of community education programs in the fall of 1983. A summary of related information is as follows:

Participants

The respondents indicated that a total of 86,277 people of all ages were enrolled in a community education program in the fall of 1982. Among the categories of programs listed (educational credit or non-credit, health, recreation, vocational, cultural, social and other) by far the preponderance of enrollments (12,768) were in the recreation classes. Enrollments indicated for other program categories were as follows:

Recreation	12,768	Social	3,182
Other	6,733	Health	2,220
Cultural	4,801	Educational (credit)	1,472
Educational (non-credit)	4,756	Vocational	1,046

By age group, enrollment was ranked as follows:

Adult (18-45 yrs)	34,502	Secondary	7,815
Kindergarten & elem.	15,216	Adult (46-55 yrs)	3,088
Other	12,238	Adult (56-65 yrs)	3,233
Early Childhood	8,166	Adult (66+ yrs)	1,039
Inservice for district personnel	980		

Although the responses indicated that about the same number of school buildings were under-utilized as were satisfactorily utilized (19-19), many directors believed that school facilities are not in use from 3 to 5 hours each school day and 12 to 14 hours each non-school day. (a day was based on 8 a.m. to midnight). However, when asked whether a school district could bear the costs of maintaining the facilities for longer periods of time during a school day than it currently does, 28 respondents said it would be somewhat a burden, 25 respondents said it would be a heavy burden, and 18 respondents said the district could easily bear the costs. For non-school days, the majority of the respondents said the cost to the district would definitely be a heavy burden.

Similarly, all types of programs are indicated as being needed or as needing more emphasis. Recreational and cultural programs were indicated most often (by 40 directors), vocational training or retraining were mentioned by 23 directors, educational programs were listed by 18 directors and health programs were indicated by 13 directors.

The major reasons these programs were listed as being needed was: (1) unavailability of other activities due to the geographic isolation or size of the community, (2) the need to build job skills, (3) the desire to make better use of leisure time, and (4) the opportunity to meet other people.[2]

The June 1983 issue of Training Magazine carried a series of articles under the title The Revolution Around Us, by Alan Weiss. There were several significant projections included in the articles pertinent to this study;

- While a mere 3% of professional, managerial, and administrative workers currently use personal computers, according to Business Week estimates 65% of these workers will use them by 1990.

- Fifteen-million workers are expected to earn their income at home using some form of computerized help by the mid-1990's (Business Week, May 3, 1982).

To further illustrate the efforts being undertaken to fulfill the learning needs of a larger segment of our populous Ms. Sue Williams, Director of

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[2] Representative Rollin Reimer, Member Committee on Appropriations and Budget, Letter dated January 30, 1984.

Educational Outreach, Cameron University, instituted a new program for the area. Utilizing the services of the Public Broadcasting System, four courses are received on home television equipment with only enrollments and examinations being conducted on campus. The courses (Introduction to Data Processing I (2 sections), Understanding Human Behavior, General Psychology, Principles of Management, and United States History Since 1865) were first offered for the Spring 1984 semester. Since this was a new format, an enrollment of approximately 200 individuals was anticipated. Ms. Williams in her report indicated that the actual enrollments exceeded the expected number by approximately 25% with another twenty to thirty prospective students being denied enrollment due to administrative constraints. Early indications are that there is even greater interest being expressed for planned summer offerings.[3]

An article entitled, "Electronic University' Turns Home into a College Campus," appeared in the March 9, 1984, issue of the Lawton Morning Press - Constitution outlines a new program invented by Mr. Ronald F. Gorkon, former chief executive of Atari, Inc. The program involves students completing undergraduate curriculums at home using home computer equipment connected to the assigned instructor's computer via a telephone modem. The article indicates that Edicon State College in Trenton, New Jersey and Ohio University are currently using the program while five other universities, including The University of Nebraska, De Anza College of Cupertino California, Central New England College of Worcester, Massachusetts, The University of Wisconsin, and San Diego State University, are planning on offering courses under this program.[4]

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[3] Williams, Sue. Cameron University, Memorandum: Report on Home Television Course Offerings, dated April 2, 1984.

[4] Johnson, Howard. Lawton Public Schools, Memorandum: Summary of Community Education Course Offerings, dated April 6, 1984.

While the Cameron University offerings and the Electronic University are positive programs which will readily serve the needs of the handicapped members of a community, these programs can also prove advantageous to individuals who, because of other commitments, cannot attend the more traditional course schedules offered by most educational institutions.

Mr. Howard Johnson, Director of Adult and Community Education for the Lawton Public Schools, provided a summary of seminar/course offerings since the community was surveyed. (see Table 1, Program Implementation status.).

To the uninitiated it would be easy to get caught up in the significance of the numbers depicted in this table; however, in developing a model for fulfilling the needs of individuals of the community it is essential that we keep in mind the most frequent misconception between community education and its programs. Jack Minzey and Clyde E. Le Tarte in their book Community Education: From Program To Process to Practice relate;

> The most frequent misconception is between the concept of community education and its programs. Community Education is the over-arching conceptual base, while programs are the activities related to the solution of specific community needs. Thus, enrichment opportunities, recreation programs, cultural activities, avocational offerings, and political and civic programs are partial ways of resolving certain community problems. Too frequently, a well-intentioned program based on the concept of community education has culminated in evening activities for adults. This occurs because the personnel involved in such situations possess a vague understanding of the depth and ramifications of the community education concept. The most important aspect of community education is not program but process. It is the relationship between these two terms which is fundamental to the concept of community education. The ultimate goal of community education is to develop a process by which members of a community learn to work together to identify problems and to seek out solutions to these problems. It is through this process that an on-going procedure is established for working together on all community issues.[5]

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[5] Minzey, Jack and Le Tarte, Clyde E. Community Education: From Program to Process to Practices, Pendell Publishing Company. Midland, Michigan, 1979 (p. 15).

TABLE 1

PROGRAM IMPLEMENTATION STATUS

No. 31000	Title of Offering	Survey Response	Offered Insufficient Interest	Enrollments Spring 1983	Enrollments Fall 1983	Enrollments Spring 1984
(06)	Understanding Insurance	124		---	---	7
(12)	Micro-Computers (Beginning)	442		48	40	66
	Micro-Computers (Intermediate)			---	36	69
	Micro-Computers (Advanced)			---	32	66
(13)	Creative Cooking	111	1	9	---	---
	Simplicity of Chinese Cooking			---	44*	15
(14)	Stretching Your Dollars	118	1	---	---	---
(18)	Country and Western Dancing (Beginning)	162		20	7	---
	Country and Western Dancing (Advanced)			15	12	24
(22)	Color in Your Wardrobe	141		---	29	---
(26)	Fundamentals of First Aid	192	1	---	---	---
(28)	Flower Arranging	194	1	10	15	---
(29)	Beyond the Fruit Jar	168		---	30	---
(32)	Furniture Repair	221	1	---	---	---
(34)	German (Conversational)	172	2	---	---	---
(39)	Home Landscaping	286		28	---	36
	Landscaping			---	30	---
(42)	Hypnosis	111	1	---	---	---
(44)	Indoor Plant Care	214		23	---	30
(46)	Energy Conservation Starts at Home	118		---	14	---
(48)	Interior Decorating	274		30	---	15
	Decorating Your Domicile			---	13	---
	Psychology of Color			---	---	36

No. 31000	Title of Offering	Survey Response	Offered Insufficient Interest	Enrollments		
				Spring 1983	Fall 1983	Spring 1984
(49)	Investing Your Dollars	274		16	---	12
(53)	Lawn Care	183		27	---	29
(58)	Consumer Math	188	1	---	---	---
(60)	Basic Sewing	47		12	---	10
	Advanced Sewing			14	---	---
(63)	Needlework	157		---	11	12
(64)	New Weigh of Life	178	1	---	---	---
(66)	Oklahoma Gardening	177		20	---	---
	Backyard Gardening			---	---	27
(67)	Oklahoma Laws: How Do we Get Them	108	1	---	---	---
(68)	Parent-Child Communications	154		---	13	9
	Effective Parenting		1	---	---	---
(70)	Aerobics	250		---	40	61
(75)	Investing to Minimize Taxes	313		---	28	---
(78)	Writing for Personal Pleasure	72		---	---	8
(84)	Solar Heating Your Home	150		10	---	---
(88)	Starting a Small Business	231	1	---	---	---
(89)	Fitness and Health	158	1	---	---	---
(91)	Stress Management	253	1	---	11	---
(98)	Wallpapering	152		38	69	27
	Fabric Wallcovering			---	---	19
(99)	Watercolor Techniques	103	1	---	---	10

No. 31000	Title of Offering	Survey Response	Offered Insufficient Interest	Enrollments Spring 1983	Enrollments Fall 1983	Enrollments Spring 1984
No Survey Number						
	Calligraphy			---	---	17
	Family Living Seminars		1	---	---	---
	Good Guys and Bad Guys		1	---	---	---
	Paper Mache Scupiture		1	---	---	---
	Speechcraft		1	---	---	---
	Speedreading		1	---	---	---
	Wheatweaving		1	---	---	10
	Total	6,196		320	474	615

*Includes classes taught in Summer.

CHAPTER III

METHODOLOGY AND DESIGN

While the more important element lies in identifying a profile of those individuals responding to the survey, it is also important to establish the basic representation of the potential population within the defined study area.

Population of the Study

According to data extracted from the official 1980 Census, as verified by the Lawton City Planning Office list, the official population of the Lawton community area is 80,054 people, with approximately 40% of those being female. Based on data provided by the U. S. Postal Department there are approximately 30,941 household units in the community area represented by three zip codes; 73501, 73503 (Fort Sill), and 73505. Zip codes 73502 and 73504 represent the Post Office Box addresses which include principally business firms of the community.

Examining the potential represented by the adjacent military post it will indicate that the 12 year average assigned strength for active duty military personnel is 20,032, with approximately the same number of dependent adults and children. Since the data does not specify, and there are only limited number of on post housing units available, one can conclude that approximately 75% of the military dependents living in the area are already in the census population figures for the Lawton community. It is also significant to note that of the approximately 17,152 children attending public schools for the 1982-83 school

year, 9,900 were in the age group specifically excluded from the survey. Therefore, for purposes of this study, the potential population, is assumed to be equal to the population of Lawton.

Instrument Design

A comprehensive survey instrument has been developed to derive the data needed to support the study and to identify the community education interests of individuals within the Lawton-Fort Sill community. This instrument is at Appendix A.

Through the Director, Adult and Community Education, Lawton Public Schools this researcher obtained a list of Community Education representatives from throughout the state. Letters were written to each of the sixty-seven representatives soliciting copies of any surveys they had conducted including any statistical information that they were willing to share. Sixteen of the representatives responded with either copies of the forms they had used or both the form and data. The form adopted for this study was the result of a judgmental evaluation of the forms received as influenced by the problem to be studied.

In designing the survey instrument, items 010 through 120 were developed to provide some of the essential demographic data which facilitated the correlation of the data returned with the data contained in the 1980 Census report and National Education Statistics for 1981.

Items 90, 130, 140, 200 and 250 address the matter of age, learning styles, and handicaps, which supports further definition in creating a profile of the population responding to the survey.. These items aided in the determination of the elements relating to needs which could be served through one or more of the non-traditional educational media. Items 150 through 190, 260 and 320 relate to

the preferential characteristics such as length, location and frequency of classes. This data assists in defining supporting requirements needed by the community education group in meeting the needs of the individual respondents.

Items 230 and 240 address the public information sources through which individuals receive information. Data from these items assisted community educators in providing advertising for offerings which furthered the program designed to satisfy individual needs.

Items 270 through 284 provided information which was designed to inform and influence the administrators of the public school system in expanding the use of public school property supported by tax dollars. Item 31000 included an offering of selected subjects for individuals to identify their own personal areas of interest. These areas were selected based on a review of the community education curriculums of the local university and vocational school in order to reduce areas of potential duplication to a minimum. Several of the final items included on the form were suggested by representatives of the local social services agencies as a means of determining the level of community interest in areas of major social concern such as child abuse, single parenting, stress management, and Drug/Alcohol abuse.

It was noted that several of the responses received from the sixteen community education coordinators indicated that they had divided their similar offerings according to the subgroup or category. This was intended to reflect the basic purpose for which an individual might select a particular offering. Since this scheme would facilitate the compilation of data for future studies and also provide a means of further refining the data derived from this study the elements of item 31000 were assigned to seven groups as shown in Table 2, Response Motivation Groups, to reflect the possible need motivation for individuals marking the survey form.

TABLE 2

RESPONSE MOTIVATION CLASSES

Class - Sports/Recreation (High Activity)

Item #	Item Name
01	Archery
04	Boating Safety
18	Dancing (Country/Western)
19	Dancing

Class - Job Related Skills

Item #	Item Name
02	Babysitting
12	Computers (Small)
22	Dressmaking
28	Flower Arranging
32	Furniture Repair
38	Home Improvements
39	Interior Decorating
51	Jewelry Making
52	Junking
61	Mirror Refinishing
71	Photo Restoring
72	Picture Framing
78	Publishing Your Work
81	Roof Repairing
88	Starting a Small Business
93	Tool Sharpening

Class - Health/Welfare

Item #	Item Name
03	Birth Control
05	Body Building
06	Buying Insurance
10	Child Abuse Prevention
20	Death/Dying
21	Defensive Driving
25	Fire Protection
26	First Aid
36	Hair Care
42	Hypnosis
59	Meats - Selection/Nutrition
64	No Fad Weight Control
65	Nutritional Eating
70	Physical Fitness
76	Preventing Accidents
79	Reflexology
82	Self-Defense Techniques
89	Staying Healthy
91	Stress Management
94	Understanding Alcohol/Drug
96	Using Cosmetics

Class - Investments

Item #	Item Name
07	Buying Real Estate
17	Credit Getting Used Wisely
11	Insulating Home
49	Investing Money Wisely
75	Preparing Your Taxes
80	Retirement Planning
84	Solar Heating

Class - Home Relations/Care

Item #	Item Name
13	Cooking Ethnic Dishes
14	Consumerism
15	Coping with Divorce
29	Food Storage
37	Home Heating
39	Home Landscaping
40	Home Security
41	Household Budgeting
43	Ice Cream Making
44	Indoor Plants
45	Insecticide Use
53	Lawn Care
56	Maintaining a Good Marriage
60	Making Clothes
68	Parenting Skills
69	Pet Care
74	Preparing to Move
83	Single Parenting
86	Spices in Cooking
90	Stereo Equipment
98	Wall-papering

Class - Educational

Item #	Item Name
16	Culture of the 60's
23	English Refresher
24	Environment & Ecology
31	French
33	Geography
34	German
47	Italian
50	Japanese
57	Map Reading
58	Mathematics Refresher
67	Oklahoma Politics/Gov't
77	Problem Solving/Decisionmaking
85	Spanish
95	Understanding Weather
100	Wedding Customs
101	Women in History

Class - Leisure/Recreation (Low Activity)

Item #	Item Name
08	Candle Making
11	Collecting Antiques
27	Fishing in Oklahoma
30	Understanding Football
35	Gun Safety
54	Leather Crafts
55	Macrame
62	Music Appreciation
63	Needlework
66	Oklahoma Gardening
73	Planning a Vacation
87	Stamp Collecting
92	Tole Painting
97	Using the Library
99	Watercolor Painting
102	Wood Carving

Field Test and Validity

Since the survey involved a coordinated effort between the researcher and the Lawton Public Schools, the survey instrument was submitted to representatives of several interested agencies for review and concurrence prior to finalization. Comments were forwarded by representatives of the Comanche County Health Service, the Lawton Public Schools, Cameron University, the Great Plains Vocational School, and two private citizens during a conference held during July 1982. Comments received were principally centered on the readability of those class/subjects recommended for inclusion in the listings for survey numbered 31000. The original number of class/subjects received as input for this item included over 250 subject areas and would have necessitated the designing of an instrument consisting of four pages or more. After considerable discussion the conferees agreed that the length of the instrument should not consist of more than two pages. Through utilization of a photographic document reduction process we were able to maximize the use of the available space and incorporate several items which might have otherwise been eliminated.

Once the layout of the form was put together into the proposed instrument, it was then resubmitted to the conference participants for approval prior to the conduct of a field test. One of the major concerns with the tentative instrument involved the time it might take each individual respondent to complete the survey instrument. To evaluate the merits of this concern five individuals not previously involved with the forms development were asked to complete the instrument while being timed. The average time for the five individuals was 4.75 minutes; therefore, it was concluded that it could be stated with confidence that an average of 10 minutes or less would be required to complete the instrument by the majority of those who might participate. Having resolved the concern for

completion time, twenty associates were selected from the Lawton school system, including several of their family members, to insure validation by representative individuals from the various age ranges included in the survey document.

Significance of Response Numbers

Important in most needs assessments or surveys is the determination of representative numbers, thus enabling the researcher to generalize to a larger population. In this particular survey the significance lies not in the volume of responses for comparison to the general population of the community at large, but rather it is in the character makeup of those individuals responding. Individuals participating have demonstrated, by their willingness to participate in the survey, a high level of interest and need. It is these respondents who theoretically represent the most likely candidates for the services rendered by community education. It might appear desirable to receive a 100% return of the survey form; however, this would be grossly misleading and would not fully serve the intent of this effort. Even in the unlikely event this were to occur, it would be virtually impossible to accommodate for reasons of scheduling and/or the requirement for qualified instructors to conduct all the classes that would be needed. A 100% response could also be misleading from the standpoint of the people responding in that all areas of interest could not be accommodated. Secondly, to identify a profile of the survey respondents needs certainly does not necessitate a response of such magnitude. Considered to be most important in this endeavor is the fact that the maximum number of potential respondents within the community's geographic area be given the opportunity to respond in order to establish a base line of data to support correlations with documents such as the U. S. 1980 Census and National Education Statistical Surveys.

Methodology for Publicizing and Disseminating Survey Form

To enhance the return rate of the lengthy survey instrument a timely publicity effort was undertaken through use of the local media. On the Sunday preceding distribution a one hour television news show was broadcast outlining the purpose and intent of the survey. This was reinforced by articles appearing in the local newspaper and via spot radio announcements.

Members of the Community Education Advisory Council supported the effort by placing announcements in their various house organs and in their personal presentations at conferences or meetings they attended.

Coordination was effected with the city and county administrators. The city manager consented to the return of completed survey forms with each individual's public utility payments for water/sewage. In addition, the public school principals agreed to have their schools serve as collection sites for completed forms. A thirty day period was determined to be a realistic time frame for the return of all completed survey forms by individuals sincerely interested in doing so.

As the forms were returned, those responses which included individual names and addresses were plotted on a city map to verify, insofar as possible, that the forms had reached all areas of the community. One area of southeast Lawton appeared to have been missed. The Lawton postmaster was not able to provide an explanation, so additional survey forms were distributed to the area in question.

After twenty days of the thirty day period had elapsed, a random telephone survey was conducted, by selecting twenty people from each alphabetical listing in the telephone directory to determine: first, if people had received the survey and; secondly, if they had returned the form through one of the supporting agencies. Thirty percent of those called indicated that they did

not receive the form, while sixty percent of those who indicated receipt also reported returning the form.

In an attempt to evaluate the return percentage the dispersal system was analyzed to determine what factors may have affected the return rate. While no definitive conclusion could be drawn from this evaluation, an attempt was made to analyze all factors which could possibly have affected the return rate. It was concluded that the return rate would have little impact on the determination of a profile; however, for documentation purposes the data indicated that:

- Recipients did not recognize the survey form on receipt and discounted it as "junk mail."
- Placement of personalized data at the beginning of the instrument tended to dissuade people from completing it.
- The appearance of complexity, in spite of data offered to the contrary, may have caused people to discount the value.
- Postal carriers, for unknown reasons, did not deliver a significant number of the forms, particularly where the instrument may have been the only piece of mail to be delivered to a specific address.
- The return system may have contributed to the return rate since individuals were permitted to set the form aside for return with utility payments. Due to the staggered nature of billing, payment could be payable as much as 30 days after receipt of the instrument.
- Staff members at utility collection sub-stations may not have been aware of the program and discarded the completed forms inadvertently.
- Since this is generally a transient community with a large number of people here for short periods of time, individuals could not see the

need for completing and returning the instrument.

- o A significant number of rental properties exist wherein occupants are not required to pay utilities. Therefore, the recipients may not have seen the alternatives to the return system as being convenient to their submission.

In conclusion, it was determined that the precise percentage of completed and returned forms would vary considerably. However, a return rate of 3-4% in view of the complexity of the survey form would provide sufficient data to recognize the more motivated individuals of the community and thereby support a profile analysis of individuals responding in addition to facilitating the development of a model for the accomplishment of a community education program. Appendix B reflects the raw data tabulation of respondents.

Design for Treatment of Data

Utilizing the university's computer facilities the data was processed using the Statistical Analysis System (SAS) Program, 1982 version. For planning purposes all of the survey data has been entered in the program with each element of the survey form questions identified as a variable. Once the data base was created, each question was assigned a class code before running the frequency distribution procedure. The process then allowed the researcher to establish the necessary cross-tabulation parameters. Having reviewed the information, the data was processed to produce multi-way tables for qualitative analysis by the researcher.

For purposes of this study the terms qualitative and quantitative analysis are defined as follows:

Qualitative - Use of descriptive research analysis techniques to judgmentally derive or detect significant relationships in and between data elements.

Quantitative - Use of quality labels which allow comparisons, i.e., age, capacities, strengths, etc., utilizing accepted computerized statistical analysis procedures.[1]

Accepting the fact that much of the data needed to establish a profile for the respondents to a needs assessment survey can be analyzed qualitatively, it is recognized that there remains a need to examine the data through the use of quantitative statistical analysis procedures in order to determine the strength of the data comparisons.

To facilitate analysis the following matrix has been developed for comparison of the frequency distribution indices for the data:

Survey Item	Comparative Census Data	Comparative Nat. Educ Data	Qualitative or Quantitative Comparison
010	Y	Y	Both
020	Y	Y	Both
030	Y	N	Qualitative
040	Y	N	Qualitative
050	Y	Y	Both
060	N	Y	Qualitative
070	N	Y	Qualitative
080	N	N	Qualitative
090	N	N	Qualitative
100	N	N	Qualitative
110	N	Y	Qualitative
120	Y	Y	Both
130	N	N	Qualitative
140	N	N	Qualitative
150	N	N	Qualitative
160	N	N	Qualitative

[1] Roundtree, Derek, Statistics Without Tears; A Primer for Non-Mathematicians, Charles Scribner's Sons, New York, 1981 (p. 28-33).

Survey Item	Comparative Census Data	Comparative Nat. Educ Data	Qualitative or Quantitative Comparison
170	N	N	Qualitative
180	N	N	Qualitative
190	N	N	Qualitative
200	N	Y	Qualitative
210	N	N	Qualitative
220	N	Y	Qualitative
230	N	N	Qualitative
240	N	N	Qualitative
250	N	N	Qualitative
260	N	N	Qualitative
270	N	N	Qualitative
280	N	N	Qualitative
290	N	N	Qualitative
300	N	N	Qualitative
31000	N	Y	Qualitative
320	N	N	Qualitative
330	N/A	N/A	N/A

Y = Yes; N = No

Sample Check

Evaluations of the sample obtained will be accomplished in two ways. First, the distributions of demographic variables in the sample will be compared to the distributions of those variables previously established for the Lawton community. Data for this comparison has been obtained from U.S. Census Bureau 1980 files. The second comparison will be with data obtained from the Census Bureau's Fifth Triennial Survey of Adult Education, conducted in May, 1981.

For those variables which are compared between the current study and one or both of the Census Bureau sources, a statistical test of the difference

between portions of the sample which fall into the possible demographics categories will be performed. This test will allow qualitatively determined statements to be made concerning the probable differences between the various samples.

Measure of Interest in Community Education Programs

For each person, an overall measure of interest in community education programs will be constructed using relevant items in the questionnaire. Items which might be included are such questions as Q150 ("If you attend a class, what round trip distance would you be willing to travel?"); Q160 ("How many days per week would you be willing to attend classes/instruction?"); Q210 ("If you feel personally qualified, would you be willing to . ." (help in programs operations)); Q31000 (the number and type of classes in which a respondent indicates an interest).

The full list of items will be closely examined for possible information about a respondent's level of interest. Items will be selected for inclusion in the specific analysis based upon the conceptual relationships to the idea of interest in community education. Where possible determinations will also be based upon the mathematical/statistical relations noted between other variables in the questionnaire.

Comparison of Different Groups within the Sample

Response profiles will be drawn of the various ethnic, educational, age and income groups identified by the questionnaire items. These profiles will then be compared through descriptive and statistical techniques. The differences and similarities thus discovered will add significantly to the information provided by the questionnaire.

A separate profile will be drawn for those persons who may be regarded as physically restricted, that is restricted in hearing, eyesight or mobility. This will supply information on programs which are of most interest to these persons and therefore aid in targeting the areas or potential for non-traditional educational means which need special attention in terms of ensuring accessibility by the handicapped or physically restricted.

Other Issues to be Examined

Information may be gleaned from the sample on a number of different issues, such as general feelings toward usage patterns of public facilities, non-traditional methods of education, and communication channels through which certain groups can be reached for informational or marketing purposes.

Summary of Methodology

The measure of interest in Community Education programs, comparison of different groups within the sample, and other issues to be examined will be investigated within the parameters derived as the result of the sample check. That is, the sample for the current study will be described as representative or in some way non-representative of the community as a whole and the results of different analysis steps will be examined in light of possible sample-specific variance. This will be done in order to put the current study in a real-world context which will allow meaningful comparisons and supply more accurate information to decision-makers.

The following is a list of the specific survey instrument items which are anticipated to be useful in developing the conclusions and recommendations for each of the specific study questions.

	Question	Item(s)
1.	Is there a barrier to community education for minorities?	030, 120, 150, 200, 300, 31000
2.	Is there a barrier to community education for lower income members of the community?	030, 120, 150, 200, 300, 31000
3.	Is there a relationship between participation interest and age?	010, 020, 030, 120, 130, 140
4.	Is there a sex difference in the learning interests of the community?	020, 200, 220, 300, 31000
5.	Is there a strong public attitude regarding the use of public school facilities beyond the traditional 8:00 AM - 4:00 PM school day?	080, 100, 280, 281, 282, 283, 284
6.	Is there sufficient interest in the use of non-traditional methodology such as self study programmed instruction texts, home video programs, etc., to justify exploration of more innovative techniques?	090, 140, 150, 160, 170, 180, 190, 220, 220, 250, 260
7.	Is there a barrier which blocks interest in further learning on the part of those with low educational attainment?	010, 020, 040, 060, 070, 080, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 260, 290, 300, 320
8.	Are there any potential incentives for non-high school graduates to participate in continuing education programs?	010, 050, 060, 070, 110, 120, 130, 200, 220, 250, 260
9.	Are there physical handicaps which hinder learning activities for the elderly?	010, 140, 150, 200, 220, 250, 260
10.	Are there adequate opportunities for socially interactive learning for the elderly?	010, 020, 050, 060, 100, 110, 120, 140, 150, 160, 170, 180, 190, 200, 220, 250, 260, 290, 300

Question	Item(s)
11. Is there a communications barrier for potential learners which hinders finding out what the learning resources are available in the community?	010, 020, 030, 040, 090, 120, 230, 240, 250, 260, 290, 300
12. Is there a "turned off" profile of learning interests among groups of people such as the elderly or people with low educational attainment?	010, 020, 030, 130, 140, 240, 180, 281, 282, 283, 284, 290

CHAPTER IV

ANALYSIS OF DATA

The data for the study were analyzed in three phases; first, the raw data was entered into the computer and then sorted according to the frequency distribution; secondly, comparisons were made to the baseline documents, 1980 Census and the National Community Education Survey Analysis of 1981; and thirdly, the data was then grouped into subsamples from which profiles were derived.

Determination of Frequency Distributions and Establishing the Array

Using the Statistical Analysis System (SAS) Program, 1982 version, the raw response data was entered thus creating a data set. All elements of each survey question, entered as variables, were then assigned to a class as a means of maximizing the use of the programs frequency procedure option.

Having created a basic array the data was then produced in the form of a one-way table for each question showing the item frequency, cumulative frequency, percent, and cumulative percent. This procedure enabled the researcher to identify possible gaps in the data or areas where data might be missing. Having accomplished this process the program format was formulated and an Interest Scale Analysis performed utilizing univariated frequency plot and factor method procedures for Q:15, 18, 20, and 22 since these were considered

to be principal components of the analysis. Examples of sub-routines contained in the initial factor method analysis are Inverse Correlation Motive and Kaiser's Measure of Sampling Adequacy. In the process of analysis Q:32 was added to the principal components selected earlier.

Once the number of dimensions for cross-tabulation analysis was established, the researcher was then able to generate the needed multi-way tables for qualitative analysis; summaries of these tables are shown later in this chapter.

Sample Comparisons

The sample of Comanche County residents obtained through the Lawton Center for Adult and Community Education survey was compared to Census Bureau data from the 1980 Census (hereafter called 1980 Census) and the Bureau's fifth triennial Survey of Adult Education, conducted in May, 1981 and analyzed by National Center for Educational Statistics (hereafter called NCES).

Demographically, this Lawton Adult Education sample was found to differ from both the other samples in all demographics categories examined, i.e., race, education level, age, sex, and income. A brief description of the differences found is presented in the first section of this chapter. In addition, a comparison with that portion of the NCES sample who were actually participating in some form of adult education (hereafter called NCES participating) will be shown which reveals that the current Lawton Adult Education sample, while somewhat different, to be more similar to this sample of participating adults than to either of the other samples.

Racial Differences

The current sample has a much higher percentage of Whites, (thus, many fewer Non-whites) than either the 1980 Census or the NCES sample, but slightly

fewer Whites than the NCES participating sample.

TABLE 3

RACIAL DIFFERENCES

Source	% White	% Black	% Other
Total Current	89.2	6.1	4.7
Lawton Current	90.1	5.9	4.0
County 1980 Census	74.2	15.9	9.9
Lawton 1980 Census	74.7	15.9	9.4
NCES	87.9	10.4	1.7
NCES Participating	93.1	5.1	1.8

Age Differences

The current sample reflects individuals who are mostly younger than the 1980 Census count.

TABLE 4

AGE DIFFERENCES

Sample Source	13-29 Years	30-49 Years	50-61 Years	62-74 Years	75+ Years
Total Current	27.4	46.2	15.3	8.8	2.3
Lawton Current	26.7	45.8	15.8	9.2	2.5
County Census	49.5	28.8	10.9	7.7	3.1
Lawton Census	44.9	30.9	12.3	8.5	3.4

Some combining of age groups was necessary to compare the samples. Therefore, the resulting comparison is a gross approximation. This extrapolation and combination of categories shows that the sample is older in terms of age differences than either the total NCES sample or the NCES participating sample.

TABLE 5

COMBINING AGE DIFFERENCES FOR COMPARISON

Sample Source	17-34 Years	35-54 Years	55+ Years
Total Current	32.5	42.3	25.2
Lawton Current	31.9	42.2	25.9
NCES	41.8	30.3	27.9
NCES Participating	55.8	33.5	10.7

Sex Differences

The study sample has more females than any of the others; see Table 6.

TABLE 6

SEX DIFFERENCES

Source	Male	Female
Total Current	35.6	64.4
Lawton Current	36.1	63.9
County Census	53.5	46.5
Lawton Census	49.1	50.9
NCES	47.2	52.8
NCES Participating	43.0	57.0

Education Differences

The study sample is heavily weighted toward higher levels of education. Comparison indicates about one-fourth of the non-high school graduates that appear in the census count, two-thirds of the high-school graduates with no college reported, yet almost twice as many college attendees as shown in the other reports. Again, the sample closest in makeup to the current study sample is that of the NCES Participating.

TABLE 7

EDUCATION DIFFERENCES

Sample Source	Not HS Grads	Hi-Sch Grads	College Attend.
Total Current	6.5	27.8	65.7
Lawton Current	6.5	28.0	65.5
County Census	26.7	39.5	33.8
Lawton Census	25.9	38.8	35.3
NCES	33.8	36.8	29.5
NCES Participating	9.9	33.4	56.7

Income Differences

The survey sample drawn appears to be considerably wealthier than the other comparison samples examined. Only 9% of the sample households were in the less than $10,000 bracket, while anywhere from 34% (Lawton Census) down to 18% (NCES Participating) were in this category. Some 46% of the current sample fell into the $25,000 and above category, while only 7% of the census tabulated households and 28% of the NCES participating sample were so wealthy.

TABLE 8

INCOME DIFFERENCES

Sample Source	Zero to 10,000	10,000-15,000	15,000-25,000	25,000 and up
Total Current	9.1	15.1	30.0	45.8
Lawton Current	9.0	15.4	29.2	46.4
County Census	33.9	20.5	26.3	19.3
Lawton Census	34.4	20.3	25.9	19.4
NCES	32.3	20.0	29.2	18.5
NCES Participating	17.6	18.4	36.3	27.7

In summary, while the study sample obtained here is unlike any of the other samples examined, it is more like the participants in Adult Education programs as captured by the NCES study than any of the others. This is a logical finding, considering that the act of completing a questionnaire may be taken as a sign of interest in participation. Age and income distributions of the Lawton Education sample and the NCES participating sample are quite different, but other characteristics, while certainly not alike, are roughly analogous.

Statistical analysis of the sample difference are to be interpreted cautiously, since the sample collection techniques used by the Census Bureau involve weighting and estimation procedures not explicitly shown in the data presented in this study. Such analyses of the several sets of data indicate that a gross rule of thumb for statistically significant differences between 2 samples for any given cell in the study tables presented would be plus or minus 4 percent. Thus, two samples whose proportions in a given category differ by more than 4 percent are probably sampling populations which are not alike in that category.

Subsample Profiles

This section of the report presents summarized profiles of the various subsample groups in order to show the respective data in as simple a form as possible. Each profile consists of the responses by 2 or 3 subsample groups on the questionnaire items. The items have been arranged into the following groupings.

Barriers, the items of the survey instrument which can be construed to reflect either hindrances or incentives toward adult education as they appear to be operating in the subgroup; see Appendix B, pages 85, 88, 91, 94, 97, and 100.

Classes, items which describe characteristics of the educational environment such as time of day, teaching methods, etc. and record preferences of the subgroup; see Appendix B, pages 86, 89, 92, 95, 98, and 101.

Interest, items which reveal the respondent's overall interest in adult education and score the subgroups on their willingness to participate. (It was originally thought that an interest scale could be created from a combination of items like those in this section, but no combination of more than 2 of the items could be made into a scale with reasonable reliability coefficients, indicating that each item seems to tap a unique dimension of interest, so it was decided that a display of the entire set would be preferable.) See Appendix B, pages 87, 90, 93, 96, 99, and 102.

Social Norms, the set of items Q27 through Q28-4 which tap the respondent's feelings about how the society should structure the use of educational facilities in order to serve community needs other than serving for the standard elementary and high school education; see Appendix B, pages 87, 90, 93, 96, 99, and 102.

Summation of Research Questions Data

Established profiles for Education, Age, Elderly by Handicap, Income,

Race, and Sex provide the necessary framework for the formulation of the conclusions needed to respond to the twelve research questions included as a part of this study. See Illustration 1 Data Summary for Research Questions.

Illustration 1

DATA SUMMARY FOR RESEARCH QUESTIONS

Abbreviated Questions	Profile	Groupings: Hinderance and Incentives	Classes	Interest	Social Norms
1. Communication Barrier for minorities	Race (Q:3)	Q:6,9,10,11 12,14,15,23 24,29,30	Q:8,16,17,18 19,20,26,32	Q:15,16,20, 21,22	Q;27,28-0, 28-1,28-3 28-4
2. Income Barrier for lower income	Income (Q:12)	Same	Same	Same	Same
3. Relationship Interest and age	Age (Q:1/13)	Same	Same	Same	Same
4. Sex difference and interest	Sex (Q:2)	Same	Same	Same	Same
5. Attitude use of facilities	All	N/A	N/A	N/A	Same
6. Sufficient Interest - Non-Traditional Method	All	N/A	Q:8,16,17,18 19,20,26,32	N/A	N/A
7. Barrier to learning Low Education	Education (Q:5/7)	Q:6,9,10,11,12 14,15,23,24,29 30	Same	Q:15,16,20,21 22	Q:27,28-0, 28-1,28-2 28-3,28-4
8. Incentives of Non-High School Grads.	Education (Q:5.7)	Same	Same	Same	Same
9. Handicap - Hinderance for Elderly	Elderly by Handicap (Q:1/13/14)	Same	Same	Same	Same
10. Social Interactive opportunities - Elderly	Age (Q:1/13) Elderly by Handicap (Q:1/13/14)	Same	Same	Same	Same

Abbreviated Questions	Profile	Groupings			
		Hinderance and Incentives	Classes	Interest	Social Norms
11. Communication barrier Awareness of programs	All	Same	Same	Same	Same
12. Barriers to Interest	All	Same	Same	Same	Same

Conclusions and Summary

While the study data does appear to indicate a degree of uniqueness in the Lawton-Fort Sill Community, the unknown quantities in the composition of the sets of baseline data when compared with the survey respondents data would not support any finite conclusions. One generalization that is relevant to the study data is the indication of a credible relationship between the NCES participating data and the study data.

Baseline Comparisons

Within each of the five areas selected for comparisons (race, age, sex, education, and income), each of the elements examined reflect a sufficiently high degree of correlation to conclude that the sample population is representative for purposes of this study. For example;

Race

The differences in terms of percentage (Table 3) when comparing white to non-white respondents reveals a proportionate relationship between the NCES and NCES participating data.

Illustration 2

RACIAL PROPORTIONS

Source	% White		% Non-White	
NCES	87.9		12.1	
		1.3		1.3
Total Current	89.2		10.8	
		4.9		3.9
NCES Participating	93.1		6.9	

Age

In view of the dissimilar ways in which the data for the NCES was

compiled, one cannot draw any definite conclusions from the data; yet if we were to theorize that the 50-61 years of age bracket data for the study and 1980 Census were proportionately distributed within the appropriate age brackets as reflected in the NCES data, it would reflect a hypothetical relationship which when viewed with the other data may have some relevance.

Illustration 3

AGE PROPORTIONS

Sample Source	13-54	55+
Total Current	74.8	25.3
Lawton Current	74.1	25.9
County Census	83.2	16.8
Lawton Census	81.2	18.8
NCES	72.1	27.9
NCES Participating	89.3	10.7

Based on the extrapolation of data and combining of Tables 4 and 5 (pages 36 and 38) there appears to be a stronger similarity between the survey data and the NCES data which supports the hypothesis that the survey respondents generally represent an older age group than are proportionately represented in the Census or NCES participating groups. Since the Census and NCES participation data was gathered 18-24 months earlier than the survey data this appears to support a feasible conclusion that the population responding was generally older proportionately than the baseline statistics data represents.

Sex

Data in this element is conclusive in that the comparative ratio of women to men respondents was nearly 2:1 in favor of the women, while the baseline data

is generally 1:1. Noteworthy is the fact that the ratio for a survey conducted by the El Reno Junior College was 2.5:1 in favor of the women.

Education

It would be difficult to compare the baseline statistical data and make any significant inferences other than the fact that the survey respondents represent a higher proportion of the educated population depicted in any of the data. The nearest factor for comparison would be the NCES participating group. The survey data in this category is generally consistent with the hypothesis that people with higher levels of education are more often involved with community education activities.

Income

While the study data supports the conclusion that the respondents represent generally those individuals in higher income brackets, this data as well as that contained in the baseline figures must be compared with considerable caution in recognition of the significant changes in our national economy and income levels over the past 2-3 years.

Stereotypical Profile

A typical respondent to this study would be a white women generally between 30 and 49 years of age having an income of over $15,000 per year. The woman would also have accumulated a significant number of college credit hours toward a degree.

Subsample Profiles

Before examining the subsample profiles it is essential to recognize that the data has been categorized into data sets reflecting the information most appropriate to the formulation of conclusions relative to the research questions.

Compilation of the entire study data will then serve as the basis for development of a model for responding to the specific needs as indicated in item 31000 of the survey form.

Profile for Education

For this profile the data was portrayed in two divisions, those who had not finished high school (7%) and those who were at least high school graduates (93%).

Subsample - Barriers

For questions 6 - Reasons dropped high school, 9 -Access to audio-visual equipment at home, 11 - Reason dropped college, 29 -Military/Retired from Government, 14 - Handicaps, and 30 - Need child care to attend, the data did not disclose any significant deviations from that anticipated. Question 10 - Out of school for how many years; 2 years or less versus more than 10 years; showed that a significant number of non-high school graduates had been out of school more than 10 years while the numbers were reversed by essentially the same ratio in favor of those high school graduates out of high school two years or less. Taking into account the age and income factors revealed in this study, one might theorize that a case could be made for further evaluation of a possible relationship to the state of the national economy.

Data for question 12 - Household Income reflects strong support for the generally accepted hypothesis that level of education relates strongly to the level of income one can expect in a lifetime. Households having an income of $10,000 or less were 24% greater for non-high school graduates than for high school graduates while the percentage for high school graduates with incomes $25,000 or more was double that of non-high school graduates. In reference to question 24 - Source of information, the data was consistent with the normal expectations in

that non-high school graduates proportionately received significantly more information from friends and television while high school graduates reflected greater amounts of information from sources such as newspapers and mail.

Subsample - Classes

No noteworthy disclosures were derived from this category except that both non-high school and high school graduates responding to the survey were essentially equal in terms of percentage of interest for the class areas picked.

Subsample - Interest

Only the question relating to a person's willingness to drive over 15 miles to attend a class showed a significant difference, with the high school graduate respondent being clearly more willing to travel that distance than the non-high school graduate.

Subsample - Societal Norms

In this subsample high school graduates were more inclined to respond to question 27 - Every man for himself, more frequently than the non-high school graduate. The non-high school graduates showed a greater tendency to respond favorably to question 28-3 concerning a closer interrelationship between children and adults of the community.

Profile by Age

For this profile the data was divided between those individuals under 50 years of age (74%) and those individuals 50 years of age and older (26%).

Subsample - Barriers

In this category only one item reflected a difference worthy of noting. Those under 50 responding indicated greater access to cassette recorders than

those 50 or over.

Subsample - Classes

The number of individuals under 50 responding favorably to the question related to participation in home study was significantly greater than for those respondents 50 or older. Responses in the Health/Welfare, Home Relations/Care, and Investments category were significantly higher for those under 50 than for those 50 or older.

Subsample - Interest

In this category favorable responses to the question concerning self-study were more frequent for under 50 that they were for the 50 or older group.

Subsample - Societal Norms

Individuals under 50 were more in favor of making the schools available (Q:28-1) while those 50 or older were expectedly more in favor of other community agencies providing essential services.

Profile of Elderly by Handicap

The basic identifier for this group is the elderly with divisions being made between those with no handicap (3%) and all elderly (26%).

Subsample - Barriers

In the area of access to audio-visual equipment those elderly with no handicap indicated a greater access to record players and cassette players than did those in all elderly groups. For the question concerning household income, those with no handicap reflected the greatest number with incomes of $25,000 or more.

Subsample - Classes

Those with no handicaps indicated greater interest in those activities classified Job-related and investments while those in the all elderly groups indicated a greater interest in the Health/Welfare, Home Relations/Care, and Leisure/Recreation areas.

Subsample - Interest

Individuals categorized under no handicap responded with greater interest in self-study participation while those individuals in the all elderly grouping were more willing to help in some way.

Subsample - Societal Norms

No noteworthy indicators.

Profile by Income

The divisions for this profile were established as those respondents with an income of $15,000 and less (24%) in one division. Those over $15,000 (76%) were assigned to the second division.

Subsample - Barriers

In the element reflecting access to audio-visual equipment in the home it was significant to note that both divisions responded as having over 93% access to both radio and television equipment while those with incomes over $15,000 reported significantly greater access to record players and tape recorders than those reported by individuals with incomes of $15,000 or less. Those with incomes over $15,000 also reported in greater numbers the fact that they were more informed about adult education matters.

Subsample - Classes

In this category those with $15,000 and less income more frequently indicated interest in Health/Welfare and Educational offerings.

Subsample - Interest

Those with lower incomes indicated more frequently that they would be willing to meet more than three days per week which is consistent with responses in other categories.

Subsample - Societal Norms

Significant in this category is the fact that both divisions were quite positive about all activities (Q:28) which reflect a greater participating role of the public in the use of public facilities.

Profile by Race

In this profile the respondents were categorized as white (89%) and non-white (11%).

Subsample - Barriers

In the area of access to audio-visual equipment a significant difference existed in the white category in response to the number of record players in the home. In the area of household income the number of white responses for individuals with income of $25,000 or more was significantly greater than that of non-white respondents. Conversely, the number of non-white respondents with incomes of $10,000 ore less was greater than those in the white category. Non-whites also reported a greater number of individuals needing child care services.

Subsample - Classes

In this group non-whites indicated a greater need for offerings in the

areas of Health/Welfare and Education while whites represented a greater need in the area of Leisure/Recreation activities.

Subsample - Interest

In this category non-white individuals responded in significantly greater numbers in the areas of meeting more than three days per week, assisting the program, and part-time enrollments.

Subsample - Societal Norms

No noteworthy deviations were indicated.

Profile by Sex

In this profile the divisions were male (36%) and female (64%).

Subsample - Barriers

In this area the male response indicating income of $25,000 or more was significantly greater while the figures indicate a greater proportion of females in the $10,000 or less income group. As could be expected a greater number of males indicated association with the military/government.

Also as expected, a greater number of females indicated a need for child care activities.

Subsample - Classes

Women reported significantly greater interest in offerings in Health/Welfare, Home Relations/Care, and Leisure/Recreation. Noteworthy was the fact that females indicated a proportionately greater interest in all areas except investments.

Subsample - Interest

No noteworthy indicators in this subsample.

Subsample - Societal Norms

A significant number of males responded to the Every man for himself question while notable differences in responses were made by females in the area of Educational Opportunity and Assuring Close Interrelationships between the child and adult.

Cross Subsample Comparisons

In order to establish a basis for comparison across the subsample profiles, each question within the profile was reviewed for frequency, priority in terms of choice hierarchy, and in relation to the greatest numerical difference disregarding the direction of differences between proportions.

For purposes of discussion the survey item is recorded here with the comment or discussion relative to the derived data.

Cross Barrier Subsample

Question 060: Why did you quit school?

Of the eleven possible elements within the profile divisions the most frequent response selected was for the purpose of helping to support a family, while the second most frequent response was due to family problems. Of the seventy-six respondents indicating non-high school completion (Question 050) there is a high probability that the likelihood of a pending marriage played a significant part in the rationale for choosing the two higher density options in that twenty of the thirty-five respondents wrote in the other space; "To get married." For the third choice "problems with teachers" was frequently indicated.

Based on the available statistics for the number of non-high school graduates the approximately 7% responding to the sample is significantly below the near 26% of the people non-high school graduates reflected for statewide.

Question 090: Which of the following items do you have in your home?

In terms of greatest difference the cassette recorder/player the number of responses by individuals under 50 was significantly larger than for those over 50. Recognizing the fact that the electronic equipment and musical recording industries have reported considerable growth in recent years this data appears to be reflective of our current society.

Question 100: When was the first time you attended a class in a school?

While this question did not define the purpose for which an individual might have attended the supportable assumption was for the purposes of receiving credit. In the response to this item age clearly represented the principal factor reflected by the analysis of all of the profile categories.

Question 110: If you entered college but did not complete the requirements for a degree, why did you drop out?

Of the responses indicated most frequently, "lacked funds" and "work to support self" were the two closely related areas which represented the majority of the reasons given. Approximately 24% of the reasons given as written in on the survey response was "to get married." This closely relates to the principal reasons indicated in the cross profile review.

Question 120: What is the combined average annual gross income for those living in your residence?

Across all profiles the impact of the respondents' education or lack there of, was clearly related to the annual income reported for the household. Significantly the age element provided the least difference in all profiles for both

income categories.

Question 150: If you attended a class, what round trip distance would you be willing to travel?

In the cross profile comparisons those respondents in the non-high school category were significantly more willing to travel the shorter distances for classes. This is supported by similar relationships in the age and income profiles. While the differences between profiles was relatively small across the spectrum for respondents willing to travel over 45 miles, the results indicated in the profile for race were slightly greater. This phenomenon cannot be fully explained by the data. At least one hypothesis might be plausible when a cross view of the profiles is made; for example, the stereotype depicted is a white male, high school graduate, under 50,with a gross income of $15,000 per year. Many people do not feel comfortable traveling long distances after dark, particularly if they are alone, and if their mode of transportation is of questionable reliability (possible indicator from income). This researcher's experience indicates that women would generally feel a greater sense of reluctance toward traveling under the described conditions.

Question 230: Do you feel that you are adequately informed about class/activities currently being offered in your city?

When comparing the data across the profiles, income appears to reflect the most significant difference, with age and elderly by handicap as secondary supportive profiles. Education represents the profile with the least difference.

Question 240: What is the primary source of your information concerning classes/activities currently being offered?

In the cross comparisons the elements of education clearly reflect the greatest difference for the four responses areas analyzed. Secondary supportive

profiles most frequently included age, race, and income.

Question 290 was to determine the influence of the Fort Sill Military establishment on community affairs. Approximately 54% of those responding to the survey reported a relationship with government via military or civil service. As might be expected, age and sex profiles represented the greatest association while race and income reflected the least difference.

Question 300: Would you need child care service to permit you to attend a course of instruction?

This comparison reflected age as the primary profile with the sex and income profiles serving as reinforcing influences.

General Conclusions for Subsample

In regard to the elements which reflect either hinderances or incentives to the community education process the comparisons made of the subsample profiles clearly indicated that education, age, and elderly by handicap most frequently reflected those profiles having the greatest difference in terms of percent while the sex, income, and race profiles appear to have the least significance in terms of impact on the difference.

Cross Classes Subsample

Question 080: If you were to return to school, where would you prefer that classes be held?

The cross profile comparison for this question first examined the difference in terms of significance. It was concluded that the profile Elderly by Handicap reflected the highest percentage of difference. Education represented the least percentage of difference. In terms of preference to location approximately 52% of the respondents checked "It doesn't matter." The

majority of all other respondents preferred that classes be held in a college building. Located in any school building was clearly the second choice.

Question 160: How many days per week would you be willing to attend classes/instruction?

The greatest difference was found in the race profile where whites were dominant in selecting three days or less. The profile for sex represented the least difference in the three days or less per week category.

Question 170: What days of the week would be convenient to attend classes/instruction?

The profile called for the selection of days based on frequency in terms of the proportionate percentage each day was selected. The principal choices were Tuesday, Thursday, and Monday, in that order. Sunday, Saturday, and Friday represented the least frequently selected days. Wednesday was selected approximately 19% of all the choices, which proved to be significant in that this data was sufficient indication enough to sway the governing superintendent of schools and board of education to permit, on a trial basis, the use of school facilities on Wednesday evenings. This was a precedent setting decision in that it had been believed that few people would attend any scheduled community education activities because of conflicts with religious events.

Question 180: What is the maximum length of time you would prefer to spend at each class/session?

For both of the time categories listed the profile for Education clearly represented the largest percentage of difference while the age profile was represented in both elements as having the least difference.

Question 190: This question represented preferred class starting times with 6-7 pm being the first choice and 8-9 am the second choice for the majority

of the respondents.

Question 200: This question reflected the willingness of the respondent to work at home. The Age profile represented the greatest difference in percentage in favor of those under 50. Over 78% of all individuals responding indicated a willingness to participate in this type of program.

Question 250: Which of the following methods of learning do you prefer?

The consensus reflected in the elements of all profiles was in favor of practice under supervision, with discussion and reading following closely behind.

Question 260: Do you believe you learn faster in an informal group?

Over 68% of those responding preferred the informal group setting. In the cross subsample comparison the race profile reflected the greatest percentage of difference in the direction of white.

Question 31000 (Interest by classification).

The age profile reflected the greatest difference between comparison elements in five of the seven groups, with income representing the largest difference in education class, and the elderly by handicap reflecting the difference in the Leisure/Recreation classes.

Question 320: This question asked how many hours of instruction were felt to be sufficient to meet the individuals needs.

In this area the education profile reflected the greatest difference in both elements while the elderly by handicap reflected one of the profiles with the least percentage of difference in both elements.

General Conclusions for Subsample

While the overall comparisons were extremely close, the profile for age did appear more frequently in those reflecting the greater differences while the elderly by handicap profile least frequently reflected a difference. There does

not appear to be any clear rationale for this distinction based on the data available.

Cross Interest Subsample

Question 150: If you attended a class, what round trip distance would you be willing to travel?

As with the Barriers Subsample the Education Profile reflects the greatest percentage difference in this examination. Here one might hypothesize that those in the high school graduate profile are more likely motivated to pursue the educational offerings particularly when the second largest difference is in the Income Profile.

Question 160: How many days per week would you be willing to attend classes/instruction?

When this question was posed in the Classes Subsample, the Race Profile portrayed the greatest percentage difference for the category. However, in this comparison the difference was in the direction of non-white. In reviewing the other subsample elements a potential pattern appears from the groupings Female, Non-White, and all Elderly as compared with income $15,000 or less, Under 50, and Non-High School Graduate. From this one might hypothesize that the sense of motivation in the Elderly non-white female is significantly greater, and that such a person's possible fears related to traveling have been suppressed to the extent that the decision to accomplish the necessary travel would be possible.

Question 200: Would you participate in a low cost self-study learning program that you could work on at home if it were available in your area of interest?

In examining this element across the profiles, the Age Profile for those under 50 represents the greatest difference between the classifications, followed

by the Elderly by Handicap and Income Profiles. This researcher theorizes that the combination of profiles reflects the collective maturity of the respondents as based on life's experiences and the aspect of time available outside of the time devoted to full-time employment.

Question 210: If you feel personally qualified, would you be willing to do any of the following?

The cross comparisons for this element indicate that the Race Profile represents the greatest differences in favor of the non-white with supporting indicators from the Elderly by Handicap and Education Profiles (Non-High School Graduates). Within the context of this composite one can theorize that individuals conceivably recognize the opportunities they personally have missed and are therefore more willing to assist those who can still look forward to similar opportunities offered through the community education process.

Question 220: Is learning important enough to you that you would enroll in a class even though you could only attend classes part-time?

For this comparison the Income and Elderly by Handicap Profiles reflected the same percentage differences. With the contribution offered by the Income Profile, the data is also supportive of the composite and theory reported for the previous item of this subsample.

General Conclusions for the Subsample

Based on the data compared, a composite individual profile for the Interest Subsample would likely be a non-white, non-high school graduate, earning $15,000 or less. In terms of age and sex the data is not conclusive. Therefore it could be either a male or female in any range and be consistent with the basic data.

Cross Societal Norms Subsample

Question 270: Which of the following statements best describes your belief?

Over 85% of those responding indicated that someone had helped them when they needed it.

In terms of the profile comparisons the Sex profile represented the greatest difference with supporting data from the Education, Race, and Elderly by Handicap profiles.

Question 280: The school system should serve all of the community, not just its youth.

While the respondents of the survey were overwhelmingly in agreement (94%), the Age profile data for those under 50 represented the greatest difference between the elements considered.

Question 281: Schools should not be limited to an 8:00 to 4:00 day, but should be available in the evening and on weekends for a variety of community activities.

Over 90% of the survey respondents agreed with the statement. Comparisons of profiles in this subsample area indicate the greatest difference in the Elderly by Handicap profile followed closely by the Race and Age profiles.

Question 282: Educational opportunities made available to individuals in the community should reflect the interests and needs of its citizens.

Over 90% of those responding reported their agreement with the above statement. In the cross subsample comparisons the Elderly by Handicap reflected the greatest difference, with four of the five remaining profiles recording essentially the same numerical difference. The Income profile results reflected no significant difference between the divisions of the profile.

Question 283: Providing educational opportunities to the entire community is one of the best ways of assuming a close interrelationship between children and adults of the community.

While this question recorded the lowest percentage (89.5) of agreement received on the five questions in this area, the overwhelming response clearly reflect a sense of need for the activities normally included in community education. Specifically the profile comparison for this subsample element indicated the greatest difference in the Sex profile in favor of females. As in the previous comparison there were very little difference indicated in the Age and Race profiles. One question which comes to mind when comparing the data is relative to a possible relationship between single parent females and/or families where the parents are still married but living apart.

Question 284: Public schools should not become a provider of all services; other community agencies can better provide some things, and the school's role should be one of coordinating and encouraging those efforts.

As was true for the four previous questions in this area 91% of the respondents agreed with the statement. In the profile comparisons both the Elderly by Handicap and Age profiles reflected the greatest difference, with Education and Income reflecting the next greatest difference.

General Conclusions for Subsample

In terms of setting the tone for the acceptance of community education in the study area, this subsample represents the basic structure for the establishment of a viable working model for satisfying the needs of individual community members. A probable composite profile from this subsample would be a white female, high school graduate, under 50 years of age with no handicap. Noteworthy is the fact that a significant number of those expressing their

willingness to assist in administering the community education program could be identified as belonging to this composite profile.

CHAPTER V

RESPONSE TO RESEARCH QUESTIONS

Each of the six profiles either individually or in combination provide the essential construct data for formulation of the response offered for each of the research questions.

Is there a barrier to community education for minorities?

In the Race Profile within the subsample Barriers there appear to be three significant indicators of hinderances to need satisfaction, one of which conceivably could be the key to determining individual success in later years.

Several individuals indicated in response to the question concerning reasons for dropping out of college that they were not aware of the opportunity that the education might afford. Having missed possible opportunities normally associated with those having a degree is reflected in the number of individuals with lower incomes, which is further indicated by indicators of less willingness to travel due to expense of automobiles or other transportation operating expenses. The lack of education and income could well be indicative of the less informed non-white individuals becoming aware of activities through the newspaper medium. In addition the lower income may be the principal reason for the proportionately higher need for child care services.

It would appear from the data that the non-white respondents fully recognize their basic deficiency in education and indicated a stronger need for

education or training in those classes of instruction relating to the survival skills -- Health, Investments, and Education.

While the respondents indicated a desire for comparatively more hours of instruction, they were less desirous of instructional methods involving reading and discussion which are normally associated with higher education.

Unanswered is the question of what or who is responsible for any real or imagined barriers. If the missed opportunity was due to pressures from external sources, there is a need to further define those factors which could contribute to this difficulty; however, if the opportunities were missed as the result of conflicts between the person and his/her social or educational environment then the barriers are of such a nature that a greater willingness to venture beyond the normal spectrum of non-white social and educational norms may be needed. If this is possible (potentially true) then the difficulty may be indicative of a willingness to risk involvement.

Risk is seen as a factor of self-confidence and a by-product of success reflected by willingness to experiment. While the non-white appears more willing to participate and share through their offer of assistance there is still evidence to support the more conservative, non-risk posture in the responses to the items involving breaking with tradition in the use of public school buildings.

Is there a barrier to community education for the lower income members of the community?

In reviewing the data for the lower income group this researcher senses a strong indication of apathy, listlessness, laziness, despair. The barrier to community education appears to be reflective of a self-centered personality, wherein the individuals were less interested in traveling to classes. This self-centered personality influence was more than that indicated from non-whites in

the low income group. Wednesday was frequently selected as a day of the week. This might be indicative of this perceived general lack of interest even in religious activities. Data reflects a greater interest for sessions with afternoon or evening start times and less for mornings. This could reflect a desire to sleep in. There is the appearance of inconsistency in that this group expressed greater interest in home study while reporting less interest in reading and greater interest in formal versus informal instruction. In terms of class preference this group was interested in the Health, Home, Education and Leisure offerings which do not reflect active involvement or social contact outside of their normal routine. Further, this group indicated the availability of significantly fewer audio-visual devices and, as might be expected, was less well informed on community affairs. In the subsamples for interest and societal norms they appeared more interested in self-study activities and were less willing to assist or encourage an expanded use of public buildings.

In comparing this group to the non-white respondents this researcher concludes that this group is more in need of the various social welfare counseling services which are offered due to the strong tendency toward isolation reflected in these findings.

Is there a relationship between participation interest and age?

The data would appear to indicate that a relationship exists; however, there seems to be a mixed message in that the younger respondents indicate less willingness to do those things which require commitment and effort, for example, travel, attend for three days or less, desire more practice under supervision, informal settings, while at the same time expressing greater interest in all forms of classes that might be offered. The older respondents seem to be more selective in distinguishing their preferences. Based on the groupings selected for comparisons,

the data supporting a more definitive response to this research question is inconclusive and requires further study.

Is there a sex difference in the learning interests of the community?

First it must be recognized that the number of female respondents to the survey reflects at least superficially a greater level of interest in learning since that need identification was the principal purpose for a major portion of the instrument. In all elements compared there appears to be little evidence of a difference in learning interest based on the gender of the respondent. The one indicator of a gender orientation conceivably could be in the preference for a particular group of classes, since the two areas which either reflected no difference (sports) or a relatively small difference in favor of the male are stereotypically male interests. In the majority of the comparisons made the profile for sex reflected the least number of elements in which there appeared to be a significant difference.

Is there a strong public attitude regarding the use of public school facilities beyond the traditional 8 am – 4 pm school day?

Based on the specific number of respondents indicating that the buildings should be made available for other purposes and for longer hours, data would indicate a strong affirmative response to this research question. The approximately 9% responding in disagreement are generally distributed across the age groupings depicted on the survey instrument with some indication that the non-white low income respondent may likely constitute the larger number of those in disagreement.

Is there sufficient interest in the use of non-traditional methodology such as self-study programmed instruction texts, and home video programs to justify exploration of more innovative techniques?

Looking first at those response items which reflect support of traditional methods, it can be noted that approximately one-half of the respondents indicated no preference in terms of location, with nearly two-thirds indicating preference for two or three days per week, and for 1-2 hour sessions.

In reference to start time slightly more than half of the respondents indicated a preference for the 6-7 pm hours. These data are consistent with what is commonly considered adult-evening education. Yet when we look at the data which support either the traditional or the non-traditional there appears to be sufficient interest to warrant further investigation, particularly in view of the recent experience of Cameron University. For example, 78% of the respondents indicated a willingness to participate in a low cost self-study program. The terms low cost appear significant in that the respondents are generally females in the lower income brackets needing child care assistance. Many of these individuals also responded with a preference for informal settings. There also appeared to be a distinction in the responses relating to a person's willingness to travel longer distances which could be attributed to transportation and income. The area addressing the availability of radio and television equipment also tends to show a need for further investigation. Noteworthy in the Cameron data is the fact that nearly half of those questioned indicated that they selected the televised option due to conflicts with work hours or other high priority activities. One significant constraint to the Cameron televised program has been the fact that the Public Broadcasting system (PBS) can only be received via Cablevision thereby limiting access to those individuals who feel that the added expense for their personal entertainment is worthwhile.

Is there a barrier which blocks interest in further learning on the part of those with low educational attainment?

The data indicates a high probability that such a barrier exists. First, for purposes of this research, low educational attainment refers to those who have not completed high school either through attendance or certification such as might be afforded through the Adult Basic Education (ABE) or General Education Development (GED) programs.

Data supporting this response will generally foster two ideas in regard to barriers. First, it is possible that the lower incomed individual is striving to live and/or support a family and is therefore unwilling to expend money on a seemingly long range endeavor. Secondly, the evidence points to the sense of apathy or to a lack of self worth that can be sensed in the white, low income, non-high school graduate.

. . Are there any potential incentives for non-high school graduates to participate in continuing education?

In order to respond to this question one must first look at the evidence reflected by those who have completed high school. Essential to this area of research is the fundamental question of individual values and goals in life. If in responding to this question we assume that the more tangible materialistic things in life are important, then we can formulate a logical construct which says that a person with a high school degree has a greater potential for earning a larger annual income than a person who does not have a high school degree and will therefore be in the better position financially to acquire those materialistic items.

In reviewing the data it would appear that those respondents with a high school degree reflect greater control over their own destiny in the manner in which they responded to the survey instrument. With these thoughts in mind the model for community education envisioned as the results of this research should reduce the significance of the barriers as reflected in this document.

Are there physical handicaps which hinder learning activities for the elderly?

In this area the specific research data is inconclusive in view of the less than 2% of the respondents who indicated the presence of mobility handicaps. While over 93% of all respondents indicated the need for eye glasses, the degree of criticality was not requested. It should be noted that the site selected for community education classes was chosen because of its access for those physically impaired. This researcher recognizes from his own observations that the ease of movement getting in or out of automobiles, etc., for a significant number of those classified as elderly is quite a difficult task. Since this community does not have a public transportation system, it would be impossible to theorize how many elderly people would avail themselves of the community education program or would be prohibited from participation because of a physical handicap.

Are there adequate opportunities for socially interactive learning for the elderly?

Data included in the research would favorably support conclusions which recognize that such opportunities exist, in that a significant number of the respondents indicated their willingness to assist in the programs offered. Further these respondents indicated that they would enroll even if only part time. Observations made of those individuals participating in the program thus far support the conclusions drawn relative to the involvement by those classified as elderly.

Is there a communications barrier for potential learners which hinders finding out what learning resources are available in the community?

Based on the researcher's experience in soliciting input for the survey and the data reflected in those responses received, one can conclude that a

communication barrier does exist. The following illustration reports the distribution of the respondents to the question.

Illustration 4

PRIMARY SOURCE OF INFORMATION

Source	Number Indicating	Percent of Total
Newspaper	594	53.71
Television	43	3.89
Radio	23	2.08
Friends	82	7.41
Church/Community Bulletins	21	1.90
Mail	343	31.01
	1106	100.00

In comparison to the total potential users of the community education service the number reflected by the sample represents less than 2% of the population. Public school officials report the fact that information sent home via school attendees and teachers has proven to be their most effective means of communicating with parents.

Is there a "turned off" profile of learning interests among groups of people such as the elderly or people with low educational attainment?

As reflected earlier, in the research question response for barriers to low income members of the community, only one group clearly portrays itself as "turned off." That group encompasses the white, low income, non-high school graduate. With reference to age the existing data does not facilitate making a succinct differentiation between the two groups in the comparison, yet the conclusions drawn are reflective of both groups.

Tangential Recommendations

One of the difficulties encountered was in defining the demographic categories. This was particularly true for those elements involving a wide spectrum of information. Obviously, the desire of many researchers is to have the survey respondent reply in an accurate and timely fashion while at the same time not wishing to burden the individual with a lengthy and time consuming document. This results in a wide proliferation of the data that is combined to achieve a set of results.

This researcher strongly recommends that representatives from the major universities meet with agents from the various statistical collection bureaus and formulate a document which establishes a set of essential standards for combining, collecting, and recording of basic demographic data. While this recommendation may initially appear more costly than it is worth the true value lies in the reduction of construct error which will ultimately lead to significant time savings by researchers and data base managers.

With the opportunity for a refinement and increased validity offered by such action, researchers will then be able to progress to a new generation of comparisons thereby possibly discovering the key to some of our more perplexing social and educational problems.

CHAPTER VI

MODEL FOR SATISFYING COMMUNITY EDUCATION NEEDS

The model described here represents a conceptual framework for instituting the community education process in an ultra conservative community thereby facilitating the individual needs of its members.

In developing a viable model for the human needs of individuals within a community one must first accept the premise that community can be defined as any recognizable grouping whether it be determined by virtue of a person's race, sex, neighborhood, religious affiliation, education, or through the use of any other normally accepted label.

Embodied within the designations that might be used must be the one essential element: the spirit of Community Education as espoused by the Universities Center for Community Education[1] and reiterated by Jack Minzey and Clyde E. Le Tarte.[2]

The Lawton-Fort Sill Community can be described as basically a conservative society with many well established societal norms. This culture tends to be one in which the influential as well as those empowered with

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[1] Center for Community Education, University of Oklahoma, Norman, Oklahoma.

[2] Minzey, Jack and Le Tarte, Clyde E. Community Eduation: From Program to Process to Practices, Pendell Publishing Company. Midland, Michigan, 1979 (p. 15).

governing the community appears to derive a high degree of comfort in the absence of rapid social change. This is not intended to infer social stagnation or substandard economic standards. It merely describes the operational setting within which those responsible for creating a nucleus for community education activities must operate.

In the environment described proponents for community education must seek out those officials who will be receptive to innovative concepts, and then present well conceived and coordinated proposals. The manner in which these concepts are offered is extremely important to their ultimate acceptance. Once the initial acceptance has been received, each subsequent step must follow the same careful planning and presentation.

Patience is extremely important in that the officials must not feel pressured or rushed to make decisions. Since Community Education embodies all formal and informal groups within the defined community, it is important that as many of these groups as possible be solicited for ideas and/or participation since the ultimate responsibility for success will depend on their involvement. One method of getting representative involvement would be to establish an Advisory Council of volunteers from a cross-section of public and private agencies in the community.

For example, representation should include local government, ethnic, social, political, and educational organizations. In doing this the community education staff will be able to utilize the organizational expertise and social experience that each member has at his or her command. It is through this knowledge that a competent community education organization can be structured.

Once the community education structure is in place with the necessary operating guidelines such as a constitution and by-laws, the council should begin

formulating long and short range goals and objectives. One significant consideration in determining the projection of long term goals should include an awareness of the historical growth of the community as well as the future growth proposals which may have been developed by the local government and interested principal business leaders of the community.

Having established the element of trust with each official and the members of the advisory council, the entire community education group should then prepare and present a well coordinated plan for determining community needs and implementing the various actions directed at satisfying those needs and achieving the established goals. Critical to the success of this proposed model is the maintenance of a non-threatening environment so that those organizations whose livelihood is derived from a particular activity do not feel that they are in competition with, or in any way threatened by, the community education efforts.

To insure that such a non-threatening environment exists, all planning and coordination efforts to satisfy an existing need should involve those organizations. If they then elect not to become involved in activities which will meet the needs, other means may be initiated.

As the activities within the sphere of community education evolve, so should the basic organizational structure. The number of participants should expand in a way similar to the concentric circles formed by the ripples one might observe after a rock is thrown into calm water. To make this expansion possible community education activity sites should be identified so as to include recognized and accepted leaders in each of the areas selected. The selection process for creating these activity sites should begin with the same careful planning that has taken place at the inception of the effort. Careful analysis and planning it will often determine that the most suitable geographic definition of

community boundaries within the community at large should be the same as those established for the election process. Central to these is a public school building which physically accommodates all the normal activities included within the realm of community education. As was found with this community, public sentiment will often strongly favor the greater utilization of public buildings by members of the community. Through the effective use of survey techniques this information can be collected and shared with the appropriate authorities who, through their effective leadership, will usually begin the process of removing and/or loosening the regulations hindering the use of their facilities.

Recognizing that the priorities and availability of individuals serving as council members will change, the remaining members of the council should strive to replace the departing members with some active and energetic individuals from within the community, keeping foremost in mind the basic conservative nature of the community's governing officials.

One would certainly expect that the spirit of helping each other would become contagious, so that each and every member of the respective communities within the community would work toward satisfying the needs of each other. For example, the identification, in this study, of the various profiles was expected to enable the concentration of resources so that the specific needs of each member of the community would be fulfilled, enabling each to become a more self confident person. Through the sub-area activity centers, barriers such as transportation and distance will be removed. Through the process of sharing the talent available through a system of willing barter, those of lower education may be able to exchange such things as tutoring for child care or gardening abilities for apprenticeship skills which will enhance the individual's potential for more gainful employment. It is through this form of social interaction and involvement

that the individuals from the community can reduce the cost of government, thus improving a situation brought about as the result of a general lack of commitment to each other. As has been clearly demonstrated, in those communities where effective community education efforts exist, and where the spirit of helping is prevalent vandalism and the frequency of criminal acts have diminished dramatically.

The success or failure of any model designed to meet the needs of people is largely dependent on the willingness of each participating individual to become involved in the process. For those individuals normally described as having a lower education level and low income, the utlimate challenge will be one of overcoming a self-defeatist attitude and risking involvement with those members of the community who appear to be better off spiritually or economically.

For those individuals implementing this model the challenges faced will be numerous. Patience, understanding, and flexibility will be the key ingredients needed to overcome those laissez faire' attitudes or staunch resistence to change which are frequently found in a community's more influential, older citizens. For those willing to provide assistance, indescribable satisfaction can be derived from the spirit of cooperation brought about by one's involvement in the process of helping and in seeing the radiance of hope and fulfillment emanating from those whose needs have been met.

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APPENDIX A

SUMMARY TABLE

HELP US TO HELP YOU

The Community Education Program of the Lawton Public Schools recently published a booklet called, "Living in the Lawton Area." It was designed to help readers learn more easily community services and resources that exist to serve them.

Many are very helpful, but we now want to see if there are gaps in the services and resources that exist. Your completing of the survey (it will take you about 10 minutes) will help determine the needs of services you'd like to see provided either by the Lawton Public Schools or other agencies or organizations.

Please answer all questions to the best of your ability. If this is completed by more than one member of a household, please use different kinds of marks or colors of ink so data collected will not be mistaken with individual names or addresses in any manner.

(0101) Please check your age group.
(1) ___ 18-29 (4) ___ 62-74
(2) ___ Sorry. (5) ___ 75+
(3) ___ 30-61

(0204) Your sex:
(1) ___ Male
(2) ___ Female

(0305) Your race:
(1) ___ Indian (4) ___ Asian/Pacific Islander
(2) ___ Black (5) ___ Hispanic
(3) ___ White

(0406) Enter the name of the town you live in or near.
(1) ___ Live in Lawton
(2) ___ Fort Sill
(3) ___ Other City

(0507) What is your education?
(1) ___ Never went to school. (4) ___ Completed ___ years of college.
(2) ___ Completed ___ grade. (5) ___ Completed ___ years of vocational training.
(3) ___ High School graduate

Complete 6 and 7 only if you did not finish High School.

(0607) Why did you quit going to school? (Check one or more.)
(1) ___ Help support family. (5) ___ Not receiving what I needed.
(2) ___ Problems with teachers. (6) ___ Failing grades.
(3) ___ Tired of routine. (7) ___ Other (Please specify).
(4) ___ Family problems.

(0708) If you had the opportunity, without embarrassment, to return and complete high school, would you go back?
(1) ___ Yes
(2) ___ No

(0809) If you were to return to school, where would you prefer that classes be held (Check one)
(1) ___ In a high school. (5) ___ In someone's house.
(2) ___ In any school building. (6) ___ In a public building.
(3) ___ In a church building. (7) ___ It doesn't matter.
(4) ___ In a college building.

(0910) Which of the following items do you have in your home?
(1) ___ Radio (4) ___ Cassette recorder/player.
(2) ___ TV set (5) ___ Video recorder.
(3) ___ Record player (6) ___ Tape recorder.

(1000) When was the last time you attended a class or a school?
(1) ___ Less than 1 year ago (4) ___ 5-10 years ago
(2) ___ 1-2 years ago (5) ___ 11-20 years ago
(3) ___ 3-5 years ago (6) ___ 21 or more years ago.

(1101) If you entered college but did not complete requirements for a degree, why did you drop out?
(1) ___ Did not like teaching methods (5) ___ Not interested in attending.
(2) ___ Did not know what opportunities I had (6) ___ Lack of support from friends.
(3) ___ Lacked funds (7) ___ Could not attend class and work to support myself
(4) ___ Distance to/from classes too great. (8) ___ Could earn more money without going to college
(9) ___ Other (Please indicate)

(1200) What is the combined average annual gross income for those living in your residence?
(1) ___ $10,000 or less per year (6) ___ $30,001-35,000 per year
(2) ___ $10,001-15,000 per year (7) ___ $35,001-40,000 per year
(3) ___ $15,001-20,000 per year (8) ___ $40,001-45,000 per year
(4) ___ $20,001-25,000 per year (9) ___ More than $45,001 per year
(5) ___ $25,001-30,000 per year

(1304) Is there a person "too old to learn"?
(1) ___ Age 21 or less (4) ___ Age 60
(2) ___ Age 40 (5) ___ Never too old
(3) ___ Age 55

(1405) Do you require any of the following aids?
(1) ___ Hearing
(2) ___ Glasses
(3) ___ Cane, Crutches, Wheelchair

(1506) How far would you be willing to travel if you attended a class, what round trip distance would you be willing to travel?
(1) ___ 1-5 miles (4) ___ 31-45 miles
(2) ___ 6-15 miles (5) ___ 46-60 miles
(3) ___ 16-30 miles

(1607) How many days per week would you be willing to attend classes/instruction?
(1) ___ 1 (5) ___ 5
(2) ___ 2 (6) ___ 6
(3) ___ 3 (7) ___ 7
(4) ___ 4

(1708) What days of a week would be convenient to attend classes/instruction?
(1) ___ Monday (5) ___ Friday
(2) ___ Tuesday (6) ___ Saturday
(3) ___ Wednesday (7) ___ Sunday
(4) ___ Thursday

(1809) What is the maximum length of time you would prefer to spend at each class/session? (Check only one.)
(1) ___ 1-2 Hours (3) ___ 5-6 Hours
(2) ___ 3-4 Hours (4) ___ 7-8 Hours

(1910) I prefer that classes start at: (Check only one)
(1) ___ 7:00 AM (4) ___ 6:00 or 7:00 PM
(2) ___ 8:00 or 9:00 AM (5) ___ I work odd hours, so I would like something starting at _____.
(3) ___ 1:00 or 2:00 PM

(2009) Would you participate in a low cost self-study learning program that you can work on at home at more convenient on your area of interest?
(1) ___ Yes
(2) ___ No

(2110) If you were personally published, would you be willing to do any of the following? (Check only one)
(1) ___ Tutor/Train others in area I am familiar with
(2) ___ Help find materials for classes in my area of interest.
(3) ___ Provide assistance in administering a program.
(4) ___ Anything to help

(2211) Is learning important enough to you that you would enroll in a class even though you could only attend classes part-time?
(1) ___ Yes
(2) ___ No

(2312) Do you feel that you are adequately informed about classes/activities currently being offered in your city?
(1) ___ Yes
(2) ___ No

(2408) What is the primary source of your information now among classes/activities currently being offered? (Check only one)
(1) ___ Newspaper (4) ___ Friends
(2) ___ TV (5) ___ Church or Community Bulletin
(3) ___ Radio (6) ___ Mail terms

(2513) Which of the following methods of learning do you prefer? (Check only one)
(1) ___ Reading (4) ___ Observing Others
(2) ___ Lecturing (5) ___ Practice under supervision
(3) ___ Five years

(2614) Do you believe you learn better in an informal group?
(1) ___ Yes
(2) ___ No, I prefer a formal classroom

[illegible] Check all the following statements that describe your belief?
(1) __ I get where I am without help from anyone; others can do the same.
(2) __ Someone helped me when I needed it; I want to help others if I can.

Please indicate whether or not you agree with the following two statements.
(2500) The school system should serve all of the community, not just its youth.
(1) __ Agree
(2) __ Disagree

(1) Schools should not be limited to an 8:00 to 4:00 day, but should be available on the evening and on weekends for a variety of community activities.
(1) __ Agree
(2) __ Disagree

(2537) Educational opportunities made available to individuals in the community should reflect the interests and needs of its citizens.
(1) __ Agree
(2) __ Disagree

(3) Preventing adults and school children from developing a close relationship between themselves and adults of other communities.
(1) __ Agree
(2) __ Disagree

(2564) Public schools should not become the provider of all services; other community agencies can better provide some things, and the school's role should be one of coordinating and encouraging these efforts.
(1) __ Agree
(2) __ Disagree

(4) Are you
(1) __ Currently on Military
(2) __ Retired from Military
(3) __ Dependent - Active Military Member
(4) __ Dependent - Retired Military Member
(5) __ Retired from Civil Service
(6) __ Not applicable

(3000) Would you need child care service so you could attend a course of instruction?
(1) __ Yes
(2) __ No

Any subjects listed may already be available through your local schools or colleges.

(1002) If classes listed below were offered at a reasonable cost, which of the following classes would you be interested in attending? (Do not make more than 30 selections.)

(1) __ Archery (Beginner)
(2) __ Babysitting Training
(3) __ Bartending
(4) __ Bicycle Safety
(5) __ Body Building
(6) __ Buying Insurance
(7) __ Buying Real Estate
(8) __ Candle Making
(9) __ Canning
(10) __ Child Abuse Prevention
(11) __ Coin Collecting (Antiques)
(12) __ Computers (Simple)
(13) __ Cooking, Ethnic Dishes
(14) __ Conversation
(15) __ Coping with Divorce
(16) __ Culture of the 1960's
(17) __ Credit: Getting & Using It
(18) __ Dancing: Country/Western
(19) __ Diet
(20) __ Death and Dying
(21) __ Performance Driving
(22) __ Dressmaking
(23) __ English Refresher
(24) __ Environment and Ecology
(25) __ First Preventions
(26) __ First Aid (Basic)
(27) __ Fishing in Oklahoma
(28) __ Flower Arranging
(29) __ Food Storage (Canning/Freezing, etc.)
(30) __ Understanding Football
(31) __ French (Conversational)
(32) __ Furniture Repair
(33) __ Geography (Basic)
(34) __ German (Conversational)
(35) __ Gun Safety
(36) __ Hair Care
(37) __ Home Nursing Method
(38) __ Home Improvement/Repair
(39) __ Home Landscaping
(40) __ Home Security
(41) __ Household Budgeting
(42) __ Hypnosis
(43) __ Ice Cream Making
(44) __ Indoor Plants Care
(45) __ Insecticide Use
(46) __ Insulating Your Home
(47) __ Italian (Conversational)
(48) __ Income Tax Preparation
(49) __ Investing Money Wisely
(50) __ Japanese (Conversational)
(51) __ Jewelry Making
(52) __ Judging
(53) __ Lawn Care
(54) __ Leather Craft
(55) __ Macrame'
(56) __ Maintaining a Good Marriage
(57) __ Map Reading
(58) __ Mathematics, Refresher
(59) __ Meats, Selection & Preparation
(60) __ Mending Clothes
(61) __ Metric, Relearning
(62) __ Motor Appreciation
(63) __ Needlework
(64) __ No-Fat Weight Control
(65) __ Nutritional Eating
(66) __ Oklahoma Gardening
(67) __ Oklahoma Politics & Government
(68) __ Personal Skills
(69) __ Pet Care
(70) __ Physical Fitness
(71) __ Photo Restoring
(72) __ Picture Framing
(73) __ Planning a Vacation
(74) __ Preparing to Move
(75) __ Preparing Your Taxes
(76) __ Preventing of Accidents in the Home
(77) __ Problem Solving/Decision Making
(78) __ Publishing Your Work
(79) __ Reflexology (Foot Massage)
(80) __ Retirement Planning
(81) __ Road Repairing
(82) __ Self-Defense Techniques
(83) __ Single Parenting
(84) __ Solar Heating
(85) __ Spanish (Conversational)
(86) __ Sports on Cooking
(87) __ Stamp Collecting
(88) __ Starting a Small Business
(89) __ Staying Healthy
(90) __ Stereo Equipment Selection & Use
(91) __ Stress Management
(92) __ Tax Planning
(93) __ Tool Sharpening
(94) __ Understanding Alcohol/Drug Abuse
(95) __ Understanding Weather
(96) __ Using Computers
(97) __ Using the Library
(98) __ Wallpapering
(99) __ Watercolor Painting
(100) __ Wedding Customs
(101) __ Women in History
(102) __ Wood Carving
(103) __ Other(s) _____

(2) How many classes would you be willing to attend per week?
(1) __ 6-8
(2) __ 9-10
(3) __ 11-12
(4) __ 13-60
(5) __ 61-80
(6) __ 81-98
(7) __ 99+

(3300) Optional — Please contact me, I would like to help in a community education project.
(1) NAME _____
ADDRESS _____
(2) TELEPHONE: (___) _____

Please return your completed survey as soon as possible. How do you return this survey? You have two (2) choices

(1) You may return it by mailing or delivery in person to Center for Adult and Community Education, Douglass School, Lawrence and East Cache, P. O. Box 1009, Lawton, Oklahoma 73502

OR

(2) You may return the survey along with your next payment to the City of Lawton for your utility services (Water Bill). The City of Lawton has agreed to help collect these surveys.

THANK YOU FOR YOUR HELP

Center for Adult & Community Education
Douglass Learning Center
P O Box 1009
Lawton, Oklahoma 73502

Non-Profit Organization
U. S. Postage
Paid
Lawton, OK 73502
Permit Number 116

Carrier Rt. Pre-Sort

POSTAL CUSTOMER

APPENDIX B

SUMMARY TABLES - ANALYZED DATA

HINDERANCES AND INCENTIVES - PROFILE BY EDUCATION

SURVEY ITEMS			Not H. S. Grad.	High Sch. Grad.
	Overall Sample Proportions		7%	94%
Q06	Reasons dropped high school?	1.	Family Problems	Support Family
		2.	Support Family	Family Problems
		3.	Routine	Teachers
Q09	Access to A/V equipment at home?	Radio	88%	95%
		Television	86%	96%
		Record Player	74%	85%
		Cassette	58%	73%
		Video Recorder	4%	8%
		Tape Recorder	49%	54%
Q10	Out of school how many years?	2 years or less	27%	45%
		more than 10	45%	23%
Q11	Reasons dropped college?	1.		Work
		2.		Funds
		3.		No Interest
Q12	Household Income:			
		$10,000 or less	31%	7%
		$25,000 or more	24%	48%
Q14	Handicaps:			
		Hearing Aid	4%	3%
		Eye Glasses	74%	62%
		Mobility Aid	1%	2%
Q15	How far you'd travel to attend?	15 miles & less	94%	73%
		over 45 miles	4%	7%
Q23	Well informed about adult education?		38%	57%
Q24	Source of information:			
		Newspaper	35%	55%
		Mail	29%	31%
		Friends	18%	7%
		Television	14%	3%
Q29	Military or Dependent		19%	28%
	Retired from Government		29%	26%
Q30	Need child care to attend?		22%	30%

CLASSES - PROFILE BY EDUCATION

SURVEY ITEMS		Not H. S. Grad.		High Sch. Grad.	
Q08 Building where held:					
1. Doesn't matter		49%		49%	
2. First Choice		High-School		College	
3. Second Choice		Any School		Any School	
Q16 Days per week (3 or less)		65%		80%	
Q17 Which days	1.	Monday	64%	Tuesday	59%
	2.	Wednesday	59%	Thursday	57%
	3.	Thursday	53%	Monday	55%
Q18 Preferred class length					
1-2 hours		45%		66%	
3-4 hours		46%		30%	
Q19 Start time preferred	1.	8-9 am	36%	6-7 pm	55%
	2.	6-7 pm	35%	8-9 am	30%
	3.	1-2 pm	23%	1-2 pm	8%
Q20 Participation in home self-study?		83%		78%	
Q25 Preferred methods	1.	Pract.	41%	Pract.	39%
	2.	Read	26%	Discuss	26%
	3.	Discuss	14%	Read	19%
Q26 Learn faster if informal		70%		69%	
Class areas picked					
Sports/Recreation		8%		15%	
Job-related		73%		80%	
Health/Welfare		70%		71%	
Home Relations/Care		76%		75%	
Investments		51%		62%	
Education		51%		56%	
Leisure/Recreation		58%		58%	
*** Average ***		55%		60%	
*** Maximum ***		76%		80%	
Q32 Hours need in selected classes? 8 hours or fewer		16%		27%	
60 hours or fewer		70%		88%	

INTERST - PROFILE BY EDUCATION

SURVEY ITEMS	Not H. S. Grad.	High Sch. Grad.
Q15 Would drive over 15 miles	6%	27%
Q16 Meet more than 3 days/week	35%	20%
Q20 Self-study participation	83%	78%
Q21 Would assist in some way	78%	66%
Q22 Would enroll even if part time	85%	83%

SOCIETAL NORMS - PROFILE BY EDUCATION

SURVEY ITEMS	Not H. S. Grad.	High Sch. Grad.
Q27 Every man for himself	8%	17%
Q28-0 School should serve whole community	91%	94%
Q28-1 School should be available	88%	90%
Q28-2 Edcuation opportunity should reflect needs	97%	98%
Q28-3 Education opportunity assure closeness	96%	89%
Q28-4 Other agencies should provide	89%	92%

HINDERANCES AND INCENTIVES - PROFILE BY AGE

SURVEY ITEMS			Under 50	50 or Older
	Overall Sample Proportions		74%	26%
Q06	Reasons dropped high school?	1.	Family Problems	Support Family
		2.	Teachers	Family Problems
		3.	Support Family	Teachers
Q09	Access to A/V equipment at home?	Radio	95%	95%
		Television	95%	96%
		Record Player	87%	77%
		Cassette	78%	54%
		Video Recorder	9%	5%
		Tape Recorder	55%	46%
Q10	Out of school how many years?	2 years or less	50%	23%
		more than 10	13%	57%
Q11	Reasons dropped college?	1.	Funds	Funds
		2.	Work	Work
		3.	No Interest	Missed Opport
Q12	Household Income:			
		$10,000 or less	8%	12%
		$25,000 or more	55%	48%
Q14	Handicaps:			
		Hearing Aid	2%	7%
		Eye Glasses	54%	86%
		Mobility Aid	1%	4%
Q15	How far you'd travel to attend?	15 miles & less	72%	85%
		over 45 miles	7%	4%
Q23	Well informed about adult education?		53%	66%
Q24	Source of information:			
		Newspaper	51%	62%
		Mail	33%	25%
		Friends	8%	5%
		Television	4%	5%
Q29	Military or Dependent		36%	2%
	Retired from Government		13%	64%
Q30	Need child care to attend?		38%	3%

CLASSES - PROFILE BY AGE

SURVEY ITEMS		Under 50		50 or Older	
Q08	Building where held:				
	1. Doesn't matter	50%		47%	
	2. First Choice	College		Any School	
	3. Second Choice	Any School		College	
Q16	Days per week (3 or less)	78%		83%	
Q17	Which days				
	1.	Tuesday	62%	Monday	45%
	2.	Thursday	60%	Tuesday	43%
	3.	Monday	60%	Wednesday	42%
Q18	Preferred class length				
	1-2 hours	64%		64%	
	3-4 hours	32%		30%	
Q19	Start time preferred				
	1.	6-7 pm	59%	8-9 am	39%
	2.	8-9 am	28%	6-7 pm	36%
	3.	1-2 pm	5%	1-2 pm	21%
Q20	Participation in home self-study?	82%		65%	
Q25	Preferred methods				
	1.	Pract.	41%	Pract.	33%
	2.	Discuss	25%	Discuss	27%
	3.	Read	19%	Read	22%
Q26	Learn faster if informal	71%		65%	
Class areas picked					
	Sports/Recreation	17%		7%	
	Job-related	84%		68%	
	Health/Welfare	77%		56%	
	Home Relations/Care	80%		62%	
	Investments	65%		49%	
	Education	58%		47%	
	Leisure/Recreation	58%		56%	
	*** Average ***	63%		49%	
	*** Maximum ***	84%		68%	
Q32	Hours need in selected classes?				
	8 hours or fewer	26%		30%	
	60 hours or fewer	87%		87%	

INTEREST - PROFILE BY AGE

SURVEY ITEMS	Under 50	50 or Older
Q15 Would drive over 15 miles	28%	14%
Q16 Meet more than 3 days/week	22%	17%
Q20 Self-study participation	82%	65%
Q21 Would assist in some way	70%	60%
Q22 Would enroll even if part time	86%	75%

SOCIETAL NORMS - PROFILE BY AGE

SURVEY ITEMS	Under 50	50 or Older
Q27 Every man for himself	17%	13%
Q28-0 School should serve whole community	95%	88%
Q28-1 School should be available	92%	84%
Q28-2 Edcuation opportunity should reflect needs	98%	97%
Q28-3 Education opportunity assure closeness	89%	89%
Q28-4 Other agencies should provide	90%	95%

HINDRANCES AND INCENTIVES - PROFILE OF ELDERLY BY HANDICAP

SURVEY ITEMS		No Handicap	All Elderly
	Overall Sample Proportions	3%	26%
Q06	Reasons dropped high school? 1.		Support Family
	2.		Family Problems
	3.		Teachers
Q09	Access to A/V equipment at home? Radio	97%	95%
	Television	97%	96%
	Record Player	93%	77%
	Cassette	69%	54%
	Video Recorder	14%	5%
	Tape Recorder	48%	46%
Q10	Out of school how many years? 2 years or less	26%	23%
	more than 10	33%	57%
Q11	Reasons dropped college? 1.		Funds
	2.		Work
	3.		Missed Opport
Q12	Household Income: $10,000 or less	0%	12%
	$25,000 or more	71%	48%
Q14	Handicaps: Hearing Aid	0%	7%
	Eye Glasses	0%	86%
	Mobility Aid	0%	4%
Q15	How far you'd travel to attend? 15 miles & less	91%	85%
	over 45 miles	0%	4%
Q23	Well informed about adult education?	77%	66%
Q24	Source of information: Newspaper	68%	62%
	Mail	25%	25%
	Friends	0%	5%
	Television	4%	5%
Q29	Military or Dependent	0%	2%
	Retired from Government	68%	64%
Q30	Need child care to attend?	0%	3%

CLASSES - PROFILE OF ELDERLY BY HANDICAP

SURVEY ITEMS		No Handicap		All Elderly	
Q08 Building where held:					
1. Doesn't matter		33%		47%	
2. First Choice		College		Any School	
3. Second Choice		Any School		College	
Q16 Days per week (3 or less)		92%		83%	
Q17 Which days	1.	Tuesday	62%	Monday	45%
	2.	Thursday	60%	Tuesday	43%
	3.	Monday	60%	Wednesday	42%
Q18 Preferred class length					
1-2 hours		68%		64%	
3-4 hours		28%		30%	
Q19 Start time preferred	1.	6-7 pm	41%	8-9 am	39%
	2.	8-9 am	37%	6-7 pm	36%
	3.	1-2 pm	18%	1-2 pm	21%
Q20 Participation in home self-study?		74%		65%	
Q25 Preferred methods	1.	Pract.	50%	Pract.	33%
	2.	Discuss	25%	Discuss	27%
	3.	Read	18%	Read	22%
Q26 Learn faster if informal		67%		65%	
Class areas picked					
Sports/Recreation		3%		7%	
Job-related		69%		68%	
Health/Welfare		41%		56%	
Home Relations/Care		48%		62%	
Investments		55%		49%	
Education		45%		47%	
Leisure/Recreation		41%		56%	
*** Average ***		43%		49%	
*** Maximum ***		69%		68%	
Q32 Hours need in selected classes?					
8 hours or fewer		30%		30%	
60 hours or fewer		87%		87%	

INTEREST - PROFILE OF ELDERLY BY HANDICAP

SURVEY ITEMS	No Handicap	All Elderly
Q15 Would drive over 15 miles	9%	14%
Q16 Meet more than 3 days/week	8%	17%
Q20 Self-study participation	74%	65%
Q21 Would assist in some way	45%	60%
Q22 Would enroll even if part time	84%	75%

SOCIETAL NORMS - PROFILE OF ELDERLY BY HANDICAP

SURVEY ITEMS	No Handicap	All Elderly
Q27 Every man for himself	7%	13%
Q28-0 School should serve whole community	92%	88%
Q28-1 School should be available	96%	84%
Q28-2 Edcuation opportunity should reflect needs	92%	97%
Q28-3 Education opportunity assure closeness	92%	89%
Q28-4 Other agencies should provide	100%	95%

HINDRANCES AND INCENTIVES - PROFILE BY INCOME

SURVEY ITEMS			$15k and less	Over $15,000
	Overall Sample Proportions		24%	76%
Q06	Reasons dropped high school?	1.	Support Family	Support Family
		2.	Family Problems	Family Problems
		3.	Routine	Teachers
Q09	Access to A/V equipment at home?	Radio	94%	97%
		Television	95%	96%
		Record Player	73%	91%
		Cassette	64%	77%
		Video Recorder	4%	9%
		Tape Recorder	36%	60%
Q10	Out of school how many years?	2 years or less	46%	43%
		more than 10	26%	23%
Q11	Reasons dropped college?	1.	Funds	Work
		2.	Work	Funds
		3.	Missed Opport	No Interest
Q12	Household Income:			
		$10,000 or less		
		$25,000 or more		
Q14	Handicaps:			
		Hearing Aid	4%	3%
		Eye Glasses	64%	62%
		Mobility Aid	2%	2%
Q15	How far you'd travel to attend?	15 miles & less	81%	73%
		over 45 miles	2%	7%
Q23	Well informed about adult education?		43%	60%
Q24	Source of information:			
		Newspaper	46%	56%
		Mail	36%	30%
		Friends	10%	6%
		Television	3%	4%
Q29	Military or Dependent		26%	28%
	Retired from Government		24%	26%
Q30	Need child care to attend?		38%	27%

CLASSES - PROFILE BY INCOME

SURVEY ITEMS		$15k and less		Over $15,000	
Q08	Building where held:				
	1. Doesn't matter	50%		48%	
	2. First Choice	College		College	
	3. Second Choice	Any School		Any School	
Q16	Days per week (3 or less)	67%		83%	
Q17	Which days				
	1.	Wednesday	65%	Tuesday	60%
	2.	Monday	63%	Thursday	58%
	3.	Tuesday	60%	Monday	55%
Q18	Preferred class length				
	1-2 hours	60%		66%	
	3-4 hours	34%		31%	
Q19	Start time preferred				
	1.	6-7 pm	45%	6-7 pm	58%
	2.	8-9 am	33%	8-9 am	29%
	3.	1-2 pm	12%	1-2 pm	7%
Q20	Participation in home self-study?	83%		77%	
Q25	Preferred methods				
	1.	Pract.	47%	Pract.	37%
	2.	Discuss	22%	Discuss	27%
	3.	Read	18%	Read	19%
Q26	Learn faster if informal	67%		65%	
Class areas picked					
	Sports/Recreation	16%		15%	
	Job-related	80%		82%	
	Health/Welfare	82%		69%	
	Home Relations/Care	81%		74%	
	Investments	61%		62%	
	Education	65%		52%	
	Leisure/Recreation	60%		59%	
	*** Average ***	64%		59%	
	*** Maximum ***	82%		82%	
Q32	Hours need in selected classes?				
	8 hours or fewer	23%		28%	
	60 hours or fewer	81%		89%	

INTEREST - PROFILE BY INCOME

SURVEY ITEMS	$15k and less	Over $15,000
Q15 Would drive over 15 miles	19%	28%
Q16 Meet more than 3 days/week	33%	17%
Q20 Self-study participation	83%	77%
Q21 Would assist in some way	76%	67%
Q22 Would enroll even if part time	91%	82%

SOCIETAL NORMS - PROFILE BY INCOME

SURVEY ITEMS	$15k and less	Over $15,000
Q27 Every man for himself	13%	18%
Q28-0 School should serve whole community	94%	93%
Q28-1 School should be available	87%	91%
Q28-2 Edcuation opportunity should reflect needs	98%	98%
Q28-3 Education opportunity assure closeness	92%	89%
Q28-4 Other agencies should provide	89%	92%

HINDRANCES AND INCENTIVES - PROFILE BY RACE

SURVEY ITEMS			White	Non-White
	Overall Sample Proportions		89%	11%
Q06	Reasons dropped high school?	1.	Support Family	Family Problems
		2.	Family Problems	Support Family
		3.	Teachers	Routine
Q09	Access to A/V equipment at home?	Radio	95%	90%
		Television	95%	94%
		Record Player	86%	76%
		Cassette	72%	69%
		Video Recorder	8%	6%
		Tape Recorder	53%	48%
Q10	Out of school how many years?	2 years or less	43%	46%
		more than 10	26%	24%
Q11	Reasons dropped college?	1.	Funds	Work
		2.	Work	Funds
		3.	No Interest	Missed Opport.
Q12	Household Income:			
		$10,000 or less	8%	19%
		$25,000 or more	48%	30%
Q14	Handicaps:			
		Hearing Aid	3%	2%
		Eye Glasses	64%	59%
		Mobility Aid	2%	2%
Q15	How far you'd travel to attend?	15 miles & less	75%	78%
		over 45 miles	7%	1%
Q23	Well informed about adult education?		56%	53%
Q24	Source of information:			
		Newspaper	54%	44%
		Mail	31%	35%
		Friends	7%	14%
		Television	4%	4%
Q29	Military or Dependent		26%	25%
	Retired from Government		26%	29%
Q30	Need child care to attend?		28%	38%

CLASSES - PROFILE BY RACE

SURVEY ITEMS		White		Non-White	
Q08	Building where held:				
	1. Doesn't matter	50%		43%	
	2. First Choice	College		College	
	3. Second Choice	Any School		Any School	
Q16	Days per week (3 or less)	81%		61%	
Q17	Which days	1. Tuesday	58%	Tuesday	66%
		2. Thursday	56%	Wednesday	65%
		3. Monday	55%	Monday	62%
Q18	Preferred class length				
	1-2 hours	65%		56%	
	3-4 hours	31%		33%	
Q19	Start time preferred	1. 6-7 pm	54%	6-7 pm	50%
		2. 8-9 am	29%	8-9 am	37%
		3. 1-2 pm	9%	1-2 pm	10%
Q20	Participation in home self-study?	78%		79%	
Q25	Preferred methods	1. Pract.	38%	Pract.	49%
		2. Discuss	27%	Read	20%
		3. Read	19%	Discuss	16%
Q26	Learn faster if informal	70%		61%	
Class areas picked					
	Sports/Recreation	15%		10%	
	Job-related	80%		80%	
	Health/Welfare	70%		79%	
	Home Relations/Care	75%		72%	
	Investments	61%		64%	
	Education	54%		62%	
	Leisure/Recreation	59%		51%	
	*** Average ***	59%		60%	
	*** Maximum ***	80%		80%	
Q32	Hours need in selected classes?				
	8 hours or fewer	27%		27%	
	60 hours or fewer	87%		80%	

INTEREST - PROFILE BY RACE

SURVEY ITEMS	White	Non-White
Q15 Would drive over 15 miles	25%	23%
Q16 Meet more than 3 days/week	19%	39%
Q20 Self-study participation	78%	79%
Q21 Would assist in some way	66%	82%
Q22 Would enroll even if part time	83%	91%

SOCIETAL NORMS - PROFILE BY RACE

SURVEY ITEMS	White	Non-white
Q27 Every man for himself	17%	11%
Q28-0 School should serve whole community	94%	91%
Q28-1 School should be available	91%	83%
Q28-2 Edcuation opportunity should reflect needs	98%	97%
Q28-3 Education opportunity assure closeness	90%	88%
Q28-4 Other agencies should provide	91%	91%

HINDRANCES AND INCENTIVES - PROFILE BY SEX

SURVEY ITEMS			Male	Female
	Overall Sample Proportions		36%	64%
Q06	Reasons dropped high school?	1.	Support Family	Support Family
		2.	Family Problems	Family Problems
		3.	Teachers	Routine
Q09	Access to A/V equipment at home?	Radio	95%	94%
		Television	95%	95%
		Record Player	85%	84%
		Cassette	73%	70%
		Video Recorder	11%	6%
		Tape Recorder	55%	51%
Q10	Out of school how many years?	2 years or less	43%	44%
		more than 10	23%	27%
Q11	Reasons dropped college?	1.	Work	Funds
		2.	Funds	Work
		3.	No Interest	No Interest
Q12	Household Income:			
		$10,000 or less	4%	12%
		$25,000 or more	55%	40%
Q14	Handicaps:			
		Hearing Aid	6%	2%
		Eye Glasses	64%	63%
		Mobility Aid	2%	2%
Q15	How far you'd travel to attend?	15 miles & less	76%	76%
		over 45 miles	8%	6%
Q23	Well informed about adult education?		58%	55%
Q24	Source of information:			
		Newspaper	52%	54%
		Mail	31%	31%
		Friends	8%	8%
		Television	3%	4%
Q29	Military or Dependent		26%	28%
	Retired from Government		37%	20%
Q30	Need child care to attend?		18%	35%

CLASSES - PROFILE BY SEX

SURVEY ITEMS		Male		Female	
Q08	Building where held:				
	1. Doesn't matter	48%		50%	
	2. First Choice	College		College	
	3. Second Choice	Any School		Any School	
Q16	Days per week (3 or less)	79%		78%	
Q17	Which days				
	1.	Tuesday	58%	Tuesday	58%
	2.	Thursday	55%	Thursday	58%
	3.	Monday	53%	Monday	57%
Q18	Preferred class length				
	1-2 hours	61%		67%	
	3-4 hours	35%		29%	
Q19	Start time preferred				
	1.	6-7 pm	60%	6-7 pm	50%
	2.	8-9 am	26%	8-9 am	33%
	3.	7 am	5%	1-2 pm	12%
Q20	Participation in home self-study?	78%		79%	
Q25	Preferred methods				
	1.	Pract.	38%	Pract.	49%
	2.	Discuss	28%	Discuss	24%
	3.	Read	19%	Read	20%
Q26	Learn faster if informal	68%		69%	
Class areas picked					
	Sports/Recreation	14%		15%	
	Job-related	78%		82%	
	Health/Welfare	60%		77%	
	Home Relations/Care	67%		79%	
	Investments	63%		60%	
	Education	49%		57%	
	Leisure/Recreation	52%		62%	
	*** Average ***	55%		62%	
	*** Maximum ***	78%		82%	
Q32	Hours need in selected classes?				
	8 hours or fewer	26%		28%	
	60 hours or fewer	88%		86%	

INTEREST - PROFILE BY SEX

PROFILE BY SEX	Male	Female
Q15 Would drive over 15 miles	25%	24%
Q16 Meet more than 3 days/week	20%	22%
Q20 Self-study participation	78%	79%
Q21 Would assist in some way	69%	66%
Q22 Would enroll even if part time	85%	83%

SOCIETAL NORMS - PROFILE BY SEX

PROFILE BY SEX	Male	Female
Q27 Every man for himself	24%	12%
Q28-0 School should serve whole community	93%	94%
Q28-1 School should be available	90%	90%
Q28-2 Edcuation opportunity should reflect needs	97%	98%
Q28-3 Education opportunity assure closeness	84%	93%
Q28-4 Other agencies should provide	91%	92%

APPENDIX C

TALLY OF RESPONSES

HELP US TO HELP YOU

1175 Actual responses

The Community Education Program of the Lawton Public Schools recently published a booklet called, "Living in the Lawton Area." It was designed to help residents the area to locate more easily community services and resources that exist to serve them.

Going one step further, we now want to see if there are gaps in the services and resources that exist. Your completing of the survey (it will take you about 10 minute will help determine the kinds of services you'd like to see provided either by the Lawton Public Schools or other agencies or organizations.

Please answer all questions to the best of your ability. If this is completed by more than one member of a household, please use different kinds of marks or colors of p The data collected will not be correlated with individual names or addresses in any manner.

(0046) Please check your age group.
(1) 276 19-29 (4) 95 62-74
(2) 593 30-49 (5) 26 75+
(3) 231 50-61

(0078) Your sex
(1) 367 Male
(2) 654 Female

(0110) Your race
(1) 15 Indian (4) 9 Asian/Pacific Islander
(2) 52 Black (5) 14 Hispanic
(3) 919 White

(0140) Enter the name of the c you live in or near.
(1) 905 Lawton
(2) 45 Fort Sill
(3) 22 Other City

(0176) What is your education?
(1) 2 Never went to school.
(2) 24 Completed ___ grade.
(3) 233 High School graduate
(4) 87 Completed ___ years of college.
(5) 28 Completed ___ years of vocational training.

Complete 6 and 7 only if you did not finish High School.

(0268) Why did you quit going to school? (Check one or more.)
(1) 52 Help support family.
(2) 18 Problems with teachers.
(3) 19 Tired of routine.
(4) 27 Family problems.
(5) 7 Not receiving what I needed.
(6) 9 Failing grades.
(7) 32 Other (Please specify).

(0276) If you had the opportunity, without embarrassment, to return and complete high school, would you go back?
(1) 76 Yes
(2) 21 No

(0303) If you were to return to school, where would you prefer that classes be held? (Check one)
(1) 37 In a high school.
(2) 35 In any school building.
(3) 3 In a church building.
(4) 15 In a college building.
(5) 2 In someone's house.
(6) 21 In a public building.
(7) 105 It doesn't matter.

(0290) Which of the following items do you have in your home?
(1) 619 Radio
(2) 633 TV Set
(3) 570 Record player
(4) 736 Cassette recorder/player.
(5) 98 Video recorder.
(6) 745 Tape recorder.

(1003) When was the last time you attended a class in a school?
(1) 248 Less than 1 year ago
(2) 268 1-2 years ago
(3) 234 3-5 years ago
(4) 168 5-10 years ago
(5) 116 11-20 years ago
(6) 169 21 or more years ago.

(1116) If you entered college but did not complete requirements for a degree, why did you drop out?
(1) 9 Did not like teaching methods
(2) 12 Did not know what opportunities I had
(3) 64 Lacked funds
(4) 70 Distance to/from classes too great.
(5) 36 Not interested in attending.
(6) 6 Lack of support from friends.
(7) 22 Could not attend class and work to support myself
(8) 11 Could earn more money without going to college
(9) 69 Other (Please indicate)

(1200) What is the combined average annual gross income for those living in your residence?
(1) 54 $10,000 or less per year
(2) 199 $10,001-15,000 per year
(3) 215 $15,001-20,000 per year
(4) 177 $20,001-25,000 per year
(5) 157 $25,001-30,000 per year
(6) 171 $30,001-35,000 per year
(7) 89 $35,001-40,000 per year
(8) 48 40,001-45,000 per year
(9) 31 More than 45,001 per year

(1130) Is there a person "too old to learn"?
(1) 1 Age 25 or less
(2) 2 Age 40
(3) 3 Age 55
(4) 3 Age 60
(5) 886 Never too old

(1160) Do you require any of the following aids?
(1) 36 Hearing
(2) 69 Glasses
(3) 11 Cane, Crutches, Wheelchair

(1153) If you attended a class, what round trip distance would you be willing to travel?
(1) 287 1-5 miles
(2) 433 6-15 miles
(3) 115 16-30 miles
(4) 37 31-45 miles
(5) 63 46-60 miles

(1603) How many days per week would you be willing to attend classes/instruction?
(1) 40 1
(2) 323 2
(3) 612 3
(4) 57 4
(5) 178 5
(6) 5 6
(7) 5 7

(1750) What days of a week would be convenient to attend classes/instruction?
(1) 568 Monday
(2) 615 Tuesday
(3) 522 Wednesday
(4) 669 Thursday
(5) 760 Friday
(6) 215 Saturday
(7) 53 Sunday

(1803) What is the maximum length of time you would prefer to spend at each class/session? (Check only one.)
(1) 639 1-2 Hours
(2) 336 3-4 Hours
(3) 61 5-6 Hours
(4) 12 7-8 Hours

(1950) I prefer that classes start at: (Check only one)
(1) 97 7:00 AM
(2) 193 8:00 or 9:00 AM
(3) 90 1:00 or 2:00 PM
(4) 510 6:00 or 7:00 PM
(5) 23 I work odd hours, so I would like something starting at ___ ___.

(2030) Would you participate in a low cost self-study learning program that you could work on at home if it were available in your area of interest?
(1) 777 Yes
(2) 233 No

(2150) If you feel personally qualified, would you be willing to do any of the following? (Check only one)
(1) 332 Train/Transition an area I am familiar with
(2) 57 Help find students for classes in my area of interest.
(3) 52 Provide assistance in administering a program.
(4) 234 Anything to help

(2760) Is learning important enough to you that you would enroll in a class even though you could only attend classes part-time?
(1) 847 Yes
(2) 156 No

(2350) Do you feel that you are adequately informed about classes/activities currently being offered in your city?
(1) 573 Yes
(2) 438 No

(2490) What is the primary source of your information concerning classes/activities currently being offered? (Check only one)
(1) 81 Newspaper
(2) 90 TV
(3) 23 Radio
(4) 75 Friends
(5) 23 Church or Community Bulletin
(6) 161 Mail survey

(2360) Which of the following methods of learning do you prefer? (Check only one)
(1) 197 Reading
(2) 119 Listening
(3) 236 Observing
(4) 23 Observing Others
(5) 93 Practice under supervision

(2680) Do you believe you learn better in an informal group?
(1) 788 Yes
(2) 139 No, I prefer a formal classroom

P1. Which of the following statements best describes your belief?
(1) [ ] I get where I can find help from others, others can do the same.
(2) [ ] Whatever happens to me when I need it most is going to help others at that time.

Please indicate whether or not you agree with the following two statements.

(2A) Education should be limited to an 8:00 to 4:30 day, but should be available on the evening and on weekends for a variety of community interests.
(1) [ ] Agree
(2) [ ] Disagree

(2B) Educational opportunities must be available to individuals in the community should reflect the interests and needs of the citizens.
(1) [ ] Agree
(2) [ ] Disagree

(3) Providing educational opportunities to the entire community is one of the best ways of assuring a more understanding between children and adults of the community.
(1) [ ] Agree
(2) [ ] Disagree

(3A) Public schools should not become the provider of all services; other community agencies can better provide some things, and the school's role should be one of coordinating and encouraging these efforts.
(1) [ ] Agree
(2) [ ] Disagree

and how many

(1) [ ] Currently on Military
(2) [ ] Retired from Military
(3) [ ] Dependents - Active Military Members
(4) [ ] Dependents - Retired Military Members
(5) [ ] Retired from Civil Service
(6) [ ] Not applicable

(3A&B) Would you need child care services to permit you to attend a course of instruction?
(1) [ ] Yes
(2) [ ] No

not subject to listed may already be available through your local schools or colleges.

(4&5) If classes could be taken at a reasonable cost, which of the following classes would you be interested in attending? (Do not make more than 10 selections.)

(1) [ ]	Archery (Bows)	(29) [ ]	Land Surveys (Surveying/Surveying, etc.)	(56) [ ]	Needlework & Hand Needlework
(2) [ ]	Babysitting Training	(30) [ ]	Landscaping & Gardening	(57) [ ]	Map Reading
(3) [ ]	Birth Control	(31) [ ]	Learn to Use Computers	(58) [ ]	Mathematics, Refresher
(4) [ ]	Boating Safety	(32) [ ]	Furniture Repair	(59) [ ]	Music, Instrument & Notation
(5) [ ]	Body Building	(33) [ ]	Geography (Basic)	(60) [ ]	Mending Clothes
(6) [ ]	Buying Insurance	(34) [ ]	German (Conversational)	(61) [ ]	Nurses, Refresher
(7) [ ]	Buying Real Estate	(35) [ ]	Gun Safety	(62) [ ]	Nurse Aide Training
(8) [ ]	Candle Making	(36) [ ]	Hair Care	(63) [ ]	Nutrition
(9) [ ]	Candy Making	(37) [ ]	Home Nursing Workshop	(64) [ ]	Old People Council
(10) [ ]	Cane Weaving	(38) [ ]	Home Improvement/Repairs	(65) [ ]	Nutritional Eating
(11) [ ]	Coin/Hobby Antiques	(39) [ ]	Home Landscaping	(66) [ ]	Oklahoma Gardening
(12) [ ]	Computers (Usage)	(40) [ ]	Home Security	(67) [ ]	Oklahoma Politics & Government
(13) [ ]	Cooking, Ethnic Dishes	(41) [ ]	Household Budgeting	(68) [ ]	Parenting Skills
(14) [ ]	Consumerism	(42) [ ]	Hypnosis	(69) [ ]	Pet Care
(15) [ ]	Coping with Divorce	(43) [ ]	Ice Cream Making	(70) [ ]	Physical Fitness
(16) [ ]	Culture of the 1960's	(44) [ ]	Indoor Plants, Care	(71) [ ]	Photo Processing
(17) [ ]	Credit: Getting & Using It	(45) [ ]	Insect Identification	(72) [ ]	Picture Framing
(18) [ ]	Dancing: Country/Western	(46) [ ]	Insulating Your Home	(73) [ ]	Planning a Vacation
(19) [ ]	Dancing:	(47) [ ]	Italian (Conversational)	(74) [ ]	Preparing to Move
(20) [ ]	Death and Dying	(48) [ ]	Interior Decorating Ideas	(75) [ ]	Preparing Your Taxes
(21) [ ]	Enhanced Driving	(49) [ ]	Investing Money, Stocks	(76) [ ]	Preventing or Accidents (Home)
(22) [ ]	Electrolysis	(50) [ ]	Japanese (Conversational)	(77) [ ]	Problem Solving/Decision Making
(23) [ ]	English Refresher	(51) [ ]	Jewelry Making	(78) [ ]	Publishing Your Work
(24) [ ]	Environment and Ecology	(52) [ ]	Jewelry	(79) [ ]	Relationships (Peer Marriage)
(25) [ ]	Fire Prevention	(53) [ ]	Lawn Care	(80) [ ]	Retirement Planning
(26) [ ]	First Aid (Home)	(54) [ ]	Leather Crafts	(81) [ ]	Road Reporting
(27) [ ]	Fishing or Hunting	(55) [ ]	Macrame'	(82) [ ]	Self-Defense Techniques
(28) [ ]	Flower Arranging			(83) [ ]	Singles' Parenting
				(84) [ ]	Solar Heating
				(85) [ ]	Spanish (Conversational)
				(86) [ ]	Speech or Casting
				(87) [ ]	Stamp Collecting
				(88) [ ]	Starting a Small Business
				(89) [ ]	Staying Healthy
				(90) [ ]	Survey Equipment Interchange & Use
				(91) [ ]	Stress Management
				(92) [ ]	Tax Planning
				(93) [ ]	Time Management
				(94) [ ]	Understanding Alcohol/Drug Abuse
				(95) [ ]	Understanding Weather
				(96) [ ]	Using Computers
				(97) [ ]	Using the Library
				(98) [ ]	Videotaping
				(99) [ ]	Watercolor Painting
				(100) [ ]	Wedding Ceremony
				(101) [ ]	Women in History
				(102) [ ]	Wood Carving
				(103) [ ]	Other(s) _____

Are life & family (Last Rites) Coverage are necessary to meet your needs for the hours or subject to change?
(1) [ ] 0-5
(2) [ ] 6-10
(3) [ ] 11-15
(4) [ ] 16-20
(5) [ ] 21-25
(6) [ ] 26-30
(7) [ ] 31-35
(8) [ ] 36-40
(9) [ ] 41-45
(10) [ ] 46-50
(11) [ ] 51-55
(12) [ ] 56-60
(13) [ ] 61-65
(14) [ ] 66-70
(15) [ ] 71-75
(16) [ ] 76-80
(17) [ ] 81-85
(18) [ ] 86-90
(19) [ ] 91-95
(20) [ ] 96+

(100) Optional — Please contact me, I would like to help on a community education project.
(1) NAME _____
ADDRESS _____
(2) TELEPHONE: (___) _____

*Can return your completed survey as soon as possible. How do you return this survey? You have two (2) choices

(1) You may return this survey by mailing or delivery as printed to Center for Adult and Community Education, Douglass School, Lawrence and East Cache, P. O. Box 1009, Lawton, Oklahoma 73502

OR

(2) You may return this survey along with your next payment to the City of Lawton for your utility services (Water Bill). The City of Lawton has agreed to help collect these surveys.

THANK YOU FOR YOUR HELP

ter for Adult & Community Education
aglass Learning Center
O Box 1009
wton, Oklahoma 73502

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POSTAL CUSTOMER

APPENDIX D

SUMMARY OF RESPONDENTS SUPPLEMENTAL DATA

Summary of those items requiring some form of supplementary written response:

Question 040: Enter the name of the city you live in or near.

(3) Other City:*

Apache - 1
Cache - 1
Indiahoma - 2
Mountain View - 1

* Several cities indicated were beyone the normal limits of proximity and were not listed in this summary.

Question 050: What is your education?

(2) Completed ____ grade.

Grade	Respondents	Grade	Respondents	Grade	Respondents
0	1	5	0	9	10
1	0	6	7	10	18
2	0	7	3	11	23
3	0	8	9	12	2
4	0				

(4) Completed ____ years of college.

Grade	Respondents	Grade	Respondents	Grade	Respondents
½	16	2½	10	5	82
1	53	3	57	6	100
1½	8	3½	10	7+	26
2	132	4	245		

(5) Completed ____ years of vocational training.

Grade	Respondents	Grade	Respondents	Grade	Respondents
½	4	2	28	4	4
1	38	3	8	5	1
1½	2	3½	0		

Question 060: Why did you quit going to school?

(7) Other (Please specify)

Could not afford tuition - 2
Work was more important - 5
To get married - 20
Became pregnant - 3
Conflict with Law - 1
Personal problems - 2
Health - 3
Entered Service - 3
Conflict with Principal - 2
Parental Indifference - 2

Question 110: If you entered college but did not complete requirements for a degree, why did you drop out?

(9) Other (Please specify)

Conflict with Job - 10
Drafted into Service - 6
Married - 26
Entered Military Service - 4
Currently in College - 28
Instructor Demands - 1
Moved Locations - 6
Lack of Time - 2
Pregnancy - 11
Illness - 10
Kicked Out - 1
Death in Family - 2
Child Care Problems - 7
Parental Conflict - 1
Age - 2
Didn't Care to Go - 7
Coping with Peers - Fast Pace - 2
Marital Problems - 1
Cost - 3
Age Differences - 1
Completed Program - 13
Curriculum - 3

Question 190: I prefer that classes start at:

(5) I work odd hours, so I would like something starting at ____.

Time	Respondents	Time	Respondents
10:00 am	3	4:00 pm	1
?	5	4:00 am	2
9:00 am	1	12:00 pm	1
8:00 pm	5		

Question 31000: If classes listed below were offered at a reasonable cost, which of the following classes would you be interested in attending? (Do not make more than 30 selections.)

(103) Other(s)

Aviation - 1
Advanced First Aid - 3
Accounting - 9
Arabic Language - 1
Auto Mechanics - 2
Aerobics - 3
American History - 8
Adult Sports:
  Volleyball - 1
  Basketball (W) - 1
  Darts - 1
Auto Electronic Systems - 1
Astronomy - 1
Aquatics - 1
Art - 2
Air Conditioning - 1
Advanced Math - 2
Agnstology - 2
Archeology - 1
Anthropology - 1
Aging - 1
Auto Mechanics (W) - 1
Attitude - 3
Business Writing - 1
Baking - 3
Business Law - 3
Bookkeeping - 6
Broadcasting - 3
Bell Ringing - 1
Breeding Animals - 1
Camping Out - 1
Calligraphy - 5
Citizenship - 2
Creationism - 2
Coping with Lonliness - 2
Ceramics - 5

Question 31000: (103) Continued

- Carpentry (W) - 1
- Cooking without Milk - 1
- Construction - 4
- Cake Decorating - 3
- Computer Repair - 2
- Creative Writing - 2
- Coin Collecting - 1
- Cashiering - 1
- Counseling (for Teachers) - 1
- Counseling - 1
- Child Birth (Natural) - 1
- Dancing
  - Modern Jazz - 7
  - Mid East - 1
  - Ballet - 3
  - Ballroom - 6
- Data Processing - 4
- Drugs (Medication) - 2
- Dream Analysis - 1
- Dried Flower Arranging - 1
- Dental Assistant - 2
- Environmentalizm - 4
- Education Courses - 1
- English Literature - 1
- Early American Literature - 1
- Electronics - 4
- Energy of Future - 1
- Electricity - 4
- Fashion Modeling - 1
- Folklore Polish - 1
- Foreign History - 1
- Government - 1
- Graphic Analysis - 1
- Gormet Cooking - 2
- Geology - 1
- Home Decorating - 1
- Horsemanship - 3
- Home Nursing Care - 2
- Journalism - 1
- Knitting - 1
- Key Punch - 1
- Languages
  - Russian - 1
  - Korean - 1
  - Signing - 2
  - Latin - 1
- Music
  - Piano - 2
  - Guitar - 7
  - Theory - 1
- Management - 3
- Management of Time - 1
- Microwave Cooking - 1
- Needlepoint - 1
- Nursing - 1
- Oil Painting - 10
- Parenting Special Ed Child - 2
- Psychology - 5
- Photography - 11
- Physics - 1
- Physical Therapy - 1
- Politics - 1
- Parlimentary Procedures - 1
- Realestate
  - Investing - 1
  - Selling - 1
- Reading Refresher - 1
- Religion - 3
- Sociology - 4
- Sewing/Tailoring - 2
- Social Work - 2
- Speech - 1
- Social Psychology - 1
- Stop Smoking - 1
- Stained Glass - 4
- Soil Chemistry - 1
- Survival Technology - 1
- Sports - 6
- Speed Reading - 1
- Theater
  - Art - 2
  - Acting - 2
- Truck Driving - 1
- Typing - 4
- Upholstery - 4
- Working with Teams - 3
- Word Processing - 4
- Working Women - 1
- Weaving - 2
- Welding - 1