

THE ROLE OF SCHOOL DISTRICT ADVISORY COMMITTEES  
IN THE EDUCATIONAL DECISION-MAKING PROCESS  
OF E. S. E. A., TITLE I PROGRAMS FOR  
DISADVANTAGED CHILDREN  
IN CALIFORNIA

Dissertation for the Degree of Ph. D.  
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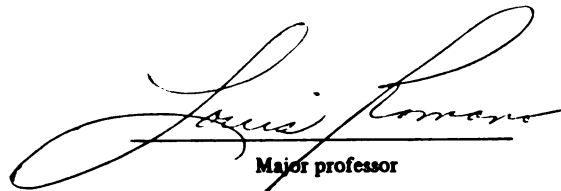
THE ROLE OF SCHOOL DISTRICT ADVISORY COMMITTEES IN THE  
EDUCATIONAL DECISION-MAKING PROCESS OF E.S.E.A., TITLE  
I PROGRAMS FOR DISADVANTAGED CHILDREN IN CALIFORNIA

presented by

Ramiro De León Reyes

has been accepted towards fulfillment  
of the requirements for

Ph. D. degree in Educational  
Administration



A handwritten signature in cursive script, reading "Louis Romano". Below the signature is a horizontal line, and underneath that line, the text "Major professor" is printed.

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## ABSTRACT

# THE ROLE OF SCHOOL DISTRICT ADVISORY COMMITTEES IN THE EDUCATIONAL DECISION-MAKING PROCESS OF E.S.E.A., TITLE I PROGRAMS FOR DISADVANTAGED CHILDREN IN CALIFORNIA

By

Ramiro De León Reyes

### The Purpose

The purpose of this study was to explore the role of the school district advisory committee in the educational decision-making process of compensatory education programs in California for educationally disadvantaged children from low-income families funded under the Elementary and Secondary Education Act of 1965, Title I, Public Law 89-10. These advisory committees constitute a major vehicle for parent and community involvement in compensatory education programs. To accomplish this, specific questions and hypotheses were posed and relevant data were sought.

### The Methodology

The population of the study consisted of 430 district advisory committees relevant to Elementary and Secondary Education Act, Title I, P.L. 89-10 compensatory education programs.

The sample for this study was randomly selected. It consisted of 186 district advisory committees which represented programs in 234 school districts during fiscal year 1970. These districts were located in 43 of the 58 counties in California. Another sample used in this study consisted of all of the 50 consultants, at the time of the study, in the Division of Compensatory Education, State Department of Education.

The data were gathered from responses to a 74 item questionnaire by members of district advisory committees which included school district administrators, and from the consultants of the Division of Compensatory Education. The questionnaire was designed to elicit personal information about the respondents, the objectives, activities and functions of their district advisory committees, as well as their personal perspective on a variety of issues related to the committees.

All of the data from the questionnaires were tabulated through a computer at Sacramento State College. The chi-square test was used to determine if there were any significant differences in the responses and the coefficient of contingency was also used in order to ascertain the degree of relationship between certain responses and various groups of respondents.

### Major Conclusions

On the basis of the data gathered for this study, the following major conclusions were justified:

1. The representation of minority and ethnic groups versus the majority group in district advisory committees in California was approximately on a 1:2 ratio. Parents of participating children versus nonparents was also approximately on a 1:2 ratio.

2. Minority group parents were evidently represented "very well" to "somewhat well" in district advisory committees. As for the representation of different income levels of members, it was judged to be adequate but not as good as the representation of minority groups.

3. An overwhelming number of the district advisory committees in California are recognized by the governing boards of their districts. Members whose committees are duly recognized by the governing board seem to have a better feeling about themselves, their work in the committee, and the importance of their committee to their community.

4. Most district advisory committees in California have established purposes. However, these purposes range from "somewhat clear" to "very clear." The clarity of committee objectives was found to be associated with increased attendance at committee meetings and with the manner by which the objectives were determined.

5. The ESEA, Title I compensatory education program director and the school principal, in that order, are the most important sources of information regarding compensatory education programs to the district advisory committee. The information given to the members of the advisory committee regarding the program were seen by an overwhelming majority as "somewhat helpful" to "very helpful."

6. There is no single pattern of communication between school districts and their advisory committees. While some school districts were content to inform advisory committees of what the ESEA, Title I compensatory education will be, others sought the advice of these committees. The data clearly point out, however, that more committee members who were not administrators agreed that school districts usually tell their committees what the program is going to be instead of honestly seeking their advice.

7. Even though the majority of the advisory committee members felt some or a great deal of freedom to disagree with the ideas of the administrators in the meetings, it is interesting to note that respondents to the questionnaire in Spanish, non-school employed committee members, and minority group committee members felt significantly less freedom to disagree with the ideas of the administrators. Knowledge of whether the district has accepted any of the recommendations made to it by the advisory committee seems to vary from one district to



another. However, the data indicate that over one-third of the respondents and 40 per cent of nonadministrative members had no knowledge at all of how many of their important recommendations, if any, were accepted by their school districts.

8. The majority of the district advisory committees have been involved in evaluating the compensatory education program.

9. Advisory committee members who are 30 years of age and younger are more skeptical of the committee's value, what it can do, and of the motives of the board of education in having such a committee.

10. Frequency of advisory committee meeting attendance was found to be associated with payment of members' expenses in attending such meetings, knowledge of whether the school board has accepted or rejected advisory committee recommendations, effective communication between the school board and the school district advisory committee, how a member feels about the committee's functions and importance, and with recognition of the committee by the board of education.

11. The feeling of the members of the advisory committee that they have made important recommendations was associated with their knowledge of how many of their recommendations were accepted by the school district.

12. Knowledge of what the school district has done with the committee's recommendations was associated with:

- a. adequacy of communication between school districts and the committee,
- b. increased attendance at committee meetings, and
- c. a better feeling about the worth of the committee.

13. Members who have children in the program, respondents to the Spanish version of the questionnaire, and minority group members felt strongly about the value of their committees to their own communities.

14. Spanish respondents and minority group members felt more strongly about the value of having minority group and low-income persons on the committee than non-Spanish and non-minority group members.

15. More administrator members felt that they had more influence than others in committee deliberations.

16. The majority of the consultants in the Division of Compensatory Education, California State Department of Education, felt that if advisory committees are to contribute meaningfully to the compensatory education program, school districts must show their commitment to the right of the community to share in the educational decision-making process by earnestly seeking and implementing the advice of these district advisory committees.

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## DEDICATION

To Doni, Rey, and Roberto and  
to my parents, Pedro and Suse

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## CHAPTER I

### THE PROBLEM

It has become clear today that tokenism to disadvantaged communities in educational decision making can no longer be tolerated. Parents of disadvantaged children want to exercise both their right and responsibility to share in determining the nature of their children's education. The emphatic and definite cry of low-income communities is for direct influence and active participation in making educational decisions involving their children. The disenfranchised community, largely the parents of disadvantaged children, must have a voice in the decision-making process of educational programs supposedly designed for their children. The current debate about community control of schools, redistribution or reallocation of power, and decentralizing authority is to a large degree related to the inability of the existing school system, especially in urban areas, to meet the needs of all children, especially children of low-income people. Hamilton (1968), pointed out that Black community members have begun to question loudly the right of the school professionals to run the schools, and Howe (1968) advocated decentralization of schools and "a

transfer of power" in order to insure meaningful community involvement. But meaningful community participation, according to Lauter (1969), must be worked out together with such issues as teachers' attitudes and preparation, classroom organization and curriculum, and the roles of other agencies.

Over the last two decades, American society has experienced a revolution in the structure of the decision-making process. The school has undoubtedly been the most hard-hit social institution by critics of public education. It is evident that we have entered an age where many school administrators have begun to recognize the reality that they do not have as much absolute and arbitrary power as they once had. The legal facts may not have changed, but the articulation of a consciousness and the recognition of a power base among the community have begun to appear.

In California, districts are required by the State Department of Education, Guidelines: Compensatory Education, Under the Elementary and Secondary Education Act of 1965, Public Law 89-10, Title I, Revised, 1969, to form and utilize district advisory committees in planning, implementing, and in the ongoing evaluation of ESEA, Title I, compensatory education programs. Additionally, the Guidelines require that 50 per cent of the committee membership must reside in the designated target area, and that each local school within the target area have its advisory group consisting of the

parents of participating children. The importance today of community involvement is without parallel. The concept of district advisory committees in ESEA, Title I programs has evolved as the major vehicle in bringing about community participation in planning, implementing, and evaluating educational programs for children of low-income families in California.

Traditionally, school administrators have been fearful that the minute they involve parents and other community representatives in the planning, implementation, and evaluation of educational programs, they are going to lose control of their organizations. With the increasing interest of communities in sharing in the decision-making process, some loss of absolute control on the part of school administrators is likely to take place. But, if the public schools are to serve all of their public well, a stronger bond between schools and the communities they serve must be created so that members of the community, and especially the poor, would feel less alienated from the schools which purport to serve them, and would become more understanding and supportive of the schools.

#### Purpose of the Study

The purpose of this study is to probe the role of district advisory committees in the educational decision-making process related to compensatory education programs

under ESEA, Title I, P.L. 89-10, since these committees constitute a major vehicle for community involvement in such programs. Specifically, the data sought in this study pertain to certain questions and hypotheses which will be described below.

### Questions

The following questions will be explored in the study:

1. What is the profile of the advisory committee member?

2. In communities where ESEA, Title I programs are in operation, are the district advisory committees duly recognized by governing boards?

3. What is the role of school district advisory committees in the educational decision-making process of ESEA, Title I programs for disadvantaged children in California?

4. Who is responsible for defining the roles of advisory committees in terms of planning, implementing, and evaluating ESEA, Title I compensatory education programs? How well are these roles understood by committee members?

5. Who in the school district and/or the community provides the information regarding compensatory education to the district advisory committee on which they could make recommendations? How helpful is this information to committee members?

6. How well are minority groups and persons from different income levels represented on advisory committees?

7. Who usually among the members of the advisory committee renders valuable leadership functions in committee deliberations?

8. What is the relationship of the school district to the district advisory committee? Is it to tell the committee what the program will be, or is it to seek their advice on how the program should be?

9. How well do the governing board and the administration communicate acceptance and/or rejection of recommendations made by the district advisory committee?

10. What procedures, if any, are established for district advisory committees to follow up implementation of recommendations made for ongoing evaluation and further input?

11. To what extent are district advisory committees involved in evaluating the compensatory education program? How valuable are they in improving this program?

12. What promising practices were discovered by school districts in community involvement through district advisory committees?

13. What are the problems encountered by school districts in eliciting community involvement through advisory committees in the educational decision-making process?

### Hypotheses

The basic hypothesis of this study is that the opinions and perceptions of advisory committee members are associated with certain specific characteristics of these members. Specifically, it is hypothesized that the variables listed below will be associated with the respondent's (a) having children participating in the program, (b) being an employee of the school district, (c) sex, (d) age, (e) committee being recognized by the board, (f) language, (g) ethnicity, (h) rate of committee meeting attendance, and (i) being a school administrator.

The following are the variables mentioned above:

1. Perceived usefulness of the committee to its members, the schools, and the community-at-large.
2. Perceived involvement of the committee in evaluating and influencing the compensatory education program.
3. Extent to which committee objectives are clearly understood by the members.
4. Extent of members' freedom to disagree with the ideas of administrators.
5. Degree to which the committee is seen to represent minority and poor people in the community.
6. Perceived relationship of the school district to the committee (i.e., to tell the committee or to seek its advice).

7. Perceived value of having poor persons on the committee.

8. Frequency of committee meeting attendance.

The hypotheses which will be tested in this study are the following:

1. District advisory committee members, 30 years of age or younger, will be more skeptical of the value of district advisory committees in compensatory education. This age group will be more skeptical of what the advisory committee can do, and of the motives of the district board of education in having such committees.

2. Frequency of district advisory committee attendance will be associated with payment of members' expenses in attending such meetings, knowledge of whether the district board of education has accepted or rejected committee recommendations, effective communication between the board of education and the district advisory committee, how a member feels about the committee's functions and importance, and with recognition of the committee by the district board of education.

3. The feeling of the district advisory committee members that they have made important recommendations will be associated with their knowledge of how many of their recommendations were accepted by the school district.

4. Knowledge of what the school district has done with the committee's recommendations will be associated with:

- a. adequacy of communication between the school district and the advisory committee,
- b. increased attendance at committee meetings, and
- c. a better feeling about the value of the committee.

5. District advisory committee members who have children in the compensatory education program, respondents to the Spanish version of the questionnaire, and minority (ethnic or racial) members will feel strongly about the value of the district advisory committees to their own communities.

6. Respondents utilizing the Spanish version of the questionnaire and respondents from minority ethnic or racial groups will feel more strongly about the value of having minority and low-income persons on district advisory committees than non-Spanish respondents and non-minority group members.

7. More administrators will feel that they had more influence than others in committee deliberations.

#### Significance of the Problem

School districts serving low-income target populations with ESEA, Title I funds are in dire need of more information and experiences regarding the population being served in order that they might effect meaningful school and community interaction with increased benefits to the students.

Educationally disadvantaged children from low-income families perhaps contribute the greatest number of victims of social ills. Examples of these ills are the high percentage of school failures and dropouts, as well as delinquency and other social deviancy rolls. Low-income families are usually the most common recipients of some kind of public assistance. Educational disadvantage is closely correlated to low income and/or poverty. The income and educational levels of the population which ESEA, Title I is to serve are considerably lower than those of the dominant population. The examples cited above certainly indicate an urgent need to reveal through studies of this type, ways through which school districts may better reach the communities they serve.

The above are just a few of many facts which are clear indicators that educationally disadvantaged children of low-income families must be provided quality educational programs through which they can acquire the skills and knowledge to become contributing self-supporting members of this society. The educational programs provided disadvantaged communities in the past obviously did not work. These programs were usually designed by school persons who have had little or no input from the community to be served.

The Guidelines: Compensatory Education, Under the Elementary and Secondary Education Act of 1965, Public Law 89-10, Title I, Revised, 1969, require that all school

districts applying for ESEA, Title I funds "shall establish a local district advisory committee and a local school parent advisory group to bring about the cooperation and coordination of all community resources."

The Federal Register, Volume 32, Number 27, Thursday, February 9, 1967, Washington, D. C., Part II, Department of Health, Education, and Welfare, Office of Education, Regulations Pursuant to Titles I, II, and III of the Elementary and Secondary Education Act of 1965, which is the interpretation of the Elementary and Secondary Education Act, strongly encourages school and community interaction and involvement in compensatory education programs.

Community involvement in educational decision making in ESEA, Title I compensatory education programs has not been studied in depth, at least in California. The Director of the Division of Compensatory Education, California State Department of Education, has expressed much concern about the area of community involvement and the role of district advisory committees in the educational decision-making process. The need for such a study has resulted in a request that a study such as this be made. The findings from such a study could be of considerable value not only to the California State Department of Education, but also to other state departments of education, to the United States Office of Education, and county and local school districts dealing with compensatory education programs.

### Definition of Terms

1. Division of Compensatory Education -- This Division is one of four of the program divisions within the Department of Education in California. It was established September, 1965, by Senate Bill 482, the McAteer Act of 1965. All ESEA, Title I, P.L. 89-10 funds are handled by this Division, as well as other funds appropriated by state or federal legislation for compensatory education.

2. Bureau of Community Services and Migrant Education -- The Bureau is one of six bureaus within the Division of Compensatory Education responsible for the involvement of parents and other community representatives in ESEA, Title I programs through district advisory committees and parent advisory groups.

3. ESEA, Title I, P.L. 89-10 -- The initials stand for the Elementary and Secondary Education Act of 1965. Title I is the title of the Act which categorically provides for the education of educationally disadvantaged children of low-income families. P.L. 89-10 means a public law enacted by the 89th Congress of the United States.

4. Low-Income Families -- Families who fall below the prevailing poverty index or are under public assistance, such as Aid to Families with Dependent Children.

5. Educationally Disadvantaged Children -- These are the children of low-income families who, because of the ill

effects of poverty and other sociological factors, have been unable to achieve scholastically.

6. ESEA, Title I, District Advisory Committee --

The establishment of district advisory committees by school districts utilizing ESEA, Title I, P.L. 89-10 funds is a requirement in California. This is the vehicle through which school districts can involve parents of participating children and other community representatives in the planning, implementation, and evaluation of ESEA, Title I programs.

Delimitation of the Study

The study will be based on a random sample of district advisory committees in California. The sample will include 186 district advisory committees representing 234 school districts. This sample was selected for use in conducting the Consolidated Program Information Report (CPIR) for 1969-1970, by the U.S. Office of Education, Program Planning and Evaluation Unit, Evaluation Operations Section.

During fiscal year 1969-1970, there were 978 school districts in California eligible for funds under ESEA, Title I, P.L. 89-10. Of the total eligible, 899 districts participated in and implemented compensatory education programs for educationally disadvantaged children from low-income families.

The study will consider parent and community involvement in ESEA, Title I compensatory education programs through district advisory committees only. These district advisory

committees will include only those as required by the California State Department of Education, Guidelines: Compensatory Education, Under the Elementary and Secondary Education Act of 1965, Public Law 89-10, Title I, Revised, 1969.

### Overview

This study will probe the role of district advisory committees in the educational decision-making process of compensatory education programs funded under ESEA, Title I, P.L. 89-10, in California.

Chapter II includes the review of literature in decision-making processes involving low-income families and other representatives of low-income communities.

In Chapter III, the methodology for the study is presented.

The analysis of the data and the findings of the study are presented in Chapter IV.

Finally, the summary of the study and major conclusions, recommendations, implications, and reflections are contained in Chapter V.

## CHAPTER II

### REVIEW OF LITERATURE

Involvement in the educational process of low-income parents and members of the community is a very recent phenomenon. The participation of these same persons in the decision-making process of educational programs evolved even later. Dramatic substantiation of these facts was revealed to the author by the extremely limited research available in this area of participation by low-income parents and community representatives as advisors and policy-makers in human service fields.

No specific studies and almost no literature were available relating directly to the use of school district advisory committees as vehicles for parent and community involvement in the educational decision-making process. This lag is certainly indicative of the serious need for investigation of this area.

Therefore, this chapter was structured to encompass a review of the literature relating to those past and present indicators within, or on the periphery of, the educational systems which seem indicative of the needs for the establishment of a genuine partnership between school and

community. Thus, the literature which was reviewed dealt with: (1) a general historical background of the recognition by the educational system of the need for improved community-school relations, as well as the development of programs to achieve this; (2) community involvement: reasons for lack of early development, types of previous attempts, individuals involved in its initial stages, and rationale for need and development; (3) crucial issues relating to community involvement, such as decision-making versus advising, responses to failures of American schools, and experiments and concepts of decentralization; (4) the community school as a potential solution, and finally, (5) an exclusive exploration of the efforts made in California to involve low-income parents and community representatives in ESEA, Title I compensatory education programs through district advisory committees and parent advisory groups.

#### Historical Background

The recognition of the value of school-community cooperation in maximizing the learning opportunities for students has been advocated by early educational writers. Dewey (1916) and Hart (1924) underscored the interrelatedness of the educational functions of the home, the neighborhood, and the school. Much was said about the importance of the home in the educational development of the child, but

very little was done to involve the home in the education process.

Perhaps the first awakening in this area occurred during the late thirties, when discussion began among educators and representatives from various communities regarding "community schools." This was perceived by Chester F. Miller (1939), as he related in his article on the Arthur Hill High School in Saginaw, Michigan. He communicated about long-term planning shared by parents, teachers, social agencies, industry, and students in that community, as they advise the school board on such areas as financing, plant needs, student education, and welfare. According to the author, public opinion had been previously disregarded by the schools, but now the need for cooperation was being recognized.

The Parent-Teacher Association (PTA) seemed to be instrumental in furthering school-community relations, according to Carleton Saunders (1941). Parents were eager to offer their suggestions, seeking to assure their children a better education than they, the parents, had received. These programs by the PTA also had an effect on teachers, in terms of making them increasingly professional, considering the "whole child," rather than just subject matter.

Involvement by the community in education at this fairly early time was also substantiated by Henry Troy (1950), who was the director of the National Citizens

Commission of Public Schools. He indicated that community committees, based on his Commission observations of 300 of them, were very successful, particularly when focusing on tangible school improvements.

Increasing development of advisory groups resulted in broad powers, as indicated by Leslie Kindred (1949). This author described committees which had the following types of functions: increased community use of schools, recommendations for improving conditions of school buildings, a "clearinghouse" for important educational issues, informing fellow laymen of schools' needs, work in public relations programs, identifying educational needs and solving related problems, providing moral support for school officials undertaking innovative actions, creating confidence in the schools, and harmonizing the conflicts between schools and community. These indeed imply forerunners of present advisory committees.

This growing trend was strongly supported by Truman Pierce (1950). He perceived the movement as a reversal of professional control of schools. He attributed this to several factors, primarily related to World War II. Teachers were removed from schools during this period, and replaced by untrained personnel. In addition, the author felt that this period demonstrated the failure of American schools to educate its people, as evidenced by the number who failed to pass academic tests. He also expressed

concern about the insufficient number of new teachers being trained. Finally, he perceived that teachers failed to recognize the importance of understanding by the public of what constitutes good schools, and it is imperative that education should be under the control of the people rather than under the power of a limited few.

In addition to the concern of involving the community in the educational program for children, there were some trends for community schools. Clara Wilson (1946) discussed a program in Lancaster County, Nebraska, which was designed to convert rural schools into centers of activities for all age groups in the community. This concept still provides the basis for "community schools" today. In this community, parents and children planned together for the improvements of their schools, resulting in a school beautification program planned and executed by the children.

There was growing concern at that time that children need more awareness of, and interaction with, the community. Robert Koopman (1948) pointed out that children have little knowledge about persons in the community. It was considered important by the author that youngsters in school be aware of persons residing in the vicinity of the school. An attempt to achieve this was communicated by Robert Whitt (1971) about a program of community action undertaken in the Midwest. It was called the "Blue Star Program." Youngsters knew they could get help in a home with a blue star in

the window. These were parents who were cooperating to help children on their way to or from school, should they run into a problem such as a molestation attempt, fears concerning the weather, or in case of a reported tornado.

It is essential for people to perceive their schools as meeting local needs, and not let them continue to follow national dictates, according to Harold Bates (1945). Thus, it is important that parents in the community assume a leadership role in education, rather than following national patterns. This seems a major need to make schools relevant. This was perceived over 25 years ago by C. E. Ragsdale (1944), who stressed the importance of including social problem awareness and solving in the school curriculum, as well as academic materials. School strikes in the sixties indicated that this need was still not being met.

Perhaps causes lie with the difficulty of gaining the interest of lay persons in community or school programs, as indicated by Larsen (1949). In "An Ocean Hill-Brownsville Resident" (1968), it was pointed out that in 1968, during the New York school strikes, a majority of the community residents were not involved.

Thus the period of the thirties through the fifties produced scattered programs of community participation in education, and some experimentation in community schools, but very minimal indications of trends toward parental involvement in educational advisory committees.

## Community Involvement

### Rationale for Community Involvement

Justification for community involvement in education predominates the literature, particularly during recent years. Frequently, community control has become a popular concept. Thus, Charles Hamilton (1968) indicated that the Black community has moved from doubting the effectiveness of education in general, to questioning the legitimacy of the educational institution. Blacks are now seeking community control, rather than integration. This author believed that the perceived needs of the Black community deserve more consideration in educational planning than the dictates of educational experts, who are responsible for the present system which does not meet the needs of Black students.

This concept was supported in "An Ocean Hill-Brownsville Resident" (1968), which expressed the need for community involvement for quality and relevant education, based on the needs within the community. The writer was a social scientist, as well as a resident of the Ocean Hill-Brownsville community, which was one of the demonstration decentralized schools of New York City. He supported community control, based on vested authority in community representatives who are provided with needed resources to implement their policies. This represents a more limited,

yet definitive, structure of community control compared to some perceived by others.

Further substantiation for this concept was developed by Maurice Berube (1968). The focus was again on the inadequate education provided for Blacks, which was perceived by the author as a national disgrace. Thus, nearly 85 per cent of the students in Harlem are more than two years behind national norms in reading; and only 13 students graduated from the only high school in Harlem in a recent year. Quality education can be achieved if the schools are made accountable to the community. In addition, the democratic processes are also enhanced through citizen participation in control of schools.

To be truly effective as community participants, lay persons must be cognizant of current educational developments, according to Stephen Romine (1950), an associate professor of education at the University of Colorado. It is the responsibility of schools to provide this information.

As members of the community become informed participants in educational planning and policy making, a move toward equality of minority groups might be generated, according to Henry Levin (1970). Community control is related to political and economic powers, and a more equitable distribution, including minority groups, might result. Thus, the presently disenfranchised would become part of

society, representing a beginning of community cohesion and improved status for Black citizens.

The only opposition to community involvement and participation came from John Everett (1968), past president of the New School for Social Research, former chancellor of the City University of New York, and present president of Hollins College in Virginia. He perceived schools as being used to gain political solutions. He felt that the 1954 Supreme Court decision against "separate, but equal" education really provided little for Black students to achieve equal educational opportunities. They could not catch up, due to their previously inferior schools. Instead, they were faced with new situations for which they were not prepared, and which made them feel inadequate. The author did not perceive education as a salvation for minority groups; he suggested it is time to stop being romantic about it.

Thus, the majority of recent literature supports the importance of community involvement in education, often to the extent of community control. As schools respond increasingly to community-perceived needs, they tend to become more relevant, providing improved education, particularly to minority groups.

#### Reasons for Lack of Earlier Community Involvement

It appears that previous decades were characterized by apathy and lack of organization for community involvement

in education. Certain "barriers" to participation of the poor in organizational life were enumerated by Edward J. O'Donnell and Catherine S. Chilman (1969). Based on their study of poor people on public welfare boards and committees, they found these barriers: (1) The poor have a self-defeating perception of themselves, (2) Community attitudes reflect discrimination against those in poverty, (3) Organizations characteristically tend to discourage participation, and (4) The dominant political machine tends to oppose admitting new members.

Furthermore, persons in lower socio-economic levels also do not tend to join, or participate in, voluntary organizations, according to Specht (1966). This type of activity seems to be limited to higher income and educational groups. The author felt that professionals have been negligent in their own involvement in civil rights movements, but have led the organization of the deprived for social change. He doubted the value of this practice, since those in poverty often only seek broader and more effective services, rather than organization and protest.

The alienation of community and school was explored by Gans (1962). This study related the attitudes of Italian Americans in New York's West End to education. Here, the schooling of children is perceived as one of two alternatives: The parochial school is person oriented, while the public high schools, which most of their children attend,

are object oriented. This ambivalence removes education from the world which is close to them; it becomes something removed, in the other world. While they are aware of the need for education in order for their children to become employable, they nonetheless fear that schools will estrange their children from them. Since their culture tends to promote adult-centered families, their lack of interest in schools can be understood in this society which separates adults and children. This, perhaps, is a reflection of the general American society, which perceives schools as child-centered, and leaves school personnel puzzled as to apparent public lack of interest in their institutions.

Additional reasons for lack of participation by parents and community in education were expressed by Henry Levin (1970): (1) As professionalism of teachers increases, community involvement declines; (2) Parents are reluctant to participate because they perceive their own educational level inferior to that of professionals, particularly in ghetto communities; and (3) The increased size and impersonality of large city public school systems discourage active participation.

Thus, there seemed to be a wide variety of reasons why community and parental participation was minimal, ranging from lack of interest to feelings of insecurity and inadequacy by parents, particularly in minority communities.

### Types of Previous Areas of Community Involvement

It appears that the primary form of community involvement in education has been advisory in nature. As advisory committees developed, they tended to vary considerably in scope and power. Thus, parental participation in California preschool programs, which mandate parent participation as a requirement for funding, is quite limited, based on the California State Department of Education: Curriculum Guide for Compensatory Preschool Educational Programs (1968). Participation is viewed as assisting preschool personnel in such areas as planning study trips, operating a clothing bank, planning family social events, and locating materials for children's art projects.

Slightly increased parent participation is found in Project Head Start (Project Head Start: Parents Are Needed). First, direct participation is provided as parents assume the role of aides to teachers, serving as cultural references and occupational models for children, as well as bringing the community to the classroom. Second, supplementary participation is achieved through meetings, listening to guest lecturers, home study courses, and family life conferences.

An overall evaluation of parental participation was achieved by the U. S. Department of Health, Education, and Welfare Task Force on Parent Participation (1968), which

studied the programs funded by the Department of Health, Education, and Welfare. Most of the programs which were funded by the Department seemed to be lacking in involvement, particularly by poverty parents, in such areas as advising, planning, or paraprofessional employment. This study urged increased roles for parents in educational programs, at least on advisory committees. Even more desirable would be structuring planning boards which would have broad policy-making powers.

Prior to the present, parental involvement in education seemed to have been peripheral, with parents mainly assisting or advising on a very limited basis those professionals who were charged with the education of their children.

#### Persons From the Community Involved in Education

Where incidents of community involvement were developed, generally a combination of parents and community representatives was involved, together with students, teachers, and administrators. Romine (1950) studied community councils, and stated that a broad representation from the community should be included in this group; however, individuals should be selected on the basis of their personal interests. He suggested more lay persons than professionals, but not to exceed a ratio of three to two. Inclusion of students on community councils was also perceived as desirable.

Students can become leaders in community involvement, as documented by Gracie (1967). During the walkout at Northern High School in Detroit, Michigan, the students initiated the movement; then the community followed.

As parents and community representatives become involved with schools, it is desirable that a broad representation be achieved, with the possible inclusion of students.

### Crucial Issues in Community Involvement

#### Decision-Making Versus Advising

Community and parental involvement in children's education provides a wide range of possible participation, from limited advisement roles to legitimized decision making. Berube and Gittel (1969), on one extreme, supported decision-making power for the community, even beyond election to, and representation on, the school board.

This stand is supported, though slightly modified, by Fantini (1970), who perceived a need for broadening control over the decision-making mechanisms of the present system. The process should be shared among all interested parties: parents, community, teachers, administrators, as well as the board of education. The primary control should rest with representatives of the community.

Further direction was provided for this view in the Fiscal Review and Analysis of Selected Categorical Aid

Education Programs in California (1970). This report covered seven compensatory and supplementary programs, and resulted in these recommendations to the California State Office of Compensatory Education:

1. Activities of advisory bodies be expanded to include policy-making powers.
2. Boards be changed from advisory to policy-making bodies; and that advisory committee representation be made part of local school boards with full voting rights.
3. Committees should include at least 50 per cent low-income representation.
4. Parent representatives be selected by their peers through democratic processes.
5. School districts should document the fulfillment of all of the above.

This currently popular view was further supported by Robert J. Havighurst (1971), professor of education at the University of Chicago, who also felt more power options should be provided by the decision makers for students, parents, teachers, and administrators. He encouraged cooperation among these groups, related to the needs of individual communities.

There can be found a variety of studies which relate community participation to social change. Thus, the President's National Advisory Board on Rural Poverty, in its report The People Left Behind (1967) stated that the basic



principle underlying social legislation in this country must be that of helping people and communities help themselves. In order for programs to be successful, the people who are concerned must be involved, and this process ultimately rests at neighborhood levels.

The disenfranchised then can become, and must become, part of American society, according to Levin (1970). The starting point for this is through the schools, leading to community cohesion and improvement of the status of Blacks and poor citizens. Educational reform is the nucleus for community power structure. This is further substantiated by Burns (1968), who perceived movement toward ethnic and racial solidarity through the focus by minority groups toward changing the schools.

These changes can only be achieved through some types of power bases. This was perceived by Samuel Bowles (1968), whose first concern was that equality of resources may not achieve equality of educational opportunities. For this, major societal changes are needed. To accomplish these requires a redistribution of political power among races and social classes. Those in poverty and now powerless have to find the opportunity to increase their participation in educational decision making to achieve a transfer of power.

This must include accepting responsibility for success and failure alike, according to Rios (1968), in his

study of Mexican-American students. He sought this sharing between Mexican-Americans and Anglos alike.

The development of leadership for involvement may have resulted from the impact of government community action programs, as viewed by Moynihan (1969). These came just at the time Blacks and other minority groups were verging toward extensive commitments to urban politics. Fantini (1970) saw this reflected also in East Harlem, as parents became increasingly involved in education, and the slogan of "Black power" often was replaced by "quality education" and "give a damn."

Particularly in Head Start programs, this trend of parental participation and resulting change has been evidenced. This was perceived by Kirchner and Associates (1970) in their study for the U. S. Department of Health, Education, and Welfare on the impact of Head Start centers on community institutions. Federally mandated parent participation in these programs has led to change in the decision-making process.

This has not been consistently smooth and easy. Thus, Moynihan (1969) stated that since the war on poverty began in 1964, poverty programs have not lived up to governmental expectations, and community participation has been minimal.

A possible cause for this might be found in the threat felt by teachers and administrators from community

control. They view parent involvement as endangering their status, and may limit their cooperation and not assist with attempts to redistribute power. Yet, the author felt that this broadening of power is essential before any changes can really occur in the educational system. Possibly, new participants from the community can gradually gain majority control, or at least a compromise can be reached by leaving control with the professionals, while providing the community with an increased decision-making position. However, further alienation results if people from poverty communities are placed on committees, but their recommendations are ignored, according to O'Donnell and Chilman (1969).

It appears that most of the authors saw a need for community and parents in a role which exceeds that of a purely advisory function. They should be involved in the decision-making process to bring about meaningful changes, with the added benefit that through involvement, these participants grow and become more effective themselves.

#### Failure of American Public Schools

Much of the foregoing material, relating to the search for community action and participation, can be based on the failure of the existing system and its relevance to low-income, educationally disadvantaged, minority students. Changes are only sought when the status quo fails to meet the needs of segments, or the totality, of the population.

Consequently, it seems essential to search for some of the failures of the present system to understand this drive for change.

Peter Schrag (1967), in discussing the Boston schools, noted that America has a double system of public education. Middle class children attend well-financed schools, proceed to colleges or universities, and return to suburbia. On the other hand, children from depressed areas attend school in dark and aging buildings, are taught inadequately, and return to the slums from which they originated, providing no more hope for the next generation than they experienced. The author perceived an increasing gap between the two systems. This duality selects children out of the social mainstream before they even develop, and it crushes motivation, ambitions, and confidence for these students.

This view is substantiated by Henry Levin (1970), who also commented on the considerable difference between the education offered to minority-poverty youngsters, and those of the middle class. Funds flow primarily to White, middle-class schools, at the sacrifice of Black, poverty students. Black parents lack the political power to terminate this process; and, of course, the White community would resist any efforts to reduce their educational advantages. The Black community has very definite concepts of what the schools should provide for their children. Their ideals

and aspirations focus on promoting self-dignity and self-identity of the students, as well as providing the means for these youngsters to have an influence in planning their own lives.

Thus, schools expect minority children to fail; and, consequently, this whole process discussed above has gone relatively unnoticed in the past. Based on this expectation, no one is surprised when this failure occurs. Yet, the causes lie with the schools, rather than the students. Society simply fails to provide a realistic value orientation for schools in relation to the demands of today's world.

However, Fantini (1970) argued that this problem of inadequate education for minorities has been known for some time. Deprivations and injustices to minority people were brought to national attention through the civil rights movement, leading to compensatory education programs. These, however, only dealt with the symptoms. Parents reject the concept that the fault for poor achievement lies within their children. They know that integration, as a basis for improved educational opportunities, has never been achieved. Model subsystems, as in New York, have been developed, but they are still dependent on the larger structure; and parallel systems, such as Head Start, really do not offer any major reforms. The author can only conclude that community control is needed, focusing on educational reform.

Fantini also pointed out that failure of the educational process in our society is really rather ubiquitous. We have witnessed student protests across the country, and many of these have come from White, middle-class students.

There appears to be agreement among those who observe the educational scene that the system is lacking, and it is most inadequate in meeting the needs of deprived minority students.

### Decentralization

One approach to provide increased community control and participation by parents has been the recent movement for decentralization of school districts, particularly in urban areas. The need for this change was already perceived in 1950 by Warren, who was concerned about a growing trend toward centralization. He noted some benefits from this, such as potentials for improved salaries for teachers, increased staff, and more specialized services. However, he also recognized the concern of many experts about over-centralization. Gains could be realized through schools remaining part of the local community through decentralization, particularly of elementary schools. They would be in closer touch with the parents, be able to adapt the curriculum to localized needs, and be truly integrated with the local neighborhood.

Levin (1970) strongly supported this thesis. He felt that decentralization would have a very direct impact

in terms of the community being able to select materials, curriculum, and personnel based on the needs of its children. An increased opportunity for innovation and experimentation would be available, as well as the potential of providing outside consultants to focus on local problems, and a more realistic way of resolving logistic problems. As attitudes toward schools would improve, the total community might be positively affected.

A slightly different view was presented by Dr. Ernest O. Melby in Hickey, et al. (1969), who also supported decentralization. However, he perceived benefits resulting from increased decision-making potential by teachers and principals.

Much of the focus of the literature on decentralization is on New York City, where this process has been attempted. In the editorial in Nation, June 10, 1968, titled "Magic Words," the editor perceived the existing system in that city as unwieldy. In addition, it results in poor education for minority children. These problems provided the basis for strong community support for decentralization and, at times, community control of schools.

At the same time, this article voiced some cautions relating to decentralization. It may postpone development of a cohesive community. In order to achieve success, massive funding, as well as skilled professionals, are needed to improve facilities, programs, and services.

Decentralization also "takes the heat off" politicians, while providing the community with limited and poorly defined powers to implement change.

Perhaps the issue in New York was not really decentralization, according to Max Geltman (1968). There seemed to be a conflict between the board of education, which was supporting job security for teachers, and the local board, seeking full power to run the schools. It seemed, unfortunately, that neither students nor their parents were a major consideration by either side of this dispute.

Yet, perhaps gains were realized out of the conflict. Minister and Sagarin (1967), in discussing the strike at P.S. 201, a middle school in Harlem, pointed to some losses, but primarily gains for the school from this action. Increased accountability in terms of educational quality will be demanded from school personnel. Also, the need for Black principals, supervisors, and other administrative personnel was recognized.

These positive changes were further substantiated by "An Ocean Hill-Brownsville Resident" (1968), who perceived a number of accomplishments in spite of all obstacles. A multi-racial teaching corps demonstrated that different ethnic teachers can successfully teach minority youngsters, as well as demonstrating that educational programs can be tailored to particular community needs. Incidentally, these

teacher corps programs continued operations during the repeated teachers' strikes.

Decentralized schools generally managed to remain functioning during the teachers' strikes, according to Berube (1968), thus challenging successfully the strong teachers' unions. Achieving decentralization can be accomplished in different ways, according to Gittel (1966): (1) establishing educational parks; (2) providing local school boards with decision-making powers; (3) decentralizing operations, such as providing the New York public schools with a number of school boards (15 or 20); and (4) establishing medium-sized school boards--in other words, less than 15 for New York City.

Probably one of the most logical approaches to decentralization was developed by Leu and Featherstone (1969). They took the position that neither a centralized nor a decentralized control pattern can be totally effective, though they did not dispute the merits of each system. The issue is not whether education should be centralized or decentralized, but rather what powers and functions can best be centralized and what powers and functions can best be decentralized. In essence, the authors posited that a marriage of the best elements of decentralization and those of centralization patterns with the goal of evolving a balanced control structure should be attempted by personnel seeking an appropriate system. The balanced control pattern would

be based on the thesis that certain educational management support functions should be centralized, and certain educational and management functions should be decentralized. The third of three models of decentralization presented provided for the responsibility and the authority for the administration and control of education to be decentralized, and was considered by the authors as the most viable format to guide change in large cities' educational systems. Leu and Candoli (1971) developed a model for modern school planning, utilizing similar concepts to those stated above for the Chicago City School District. The plan outlined in this report has practicality and promise for realistic implementation in large city districts.

Support for reducing large school systems seems considerable in the literature. This again reflects the desirability of providing the community and parents of a neighborhood school or area with the capability of planning for the very specific needs of their children.

#### The Community School

Probably the most total integration of school and community emerges from the concept of the "community school." Here is found the true merging of institutions serving children and parents alike, meeting the needs of all, and responsive to the expression of the people concerned.

In 1967, a movement in this direction was recommended by Project SEAR (1967), as the study viewed the breakdown in

school-community relations. This investigation of compensatory education and urban unrest made these recommendations:

.Schools may be a major source of urban tensions and frustrations and a promising vehicle for improvement of neighborhood stability.

.The most important contribution that the schools and the Office of Compensatory Education can make to alleviate urban tension is to improve the effectiveness of school personnel working in poverty areas.

.A broader program aimed at improving the communications between the school and the poverty areas is needed.

.The school can play a greater role in working with the community and civil agencies to improve the life of neighborhood residents.

.Students in compensatory education programs should be made more aware of the relevance of basic skills acquired in the classroom and their future employment.

.There should be more activities to improve racial and ethnic relations included in the program.

.The school should expand its extracurricular program to meet the social, recreational, and cultural needs of the community.

.Improved evaluation instruments are needed to measure student progress in compensatory education programs.

Strong arguments for community schools were presented by Whitt (1971), who considered it a waste of taxpayers'

monies, as well as school facilities, to close at three-thirty in the afternoon. This hurts the poverty communities, particularly, since middle class areas have other programs for children in the afternoons. These are not available for children in ghettos or slums. Four justifications for community schools were developed by this author: (1) the economic value to the community of greater utilization of facilities; (2) the social needs make it imperative, as children face the problems of poverty, deprivation, and dead-endness; (3) the democratic right of people to be involved, and finally, (4) schools will be forced into increased accountability.

The process of community schools can lead to the institutions becoming community centers through their active use by various community groups. In some instances, these schools had led to community betterment programs. These functions indicate the growing importance of schools on the totality of American life.

The breadth of potential can be perceived in a study of one school district's community program, described in the publication Involvement: School-Community in San Diego (1969), which provides education and recreation for the parents, teenagers, and subteenagers. The program involves the parents and children in determining some educational offerings of the local school, thereby promoting community pride and involvement. Classes are held from 3 p.m. to

9 p.m. It provides services in the following areas: career counseling for students; uses parents and students part time as community aides; provides tutors and tutoring; and offers supplemental courses in reading labs, physical education, sewing, workshop, fine arts, graphic arts, photography, auto mechanics, woodworking and crafts, and typing. It provides a study center in the later afternoon and evening.

Obviously, this type of effort represents a maximized involvement of community and parents, as well as utilization of facilities in providing services.

In addition to meeting the needs of deprived communities most directly, community schools in middle-class areas might serve similar purposes, as stated by Hickey (1969). The expanded program would provide the possibility of reaching beyond the offering of academic materials to meet college and graduation requirements. White, middle-class persons might be educated in such a way that they would no longer tolerate the conditions under which other members of society live. They might become a catalyst for social change to overcome poverty, racial injustice, and eliminate ghettos.

As schools and communities become increasingly interwoven, it becomes possible to draw on the skills of people near the schools for services, as pointed out by Staffing for Better Schools, U. S. Department of Health, Education, and Welfare (1967). The possibilities for

staffing include professionals, graduate and undergraduate students, university professors, and community agencies, such as the county public health department. This would provide a vastly richer background for those receiving these educational services.

A similar concept was advanced by Paul Goodman (1965), who would move the school into the community. He proposed a radically decentralized primary school for children from ages six to twelve. It would house 30 students and three adults, one professional and two assistants. It would be located in a store front or a settlement house. The city, itself, would be used as an educational background, offering such things as museums, business, etc. The teachers would be college graduates, as he believed that advanced training is not necessary for primary education. These street schools would allow for close contact with parents, who could be used as helpers. Neighborhood professionals, such as the pharmacist, could be used as resource people. These little schools could be used to provide for the overflow, instead of continually building new schools. The model for this school could be the First Street School in the lower east side of New York City. This school is one-third Black, one-third Puerto Rican, and one-third White. The teacher ratio is one per seven students. The total cost of running this school is about equal to that of a single school in the New York City public school system.

The concept of the community school was perhaps best summed up by Totten (1970), who believed that community education is an all-inclusive phenomenon, functioning in the community to help people of all ages, races, religions, and socio-economic backgrounds to fulfill learning needs and aid in the development and improvement of the entire community. The community school is not only the largest educational institution in the community, but it is the only element owned by all the people.

Development of ESEA, Title I District  
Advisory Committees in California

Community involvement and parental participation are still in the stages of development. Experimentation with community control, advisory committees, decentralization, and community schools is taking place throughout the nation. Probably the most definitive and widespread parent and community involvement, actually mandated, are school district advisory committees and parent advisory groups in ESEA, Title I compensatory education programs in California.

Compensatory education was pioneered in California in 1963 through legislation introduced by Senator McAteer of San Francisco. The bill was S.B. 115, commonly known as the McAteer Act of 1963. Twenty-three programs were piloted under this legislation through four county offices of education and 19 school districts. The pilot projects were very comprehensive and broad in scope, as indicated by Reyes

(1965). This author described several of the pilot programs, including one in Fresno Unified School District, where the use of citizens' advisory committees in compensatory education was first successfully attempted. The Progress Report on Compensatory Educational Programs in California (1965) stated that extensive use of community resources and involvement of community organizations and agencies is essential in seeking to meet the needs of disadvantaged children.

The outcome of the pilot projects demonstrated the need for parent and community involvement through citizens' advisory committees or comparable means. It is interesting to note that the federal regulations relating to ESEA, Title I, P.L. 89-10, as well as U.S.O.E. guidelines for compensatory education did not include provisions to support a mandate for advisory committees in California. As evidenced in the California State Department of Education Guidelines for Compensatory Education Programs and Projects (1965), the requirement of district advisory committees did not occur in federally funded compensatory education programs in California until fiscal year 1967. Previous guidelines did require, however, involvement of community action agencies and nonpublic schools in ESEA, Title I compensatory education programs. (See Appendix H.)

The need was recognized for a vehicle of involvement of community action agencies, nonpublic schools, parents of participating children, community organizations and agencies.

Thus, in keeping with the spirit of the McAteer Act of 1965, S.B. 482, district advisory committees were mandated by the California State Department of Education Guidelines, Compensatory Education (1966). These required the composition of the district advisory committee membership to consist of 50 per cent residents of the designated target area. The remaining 50 per cent would be composed of school district staff, representatives of community action agencies (C.A.P.), nonpublic schools, and other agencies and organizations providing services to the target population. Important functions were outlined for the district advisory committees, including involvement in the planning, implementation, and evaluation of the compensatory education programs. (See Appendix H.)

As stated by Gerald Rider (1965), the California Compensatory Education Guidelines of April, 1966 provided for a definite shift of decision-making spheres of influence. A transfer of decision-making authority took place in planning an ESEA, Title I educational program from the exclusive domain of the public school system to a wider forum of decision-making authority. Dr. Rider stated that the decision-making mode required in these guidelines must include interorganizational, as well as intraorganizational decision making. The educational decision-making process of compensatory education programs would differ from the traditional model.

Francis Keppel (1965) urged that:

Together the new education Act (ESEA) with its emphasis on quality and equality of education and the earlier Act (Economic Opportunity Act of 1964) with its emphasis on poverty, call for a whole new dimension of cooperation between the education community and the whole community. . . . (p. 26)

Keppel further stated that "Just as educators must look to the community through the new education Act (ESEA) so must the community seek wise counsel and partnership with education. . . ." (pp. 27,28) if the educational problems of children and youth created by the cycles of poverty and isolation from the mainstream of society are to be alleviated.

The First Report of the National Advisory Council on the Education of Disadvantaged Children (1966) made many recommendations, among them a shift in the organization for decision making within local school districts, by urging that teachers and interested citizens participate in Title I project planning. One of the many recommendations was that the Office of Education guidelines should be revised to encourage this procedure.

In 1967, the California State Department of Education Guidelines: Compensatory Education required the same composition as those contained in the 1966 guidelines, and also included a well-defined set of functions:

1. Developing programs in cooperation with existing community action programs in their localities.
2. Mobilizing and coordinating all community resources in a concerted attack on the problems of educationally deprived children.

3. Overall planning, development, implementation, evaluation and dissemination of information relative to the objectives of compensatory programs.

4. Acting as a hearing board for any individual or group who may want to propose additions to or changes in the school district's proposed compensatory programs. (p. 11)

These guidelines were formulated with the full recognition that the district advisory committees or the community action agency did not have veto power, and that the school district board of education is the only duly constituted body authorized to make policies and final decisions affecting the children and youth of their school district. (See Appendix H.)

In 1968, the Handbook for California School District Advisory Committees was prepared and disseminated by the Division of Compensatory Education. It was designed to acquaint school district personnel and other members of school district advisory committees with the provisions of ESEA, Title I compensatory education guidelines, and to provide important information on how to organize the committees for meaningful parent and community involvement. Included in the Handbook are sample by-laws, suggestions for the chairman of the committee, and helpful information for all members of the committees for effective participation.

Ira J. Gordon (1968), discussing the National Committee for the Support of the Public Schools in the Struggle for Power in the Public Schools, stated that parents,

teachers, principals, and students all indicate their needs, and no one can realistically deny that they all have needs and responsibilities in American education. He cited four propositions made by Walter Washington, the mayor of Washington, D. C., as follows:

1. Educational systems should enable all persons affected by the educational process to be heard and to have their ideas considered.

2. The systems should be focused on results as well as opportunity.

3. The educational system should be coordinated with other institutions and with the rest of society, which scientists might describe as an ecological approach.

4. The educational system should be sensitive to the changing needs of society and have a fast reaction capability. (Washington, 1968, p. 12)

Mario Fantini (1968) suggested that a total reform of the educational system is needed which will call for participation by all concerned in education. "Participatory democracy in education should also give parents and community a tangible respect for the intricacy and complexity of the professional problems in urban education." (p. 14) He further stated that:

. . . as parents are admitted to participation in the school's education process, they will become better equipped "teachers" of that part of the "curriculum" in which they are the prime agents - rearing [in] the home. (p. 15)

With the attention to parent/community involvement in the education process growing, as evidenced above, the California State Department of Education Guidelines: Compensatory Education (1969) were revised to include a two-level advisory committee structure. Each school district applying for ESEA, Title I, P.L. 89-10 funds must establish, in addition to a district advisory committee, a parent advisory group at each target school within the district. (See Appendix H.)

The 1969 revision of the guidelines required a revision of the Handbook for School District Advisory Committees, in which E. Morgan Greenwood, California State Department of Education (1970) urged the use of the newly required two-level advisory structure as an excellent vehicle for increased communication between school and community. Participation in committees includes a large membership from Spanish-speaking communities. The handbook was translated by this author (1971) from English to Spanish. A distribution of approximately 9,000 copies of both the English and Spanish versions was made. Its wide use continues in California as a guide for its users, school district personnel, parents, community representatives, and agency people, to work together in developing meaningful compensatory education programs.

Finally, in October, 1970, the acting commissioner of education, T. H. Bell of the United States Office of

Education, issued a long-awaited memorandum to the chief state school officers, which read, in part as follows:

Section 415 of the General Education Provision Act (Title IV of Public Law 90-247 as amended by Public Law 91-230) states:

SEC. 415. In the case of any applicable program in which the Commissioner determines that parental participation at the State or local level would increase the effectiveness of the program in achieving its purposes, he shall promulgate regulations with respect to such program setting forth criteria designed to encourage such participation. If the program for which such determination provides for payments to local educational agencies, applications for such payments shall--

(1) set forth such policies and procedures as will ensure that programs and projects assisted under the application have been planned and developed, and will be operated, in consultation with, and with the involvement of, parents of the children to be served by such programs and projects;

(2) be submitted with assurance that such parents have had an opportunity to present their views with respect to the application; and

(3) set forth policies and procedures for adequate dissemination of program plans and evaluations to such parents and the public.

(See Appendix I for the complete text of Bell's memorandum.)

California's pioneering effort in mandating district advisory committees in ESEA, Title I programs was used as the primary model on which the above memorandum was based. The revision of the California compensatory education guidelines is still taking place. A greater emphasis of parent and community involvement in the educational decision-making process of compensatory education programs continues to be included.

## CHAPTER III

### METHODOLOGY

#### Definition of the Population

In California, the State Department of Education Guidelines: Compensatory Education, Under the Elementary and Secondary Education Act of 1965, Public Law 89-10, Title I require that school districts using ESEA, Title I funds must establish and utilize district advisory committees in planning, implementing, and evaluating compensatory education programs.

For this study, the population consisted of 430 district advisory committees relevant to ESEA, Title I, P.L. 89-10, compensatory education programs for disadvantaged children from low-income families. This population included the total number of project applications approved by the State Department of Education, Division of Compensatory Education during fiscal year 1969-1970, in California.

These district advisory committees served a total of 896 school districts. School districts with entitlements of ESEA, Title I funds of \$25,000 or less were required by the guidelines, cited in paragraph one above, to apply for their funds through county school department cooperative

projects. Where county school departments were unable or unwilling to be the LEA (Local Educational Agency), school districts were required to apply for funds through one of the larger school districts located in close proximity to those with the small entitlements. Thus, many applications included several school districts with one district advisory committee with representation from each district to serve them. This accounts for the difference between the school districts participating and the number of district advisory committees.

#### The Sample

The sample for this study was randomly selected. It consisted of 186 district advisory committees which represented compensatory education programs in 234 school districts in California. These districts were located in 43 of California's 58 counties. For a complete list of the school districts used in the sample, see Appendix J. The enrollment of the districts in the sample was as follows:

<u>Enrollment in Sample Districts</u>	<u>Number of Districts</u>
Over 125,000	2
Over 35,000	11
Over 9,000	51
Over 3,000	53
Over 300	117
Total	234

Of the 896 school district represented in the 430 local educational agencies, 658 had enrollments of more

300, as shown in the breakdown below:

<u>Enrollment in Participating Districts</u>	<u>Number of Districts</u>
Over 125,000	2
Over 35,000	14
Over 9,000	109
Over 3,000	143
Over 300	390
	<u>658</u>

As stated in Chapter I, Delimitation of the Study, this sample is that which was used by the United States Office of Education (USOE), Program Planning and Evaluations Unit, Evaluation Operations Section in conducting the FY 1969-1970 Consolidated Program Information Report (CPIR), excluding six local educational agencies that applied for funds under the same Act for neglected and delinquent children. These agencies were usually county school offices of education with schools for neglected and delinquent children. The district advisory committee requirement was waived in these cases because the children in these schools do not live with their parents. The local educational agency would have been unable to meet the Guideline requirements for the composition of the district advisory committee.

The sample for this study was the California sample in the CPIR study, with the exceptions indicated earlier. The CPIR sample was drawn on the following basis:

The population of the inquiry for the FY-1970 CPIR was the 11,765 operating local public school systems in the United States (the 50 states and the District of Columbia) that had enrollment of 300 or more pupils. A

listing of these systems will appear in the forthcoming publication Education Directory, Public School Systems, 1969-70, Part 2.

Administrative requirements necessitated a sample from each of the states. The determination of the sample size for each state was based on the premise that if the incidence of observation for a given characteristic was at least 90 percent, then the size of the sample would be such that the estimate of the total enrollment for that characteristic in the state would have a relative error of 7.5 percent at the 95 confidence level.

In addition, the sample was to include with certainty those systems (830) that were included in the sample for FY-1969 CPIR survey and those systems that were participating in the following programs:

1. ESEA Title I, Migrant Districts
2. ESEA Title I, those districts that were included in the sample survey of Neglected and Delinquent Children
3. ESEA Title V, Grants to Strengthen State Departments
4. ESEA Title VII, Bilingual Education Programs
5. ESEA Title VIII, Drop-Out Prevention Programs
6. Economic Opportunity Act of 1964, Follow Through
7. Civil Rights Act of 1964, Equal Educational Opportunities, Title IV

The sample design provided for a one state stratified random sample. The 11,765 school systems were stratified by State and by enrollment size within the States. The size of the sample for each State was determined according to the precision requirements as stated above. All systems in a State that had an enrollment equal to or greater than the number obtained by dividing the total enrollment in the State (less those systems that had enrollment under 300) by 1.5 times the number in the sample were included in the sample with certainty and identified as stratum I. Where more than 2 strata was required, the stratum boundaries were set up in such a manner that the enrollment in stratum II would equal the enrollment in stratum III. In strata II and III, those systems that fell in any of the above programs were selected with certainty and identified as IIA and IIIA. The systems that fell in the sample in strata IIB and IIIB were selected in a systematic manner after a random start from the remaining systems in the stratum.

The number of school systems included in the State population and sample, 11 of 11 districts in stratum I (43,500 enrollment and above), 38 of 98 districts in stratum II (10,000 to 43,499 enrollment), and 72 of 625 districts in stratum III (300 to 9,999). (Donoghue, 1971)

### Sources of the Data

The school districts in the sample were requested by written communication, by the director of the Division of Compensatory Education, to submit the names and addresses of their district advisory committee members. This first request was made on April 9, 1970 (Appendix A), and a follow-up letter (Appendix B) was sent from the director's office on May 5, 1970, urging the district's prompt response.

Dr. Leo R. Lopez, director of the Division, assigned the Bureau of Community Services and Migrant Education, of which this writer is the Chief, to conduct the study. Most of the districts responded promptly after the first letter, and the others to the second request for names and addresses of committee members, resulting in 3,690 names. The primary source of the data gathered was the names submitted by the districts. Additionally, the 50 consultants in the division at the time participated in the study.

Questionnaires described in the section to follow, prefaced by a letter, were mailed during May 8, 1970, to advisory committee members, including 304 ESEA, Title I program coordinators and school administrators. Most of the questionnaires mailed were in English (N=3,403, Appendix C), but 287 persons with Spanish surnames were sent questionnaires in both Spanish (Appendix D) and English. The respondents were asked not to write their names on the questionnaires. They were also advised that their responses

were confidential and were provided a self-addressed and stamped envelope for returning the completed questionnaires.

On June 8, 1970, follow-up postcards (Appendix E) in English and in Spanish, according to surnames, were mailed to all members in the sample. The postcards requested them to return their questionnaires if they had not already done so, and thanked those who had already returned them for their fine cooperation.

A total of 1,620 questionnaires was returned, 1,573 of which were in English and 47 were in Spanish. Twenty-five of the 50 consultants responded to a modified version of the questionnaire (Appendix F).

#### Description of the Instruments

The advisory committee questionnaire used in this study was developed in part by the author. Several items, however, were adopted from an advisory committee questionnaire developed by the Colorado State Department of Education in 1969. Upon completion of the questionnaire, the author translated it from English (Appendix C) to Spanish (Appendix D) for use by district advisory committee members with Spanish surnames who so desired.

The questionnaire consisted of 74 items, with the last three to be answered only by school administrators and ESEA, Title I program coordinators. All but three of the items called merely for a check mark by the respondent to one of the various alternate responses provided. The three

items which could not be answered by the use of a check mark were open-end questions which called for a written statement. The questionnaire was designed to elicit the following:

1. Personal information about the respondent.
2. Data regarding the objectives of the district advisory committee.
3. The role and activities of district advisory committees.
4. Personal perspectives on a variety of issues related to the committees.

The specific questions directed at administrators were intended to evoke administrator elaboration on the kinds of problems faced by committees, as well as the creative committee practices contributing to more community involvement in the educational decision-making process of compensatory education programs.

For the consultants participating, a modified version of the questionnaire, consisting of 16 questions, was designed. The basic purpose of this questionnaire was to elicit the insights of experienced field consultants relevant to what they conceived to be the objectives, roles, activities, problems, and achievements of advisory committees, and the relationship of these committees to the local educational enterprise.

### Statistical Treatment of the Data

As has been indicated in Chapter I, several hypotheses were tested, among which are the following:

1. District advisory committee members 30 years of age or younger are more skeptical of the value of district advisory committees in compensatory education. This age group is more skeptical of what the committee can do and of the motives of the district board of education in having such committees.

2. Frequency of district advisory committee attendance is associated with payment of members' expenses in attending such meetings, knowledge of whether the district board of education has accepted or rejected committee recommendations, effective communication between the board and the district advisory committee, how a member feels about the committee's functions and importance, and with recognition of the committee by the district board of education.

3. The feeling of the district advisory committee members that they have made important recommendations is associated with their knowledge of how many of their recommendations were accepted by the school district.

4. Knowledge of what the school district has done with the committee's recommendations is associated with:

- a. adequacy of communication between school district and the committee,
- b. increased attendance at committee meetings, and

- c. a better feeling about the value of the committee.

5. District advisory committee members who have children in the compensatory education program, respondents to the Spanish version of the questionnaire, and minority (ethnic or racial) members feel strongly about the value of the district advisory committees to their own communities.

6. Respondents utilizing the Spanish questionnaire and respondents from minority ethnic or racial groups feel more strongly about the value of having minority and low-income persons on district advisory committees than non-Spanish respondents and non-minority group members.

7. Administrators feel that they have more influence than others in committee deliberations.

The null hypothesis of no difference among the various groups in their responses was tested by using the chi-square ( $\chi^2$ ). Furthermore, in order to determine the degree of association between particular variables and certain characteristics of the respondents, the coefficient of contingency (C) was utilized.

The statistical treatment of the data, therefore, consisted of the tabulation of the data from the questionnaire (Table 1), the drawing of a contingency table (Table 2), and 131 separate chi-square analyses and contingency coefficients (Appendix G) which were computed through the Computer Center at Sacramento State College.

The .05 level of confidence was set as the requisite level for rejecting the null hypothesis of zero difference or association.

### The Design

The design of this study is the causal comparative, as defined by Van Dalen and Meyer in their book Understanding Educational Research, pages 220-226. More specifically, the study is not experimental in design, simply because no independent variables were controlled or manipulated. Being a causal comparative study, the findings related to the hypotheses and/or questions probed permit the researcher, in an ex post facto manner, to suggest and interpret possible "causal factors," or independent variables. In this sense, the study serves as a generative catalyst for further research in the area of active community involvement in educational decision making. Each finding, rather than being conclusive in nature, is merely a deeper insight in the cause-and-effect phenomenon, and serves as a heuristic catalyst for further research.

Furthermore, the author in this study sought to discover not only "what" a phenomenon is like, but also "how" and "why" it might occur. Therefore, the causal comparative design was used, enabling the comparison of likeness and differences among phenomena to find out what factors or circumstances seem to accompany or contribute to the occurrence of certain events, conditions, or practices.

## CHAPTER IV

### ANALYSIS OF THE DATA

#### Presentation of the Data

The purpose of this study was to explore the role of school district advisory committees in the educational decision-making process of ESEA, Title I, P.L. 89-10 compensatory education programs for educationally disadvantaged children in California. In order to do so, specific questions and hypotheses were posed, and relevant data were sought.

Table 1 shows the exact frequencies of responses to each item in the questionnaire. Based on the data presented in this table, specific data pertaining to each question posed will be presented under The Findings.

Table 1.--Responses to the English and Spanish district advisory committee questionnaires by 1,620 advisory committee members responding.\*

Item	Responses
1. Sex	
Male	614
Female	986

Table 1.--Continued.

Item	Responses
2. Age	
Under 20	5
21 - 30	163
31 - 40	522
41 - 50	589
51 and over	243
3. How long have you lived in this school district?	
Less than 1 year	77
1 to 4 years	244
Over 4 years	1,167
4. Education - Your highest grade completed	
No school at all	9
K - 6	43
7 - 9	154
10 - 12	519
A.A.	128
B.A.	267
M.A.	355
Doctorate	36
5. What kind of work do you do?	
Business	37
Farmer	39
Professional	614
Retired	22
Housewife	365
Political office holder	6
Office worker	79
Skilled laborer	50
CAP representative	38
6. Are you a member of a minority group?	
Yes	569
No	891
7. Language spoken fluently	
English	1,131
Spanish	353
Portuguese	3
Chinese	1
Other	10

Table 1.--Continued.

Item	Responses
8. Are you a parent of a participating child(ren) in a compensatory education program?	
Yes	527
No	956
9. Are you a paid employee of the school district?	
Yes	712
No	791
10. How did you get to be a member of the district advisory committee?	
Recommended by project director or school administrator	842
Recommended by a community group or agency	174
Volunteered my services	232
Recommended by nonpublic school	37
Other	163
11. About how many district advisory committee meetings have you participated in during the past year?	
None	74
One	152
Two or three	407
Four or five	338
More than five	554
12. Do you think your district advisory committee has met	
Often enough	1,063
Too often	26
Not too often	147
Not as often as it should	250
13. On how many educational and non-educational advisory committees are you now serving?	
Only one	722
Two	446
Three or more	318

Table 1.--Continued.

Item	Responses
14. How many educational or noneducational advisory committees have you served on in the last five years?	
Only one	553
Two	377
Three or four	341
More than five	214
15-18. Aside from your regular committee meetings, which of the following activities have you participated in?	
Field trips (such as visits to schools and centers)	837
Participate in countywide advisory committee meetings	409
Board of education meetings	771
Reporting to groups and individuals	855
19. How much freedom do you feel the members of your committee have to disagree with the ideas of the administrators?	
A great deal	831
Some	459
A little	138
None at all	68
20. What difference have the recommendations of your district advisory committee made on the compensatory education program in your district?	
A great deal	374
Some	706
A little	257
None at all	113
21. Is your district advisory committee recognized by the governing board of your district?	
Yes	1,315
No	99

Table 1.--Continued.

Item	Responses
22. Does your district advisory committee have clearly understood purposes?	
Very clear	650
Somewhat clear	694
Not clear	153
23. How has your district advisory committee arrived at these purposes?	
Committee established its own	206
Administration gave a statement of these purposes	400
A mixture of the two	602
Don't know	230
24. How well, do you think, does the committee do in living up to its understood purposes?	
Very well	425
Fairly well	768
Not so well	202
Poorly	74
How much does your committee do any of the following?	
25. Review Elementary and Secondary Education Act (ESEA), Title I guidelines and regulations?	
A great deal	561
Some	563
A little	207
None at all	121
26. Advise on kinds of programs needed?	
A great deal	565
Some	623
A little	207
None at all	84
27. Work on publicity in support of the program?	
A great deal	250
Some	519
A little	386
None at all	284

Table 1.--Continued.

Item	Responses
28. Make suggestions on program operation?	
A great deal	486
Some	643
A little	244
None at all	94
29. Help in the evaluation of the program?	
A great deal	415
Some	576
A little	259
None at all	192
Who in the school district and/or the community gave the information about compensatory education to the district advisory committee on which they could make recommendations? (Check one or more of the following)	
30. Project director	983
31. Superintendent	277
32. School principal	440
33. Nurse	56
34. Board of education members	114
35. Community representative	262
36. How helpful has the information given to you by the school district been to your district advisory committee in its recommendations?	
Very helpful	644
Somewhat helpful	598
Not helpful	68
I don't know	175
37. How often have you, as district advisory committee members, told your wishes and concerns to the board of education and administrators?	
Often	412
Sometimes	601
Seldom	235
Not at all	240

Table 1.--Continued.

Item	Responses
38. Do you know how many important recommendations your district advisory committee has made to the board of education?	
Many	170
Some	519
Few	240
None	106
I don't know	499
39. How many have been accepted?	
All	98
Many	189
Some	437
None	103
I don't know	560
The district advisory committee was not told how many	64
40. How much has your district advisory committee been involved in evaluating the compensatory education program?	
A great deal	361
Some	599
A little	317
None at all	200
41. How useful do you think your district advisory committee has been to the compensatory education program?	
Very useful	525
Somewhat useful	701
Not useful	133
I don't know	145
42. How well does your district advisory committee represent minority group parents in your district?	
Very well	915
Somewhat	360
Poorly	140
I don't know	87

Table 1.--Continued.

Item	Responses
43. How well does your district advisory committee represent different income levels of parents in your district?	
Very well	706
Somewhat	486
Poorly	161
I don't know	157
44. Compared with other members of your district advisory committee, how much influence do you think you have on committee decisions?	
Much more influence	120
Somewhat more influence	357
About the same influence	827
Somewhat less influence	88
Much less influence	80
45. On district advisory committees, sometimes there is a member who gives the whole committee valuable leadership or direction. Who of the following most nearly does this?	
Superintendent	111
Project director	772
Community representative	196
Parent	134
State department personnel	15
Other	111
46. How would you say the work of the members of your district advisory committee is?	
Excellent	130
Quite good	577
Average	460
Fair	148
Quite limited	155
47. Does your district pay expenses for the members of the district advisory committee?	
Yes	424
No	927

Table 1.--Continued.

Item	Responses
If yes, do they pay for any of the following?	
48. Baby sitting	
Yes	139
No	455
49. Mileage	
Yes	256
No	369
50. Attending training workshops/ conferences	
Yes	407
No	266
51. Are you paid back for time lost while attending meetings and/or conferences?	
Yes	135
No	525
52. If there is such a fund, do you feel it is	
Too much	20
Enough	322
Not enough	263
In general, would you say that your participation in the work of your advisory committee has been a valuable experience for yourself, for the committee, for the development of educational policy?	
53. Valuable for me personally	
A great deal	910
Somewhat	396
A little	115
Not at all	52
54. Valuable for the committee	
A great deal	502
Somewhat	645
A little	211
Not at all	52

Table 1.--Continued.

Item	Responses
55. Valuable for the schools	
A great deal	655
Somewhat	523
A little	187
Not at all	67
56. Valuable for the community	
A great deal	632
Somewhat	523
A little	217
Not at all	68
Please check how much you agree or disagree with each of the following statements:	
57. Considering all problems, advisory committees are far over-rated with respect to what they can contribute.	
Strongly agree	153
Agree	175
Agree somewhat	454
Disagree	231
Strongly disagree	447
58. Although it would "look nice" to have more <u>poor</u> people on advisory committees, this does not help us very much.	
Strongly agree	173
Agree	141
Agree somewhat	333
Disagree	211
Strongly disagree	601
59. District advisory committees may not look like they are very important, but they are really important in our community.	
Strongly agree	605
Agree	413
Agree somewhat	308
Disagree	91
Strongly disagree	73

Table 1.--Continued.

Item	Responses
60. District advisory committees are really "paper committees" which have little or no influence on compensatory education programs.	
Strongly agree	150
Agree	102
Agree somewhat	327
Disagree	306
Strongly disagree	599
61. School districts usually tell district advisory committees what the compensatory education program will be instead of asking for their advice.	
Strongly agree	241
Agree	171
Agree somewhat	391
Disagree	274
Strongly disagree	364

Administrators Only

What are the problems encountered by the school district in community involvement through district advisory committees in educational decision making?

62. Lack of interest	150
63. Do not have time	119
64. Language difficulty	56
65. Militancy	18
66. Pressure groups	32
67. Afraid to come to school setting	85
68. Difficulty in maintaining continuity with people moving away	112
69. Misunderstanding of function	76

Table 1.--Continued.

Item	Responses
70. Please give your suggestions of how we can make your district advisory committee more helpful to the compensatory education program. (This question was answered by all respondents. See pp. 79-81 for responses.)	
71. What promising practices are discovered by school districts in community involvement through district advisory committees? (For summary of responses see pp. 82-84.)	
72. On the basis of your experiences with organized district advisory committees, what practices or ideas have proved to be most helpful to you? (For summary of responses see pp. 84-85.)	

\*Responses to each question do not always total 1,620, since blank responses were encountered in most questions. The Spanish version of the questionnaire appears in Appendix D.

### The Findings

In this section, data pertaining to each question which the author probed through this study are presented. Additionally, the responses to certain questions in the questionnaire given by 25 consultants in the Division of Compensatory Education have been included because of their relevance to the questions probed by the study.

1. What is the profile of the advisory committee member?

Of the 1,620 advisory committee members responding to the questionnaire, there were 986 females and 614 males. They ranged in age from under 20 to over 51, with the overwhelming majority being over 30. The majority of the respondents lived in the school district for more than four years. Their education ranged from no school at all to the Doctorate degree. However, the majority of the respondents had completed schooling above the 10th grade, while those holding the Doctorate were the administrators of the school districts. Occupationally, the work of committee members can be categorized as follows, beginning with the highest frequency: professional, housewife, office worker, skilled laborer, farmer, CAP representative, businessman, retired, political office holder. Ethnically, there were about one and one-half times more nonminority members than minority members on the committees. The overwhelming majority were fluent in English, with a minority in Spanish only and others in other languages. The ratio of parents of participating children in the program to nonparents was again one and one-half times more nonparents than parents. Slightly over 50 per cent of the respondents were not paid employees of the school district. The majority of the committee members were recommended to the district advisory committee by the project director or the school administrator. Others became members by volunteering their services, or having been recommended by a community group or agency. A large number of the respondents indicated

they are serving or have served on two or more educational and noneducational advisory committees.

2. In communities where ESEA, Title I programs are in operation, are the district advisory committees duly recognized by governing boards?

The overwhelming majority of the responses (N=1,315) indicated affirmatively, with only 99 members indicating that their committees were not duly recognized by the school district.

3. What is the role of the school district advisory committee in the educational decision-making process?

Even though it is evident that there is a considerable variety in the roles of advisory committees, the majority of the respondents agreed that they perform the following functions, from a great deal to some extent: review Elementary and Secondary Education Act, Title I guidelines and regulations, advise on kinds of programs needed, work on publicity in support of the program, make suggestions on program operation, and help in the evaluation of the programs. A sizeable number of the members indicated that aside from their regular committee meetings, they usually participate in meetings at which they report to groups and individuals, field trips such as visits to schools and centers, board of education meetings, and county-wide advisory committee meetings.

4. Who is responsible for clearly defining the roles of advisory committees in terms of planning,

implementing, and evaluating ESEA, Title I compensatory education programs? How well are these roles understood by committee members?

The majority of the respondents characterized the purposes of their committees as "somewhat clear." A second large group felt that their purposes were "very clear," and a small minority felt that the purposes of their committees were "not clear." A sizeable number of the respondents indicated that their advisory committees arrived at their purposes through a mixture of committee-established goals and administrator-set objectives. The second largest group of respondents felt their purposes emanated directly from statements given to them by the administration, and still a third relatively small group felt their own committees were responsible alone for establishing their own goals independently. But whether the goals were clear or not, when the respondents were asked how well they thought their committees were living up to their understood purposes, the majority responded, "fairly well," with the second largest group responding "very well," while a small minority responded "not so well" or "poorly."

5. Who in the school district and/or the community provides the information regarding compensatory education to the district advisory committee on which they could make recommendations? How helpful is this information to the committee?

The most frequent sources for information about the compensatory education program to the committees seem to be in the following order: 1) the project director, 2) the school principal, 3) the superintendent, 4) community representatives, 5) board of education members, and 6) the school nurse. As to the helpfulness of the information supplied to the committee members regarding the program, the majority of the respondents felt the information was "very helpful" to "somewhat helpful," with only a very small minority characterizing the information as being "not helpful."

6. How well are minority groups and persons from different income levels represented on advisory committees?

The majority of the respondents felt that minority groups and different income level persons were represented as either "very well" or "somewhat well" on the advisory committees. A small minority either did not know or described the representation as being "poor."

7. Who usually among the members of the advisory committee renders valuable leadership functions to the committee?

The project director appeared to be the person most likely to render valuable leadership or direction to the committee. Other sources of leadership which were cited infrequently were community representatives, parents, superintendents, and State Department of Education personnel. A majority of the members responding characterized the work of

the members of their advisory committee as being "quite good" to "average."

8. What is the relationship of the school district to the district advisory committee?

The respondents were divided as to whether their school district usually tells district advisory committees what the compensatory education program will be or whether it is earnestly seeking their advice concerning the program. It is evident that there are different practices in the various districts represented in the sample. A sizeable number of respondents felt they have a great deal of freedom to disagree with the ideas of the administrators. Only a small minority felt they have little freedom as committee members to do so. The majority felt they have often or at least sometimes told their wishes and concerns to the board of education and to the administrators. The majority of the districts do not pay the expenses of members of the district advisory committee. However, those districts which pay expenses of their committee members, tend to pay for their attendance at training workshops and conferences and pay for mileage.

9. How do the governing board and the administration communicate acceptance and/or rejection of recommendations made by the district advisory committee?

Almost one-third of the respondents indicated they did not know how many important recommendations their district advisory committee had made to the board of education.

The majority of the remaining two-thirds did know that their committee made some important recommendations to the board of education. As to their knowledge of how many of their recommendations had been accepted by the board of education, slightly over one-third of the respondents did not know at all about the fate of their recommendations to the board. However, a large number of the remainder of the respondents felt they knew that some of the recommendations had been accepted by the board.

10. To what extent are district advisory committees involved in evaluating the compensatory education program? How valuable are they in improving this program?

District differences in involving their advisory committees in evaluating the compensatory education program were evident in the responses to the questionnaire. Some persons (N=361) felt they were involved a great deal in evaluating the program, whereas 599 were involved to some degree, 317 others were little involved in the evaluation process, and still 200 others felt they were not involved at all in evaluating the program. But when the group was asked how useful they thought their district advisory committees had been to the compensatory education program, a sizeable majority felt they were somewhat useful or very useful to the program, and only a relatively small minority felt their committees were not useful. Another small group did not know how useful they were to the program.

11. What are the problems encountered by school districts in eliciting community involvement through advisory committees in the educational decision-making process?

The following were given in the order of frequency as the major problems encountered by school districts in eliciting community involvement, from the point of view of the administrators and the program directors: 1) lack of interested people; 2) many persons, especially poor persons in the community, do not have the time to devote to the committee; 3) difficulty in maintaining continuity on the committee in view of the constant movement of people into and from the community; 4) misunderstanding of the functions of the committee; 5) language difficulty; 6) the conflicting pressure groups which want to advance their own points of view; and 7) militancy.

12. How can the advisory committee become more helpful to the compensatory education program?

a. The committees should have more workshops and arrange for compensatory education representatives to address the community or parent-teachers association, because many people do not know what compensatory education involves. (97)

b. The committee should work to see that more parents become involved. (91)

c. The committee should have more to say about how the program is run and who is employed in the program. (90)

d. The school district should make funds available for committees to work with, as most committees are underfunded. (40)

e. The committee should hold more effective meetings. (39)

f. The committee should provide more information to persons of low income to keep them aware of what is taking place in the program; persons of low income also should participate in the program, and their views should be respected. (34)

g. The district should educate the committee members on their responsibilities and limitations, and should encourage committee involvement. (31)

h. The State Department of Education should provide a printed program of suggestions for guidelines. (27)

i. Professionals should provide a great deal of guidance for the committee. (22)

j. The committee needs more publicity. (19)

k. School districts should pay members as participants, because they contribute their knowledge and experience. (16)

l. The committee should work directly with the governing board of the school district. (15)

m. The committee should encourage communication between the parents and the schools. (13)

n. The school district should explain the guidelines to the committee. (12)

o. The district should provide a Spanish-speaking person to communicate with those who need it. (11)

p. The district should provide sufficient time to plan. Deadlines and limited time can hamper the effectiveness of personnel. (11)

q. The committee should help give more publicity about Title I to parents and the community. (10)

r. The committee should have more contact with the State Department of Education representatives from Sacramento. (8)

s. The school district should provide more in-service training for parents. (8)

t. The committee should have more teacher aides on it, because teacher aides make the best members. (6)

u. The district personnel should use more lay language when they make presentations to groups. (5)

v. The committee chairman should inform everyone of meetings in advance, not on the same day. (4)

w. The school district should recruit concerned minority project directors for the schools. (3)

x. The committee should have fewer "rubber-stamp" members. (3)

y. The committee needs parents of different nationalities and with various income levels to serve on it. (3)

z. The school district should send a resumé of programs to the committee. (3)

13. What promising practices were discovered by school districts in community involvement through district advisory committees?

a. The committee can be the means for trading information regarding problems and values between the school and the parents. Committee members can build mutual respect between ethnic groups by making home visits and through the efforts of a human relations subcommittee. (25)

b. The committee improves communication. (18)

c. Some excellent teacher aides (some volunteer and some paid) may be found through the involvement of those persons on the advisory committees or through training they received by advisory committees through workshops. (16)

d. Attendance of committee members at meetings of the governing board of the school district is a means of expressing the needs of the community and the school to the officials. (16)

e. School district personnel realize that parents of children in Title I target area schools really do care about their children's education and are a valuable resource; also, they will help if they feel they are needed. (10)

f. Parents seem to be most useful in the process of program implementation, rather than in a discussion of theory; they prefer to participate in something concrete. (9)

g. Committee members, especially the chairman, participate in the decision-making process of the governing board of the school district. (9)

h. Districts avoid using persons who are members of "pressure groups" and who are narrow-minded as members of advisory committees. (8)

i. Through the committees the districts offer adult and bilingual education. (7)

j. Committees hold consumer education and demonstration courses on health and nutrition as part of their meetings. (6)

k. Districts give stipends to parents and send them to regional meetings. (6)

l. Districts use community aides or liaison workers (bilingual, if needed) to contact members of the target community, school employees, members of the governing board, and parents. (5)

m. The committee extends a cordial and consistent invitation to parents to visit the school and to attend advisory committee meetings, and holds advisory committee meetings at the school. (4)

n. The committee uses both English and Spanish in conducting its meetings. (3)

o. The committee holds regular meetings. (3)

p. The committee encourages the celebration of Mexican holidays by a school observation. (2)

q. The committee enlists the aid and cooperation of minority leaders who reside in the target areas. (2)

r. Committee members participate in a Title I showcase. (2)

s. Parents on the committee present a "feedback" regarding the children's perception of the school program. (2)

t. Parents observe the instructional program at school. (1)

14. On the basis of the administrators' experience with organized district advisory committees, what practices or ideas have proved to be most helpful to them?

a. Let parents talk and give them a free hand to make suggestions and actively participate in decision making through better communication and open discussions. (38)

b. Keep parents informed through workshops, reports, inservice training, explanations of how programs function, and participation in training sessions with district advisory committee group. (26)

c. Encourage community involvement and participation. (16)

d. Listen to parents. (11)

e. Have the committee hold informal meetings, including Mexican-American ethnic social entertainment, educational programs, and meetings in parents' homes. (10)

f. Have parents visit programs in action. (8)

g. Make home visits and phone calls, establishing personal contacts to let people know they are needed. (7)

- h. Have community aides or workers and teacher aides on the committee. (7)
- i. Help the committee define and establish its goals. (6)
- j. Have small group discussions. (5)
- k. Select members with ability and willingness to work and take an active part. (5)
- l. Use Spanish-speaking counselors and leaders. (5)
- m. Meet parents on an equal basis. (4)
- n. Have agendas (structure the meetings). (4)
- o. Use honesty as a guide. (4)
- p. Have advisory committees serve as liaisons to parent-teachers association and other community groups. (4)
- q. Provide transportation, babysitting, and other services for committee members. (3)
- r. Have advisory committees meet jointly with parents and teachers to coordinate student activities and so on. (3)
- s. Let advisory committee members attend meetings of the governing board of the school district and make recommendations. (3)
- t. Implement the committee's recommendations. (2)
- u. Let advisory committees place priorities for establishing the project budget. (2)

### Consultants' Responses

On the basis of the responses of 25 consultants in the Division of Compensatory Education, California State Department of Education, to a brief version of the questionnaire, a summation of the findings is presented below:

The majority of the consultants in the Division of Compensatory Education who responded to the questionnaire felt that: (1) advisory committee members have little freedom to disagree with the ideas of administrators; (2) the committee recommendations made a little or some impact on compensatory education programs; (3) the goals of advisory committees are not clearly understood; (4) these goals are usually arrived at by joint committee-administration efforts; (5) advisory committees have not lived up to their stated goals; (6) committees' roles include only little reviewing of guidelines, little advice on needed programs, little work on publicity, a minor part in making suggestions on program operation, and little or no help in evaluating the program; (7) the project director is the main source of information regarding the program; and (8) participation in the work of the committee is a valuable experience to the participant.

The consultants were also asked to respond to some open-end questions. The questions and the most frequently given responses are summarized as follows:

1. Please comment on how you see the job of the advisory committee member. Do you have any suggestions on how the operations and functioning of these advisory groups could be made more effective?

a. More inservice training is needed for most advisory committee members.

b. Committee is largely a "rubber stamp" for district administrators. There needs to be more involvement of the committee in the compensatory education program and a clearer identification of the role of the advisory committee.

c. As consultants in the State Department of Education, we should be helping to develop the compensatory education programs in the schools and generally following the activities of these programs.

d. All advisory committees should have lay chairmen.

e. Several important roles can be played by the advisory committees. The appropriate role is determined largely by the reaction of the school personnel to the involvement of the community group.

f. Unless the schools elicit valid advisory procedures, the job of the committee member is only that of appearing at a meeting. Schools must mean that they want advice.

g. The committee chairman should attend all meetings of the governing board of the school district. All

pertinent board questions from the board should be addressed to the chairman of the advisory committee. Chairman should be at parent advisory committee meetings. Copy of all addenda letters should be sent to chairman.

h. The committee members should take part in assessing the needs of the participating pupils and the program, defining the program goals and objectives, and evaluating the results. To do the preceding requires extensive training for parents and other members of communities that have low incomes.

i. The job of the advisory committee member should be to advise the district and to work with the district personnel to reflect the concerns of the community. In turn, the committee should work with the community in understanding the position of the district.

j. Committee members could possibly be more effective in working as a team with individual school staff members in planning, implementing, and evaluating the compensatory education project.

k. Committee members should have more knowledge about ESEA, Title I, and about the role they are to fulfill.

l. The school district should provide official recognition, high quality professional leadership, and information to the committee.

2. What are the problems encountered by the school district in community involvement through district advisory committees in educational decision making?

a. School personnel are largely unskilled in the techniques of community involvement. Community involvement through district advisory committees is a whole new way of operation for school districts.

b. Advisory committees are not given enough power by the districts.

c. Many advisory committee members have a lack of interest because school districts have not given the committees the needed status.

d. A major problem appears to be a lack of belief on the part of school personnel in the right and responsibility of the community to help decide its destiny. In addition, the districts do not seem to accept the value and need for the input of the community advisory group, and they lack commitment to share the decision-making responsibility with the community being served by compensatory education.

e. School districts are developing problems by being negative and not really involving the communities.

f. School district personnel lack understanding with regard to the actual role, responsibilities, and duties of the committee.

g. The advisory committee often attempts to deal in areas that are reserved for the governing board and for the

school district administration. This is due to a lack of clearly defined roles.

h. Parents often do not have the time or the money they need to serve on advisory committees. Many parents need baby sitting and transportation in order to participate. Many parents do not have the background or vocabulary needed to understand the material presented by the districts.

3. Do you know of any promising practices which have been discovered by school districts in community involvement through district advisory committees?

a. The few districts that have earnestly developed parent advisory committees and have made all of the staff members aware of the need for teamwork among all concerned have found the committees to be the most exciting idea around.

b. The establishment of parent and community organizations to support and strengthen advisory committees influences school administrators to take advisory committee recommendations seriously.

c. By sincerely listening to the concerns expressed by the community through parent advisory members, the school district keeps an open channel of communication with parent advisory groups.

d. Parents should participate in monitoring and evaluating the compensatory education program; community-staff program task forces for the same purpose can be used.

e. There should be ongoing inservice programs for advisory committee members.

f. Inservice training workshops for committee members are helpful.

g. School districts have found it helpful to translate bulletins and announcements into Spanish and to use community aides to work with the community.

h. The consultants indicated several promising practices in specific school districts, such as those in Oakland and San Diego.

The Oakland Unified School  
District Parent Advisory  
Organization

Each target school principal called a mass meeting of parents of participating children. (Oakland target schools are saturated; that is, all children in the school participate in Title I.) The parents elected members of the target school parent advisory groups. The number to be selected was determined by the school district, based upon the enrollment of the school, and the number of participants. Target school parent advisory groups meet monthly. They elect their chairman, secretary, and representatives to the school district advisory committee. The district committee includes representatives of the district, community organizations, nonpublic schools, and parents.

Members of the school district attend board meetings, and the board and district administration has been

responsive to the recommendations of the committee. The district employs an assistant for parent involvement on the compensatory education office staff. In addition, there are community teachers and/or community workers (aides) in each target school.

The district holds periodic workshops for parent advisory groups and district advisory committee members. A parent involvement workshop and awareness package was held on April 23, 1970. A leadership training workshop was held on four consecutive Saturdays in June and July, 1970. This series of meetings for parent leaders, including target school parent advisory groups and the school district advisory committee, had the objective of providing information about the school district operation, its instructional program, and the various functions related to ESEA, Title I. The Oakland Unified School District has been sincere and zealous in involving parents of participating children in the planning and evaluation of ESEA, Title I programs.

The San Diego City School  
District Advisory Committees

District advisory committee and parent advisory groups of the San Diego City School District, Secondary Education Division, have the following structure:

1. Membership of parent advisory groups, such as at the Gompers Junior High School, is 100 per cent from parents of participating youngsters.

2. A community relations advisor is hired for each school to perform school-community liaison functions, and works directly under the principal and with the parent advisory group.

3. Members for advisory groups are selected on a democratic basis, handled by the community relations advisor, who carries out extensive recruiting programs.

4. Parent advisory groups, in addition to participating in the planning of their ESEA, Title I project and reviewing its budget, are also given full control of their own operating budget.

5. Each parent advisory group democratically selects two members, who represent their group in the district advisory committee.

6. Inservice education for all members and other interested parents and community representatives is an ongoing activity within the San Diego City Schools. This enables members to perform their duties more effectively.

The Community and Staff Development Summer Program, ESEA, Title I, Los Angeles Unified School District 1970, pp. iv-v

The Community and Staff Development Summer Program, ESEA, Title I, is a unique project developed under the direction of the Office of Urban Affairs of the Los Angeles Unified School District. The program was aimed at providing an effective inservice training program for the following personnel concerned with compensatory education programs: local school advisory group members (parents); Advisory Committees A, B, and C; target school administrators; target school classified

personnel; target school teachers; district staff and administrators. The idea for the program was born with the 1970 spring release of additional federal funds for Title I projects.

Twenty-one two-week workshops were held between July 20 and August 28, 1970. There were over 4,000 workshop participants. Morning, afternoon, and evening sessions were held at school sites within the target area. The staff included the Director; 4 Assistant Directors; 9 representatives from Citizens' Compensatory Education Advisory Committees A, B, and C; 57 workshop leaders (certificated personnel); and 57 workshop co-leaders (community representatives).

Program objectives were selected by the Development staff with a plan for comprehensive evaluation. Workshop content covered information related to the philosophy, procedures, organization, and financing of Title I program materials. Content also included material designed to help Title I teachers and advisory council members become more effective in their respective roles through increased understanding. Speakers, films, recordings, and tapes were used, followed by small group discussions. Translators and Spanish-speaking small groups were used in East Los Angeles.

Evaluation included use of three instruments: an attitude inventory, a factual test, and a participant-staff open-ended questionnaire. In addition, the staff met for a full day to critique the program, and detailed evaluations were written by the Director and Assistant Directors. Evaluation of semantic differential test scores showed that community participants made positive gains in all areas but three and teachers made positive gains in all areas but one. Written evaluations by staff and participants indicated an extremely positive response toward the total project.

Problems were related to lack of leadtime, lack of support staff, and administrative details. The staff recommendation is that the program be expanded and serve as a model for Title I programs throughout the State and country.

### Analysis of the Findings

Certain hypotheses have been presented in this study. Essentially, an attempt was made to test the difference between respondents, and to determine whether particular variables were associated with certain characteristics of

these respondents. For this attempt, the chi-square was used. Furthermore, in order to determine the degree of association, the coefficient of contingency (C) was utilized. Values of the contingency coefficient,  $C = \sqrt{\frac{X^2}{N+X^2}}$  are not comparable across data tables of different dimensions (e.g., 2x3 tables versus 4x5 tables), so the reader is cautioned against comparing the relative magnitude of contingency coefficients derived from tables of different dimensions.

Table 2 highlights the differences between committee member groups in terms of selected questionnaire items giving the exact chi-square and significance levels. On the basis of the data, the null hypotheses of no relationship between particular variables and certain characteristics of the respondent were rejected. The following hypotheses, therefore, were consistent with the findings of this study:

1. District advisory committee members 30 years of age or younger are more skeptical of the value of district advisory committees in compensatory education. This age group is more skeptical of what the committee can do and of the motives of the district board of education in having such committees.

2. Frequency of district advisory committee attendance is associated with payment of members' expenses in attending such meetings, knowledge of whether the district board of education has accepted or rejected committee recommendations, effective communication between the board and

Table 2.--Association between certain responses and specific variables.\*

Response Number	Having Children in Program	Employment in District	Sex	Age	Committee Recognition By Board	Language	Ethnicity	Attendance	Administrative Position
11		$\chi^2=22.5806$ $P<.001$			$\chi^2=84.9942$ $P<.001$				$\chi^2=29.5827$ $P<.001$
12		$\chi^2=13.3938$ $P<.01$							
19	$\chi^2=42.8275$ $P<.001$	$\chi^2=46.4965$ $P<.001$		$\chi^2=9.8283$ $P<.05$		$\chi^2=25.0771$ $P<.001$	$\chi^2=16.4812$ $P<.001$		
20	$\chi^2=8.8319$ $P<.05$	$\chi^2=12.4796$ $P<.01$		$\chi^2=9.8169$ $P<.05$	$\chi^2=84.8681$ $P<.001$	N.S.	$\chi^2=139.9162$ $P<.001$		$\chi^2=20.4881$ $P<.001$
23									$\chi^2=75.7457$ $P<.001$
24									$\chi^2=10.446$ $P<.02$
36							$\chi^2=47.4478$ $P<.001$	$\chi^2=31.5116$ $P<.001$	$\chi^2=23.8552$ $P<.001$
38						N.S.			$\chi^2=59.0664$ $P<.001$
39	$\chi^2=30.2900$ $P<.001$	$\chi^2=76.1242$ $P<.001$		$\chi^2=27.3466$ $P<.001$			$\chi^2=328.9902$ $P<.001$		$\chi^2=140.5535$ $P<.001$
40							$\chi^2=88.3351$ $P<.001$		$\chi^2=29.7152$ $P<.001$
41	$\chi^2=29.0746$ $P<.001$	$\chi^2=27.5843$ $P<.001$		$\chi^2=8.4581$ $P<.05$		$\chi^2=7.8645$ $P<.05$	$\chi^2=12.8109$ $P<.01$	$\chi^2=31.8922$ $P<.001$	$\chi^2=29.0564$ $P<.001$
42	$\chi^2=24.9248$ $P<.001$	$\chi^2=26.1593$ $P<.001$		N.S.		$\chi^2=9.3427$ $P<.05$	$\chi^2=12.6074$ $P<.01$		$\chi^2=25.2296$ $P<.001$

Table 2.--Continued.

Response Number	Having Children in Program	Employment in District	Sex	Age	Committee Recognition By Board	Language	Ethnicity	Attendance	Administrative Position
43	$\chi^2=20.2622$ P<.001	$\chi^2=25.9898$ P<.001		N.S.		N.S.	N.S.		$\chi^2=25.1850$ P<.001
44		$\chi^2=63.4424$ P<.001		N.S.					$\chi^2=155.1219$ P<.001
46						$\chi^2=12.1117$ P<.01		$\chi^2=12.7616$ P<.01	N.S.
53	$\chi^2=64.7952$ P<.001	$\chi^2=8.5259$ P<.05		$\chi^2=8.0072$ P<.05		N.S.	$\chi^2=13.0383$ P<.01		$\chi^2=23.7501$ P<.001
54	$\chi^2=23.2372$ P<.001	$\chi^2=8.5734$ P<.05		N.S.		$\chi^2=11.1392$ P<.02	$\chi^2=114.1839$ P<.001		$\chi^2=9.8972$ P<.02
55	$\chi^2=22.8419$ P<.001	$\chi^2=16.4688$ P<.001		$\chi^2=12.7393$ P<.01		N.S.	$\chi^2=30.2018$ P<.001		$\chi^2=13.7227$ P<.01
56	$\chi^2=34.6954$ P<.001	$\chi^2=14.3667$ P<.01		N.S.		$\chi^2=10.4803$ P<.02	$\chi^2=63.1240$ P<.001		$\chi^2=9.9085$ P<.02
57	N.S.	$\chi^2=14.5952$ P<.01	N.S.	N.S.	$\chi^2=14.4393$ P<.01	$\chi^2=12.9467$ P<.05	$\chi^2=196.1925$ P<.001	$\chi^2=11.1054$ P<.05	N.S.
58	N.S.	N.S.	$\chi^2=15.5474$ P<.01	N.S.	N.S.	$\chi^2=14.3659$ P<.01	$\chi^2=227.4833$ P<.001	N.S.	N.S.
59	$\chi^2=63.4008$ P<.001	$\chi^2=14.7694$ P<.01	$\chi^2=24.0083$ P<.001	$\chi^2=16.7975$ P<.01	$\chi^2=19.3204$ P<.001	$\chi^2=12.1888$ P<.02	$\chi^2=313.0962$ P<.001	N.S.	$\chi^2=42.5337$ P<.001
60	N.S.	N.S.	N.S.	N.S.	$\chi^2=75.0761$ P<.001	$\chi^2=14.8343$ P<.01	$\chi^2=221.9791$ P<.001	$\chi^2=32.0348$ P<.001	$\chi^2=11.2988$ P<.05
61	$\chi^2=13.0898$ P<.02	$\chi^2=27.7259$ P<.001	N.S.	N.S.	$\chi^2=103.2966$ P<.001	N.S.	$\chi^2=105.3439$ P<.001	N.S.	$\chi^2=27.6803$ P<.001

\*Blank cells in the above table indicate pairs of variables which were not investigated. Cells marked N.S. indicate that no significant relationship was found between the pairs of variables that were studied. Cells reporting an  $\chi^2$  value and an associated P<.05 denote the presence of statistically significant relationships between pairs of variables. The hypotheses stated earlier in the study dictated those pairs of variables to be tested.

the district advisory committee, how a member feels about the committee's functions and importance, and with recognition of the committee by the district board of education.

3. The feeling of the district advisory committee members that they have made important recommendations is associated with their knowledge of how many of their recommendations were accepted by the school district.

4. Knowledge of what the school district has done with the committee's recommendations is associated with:

- a. adequacy of communication between school district and the committee,
- b. increased attendance at committee meetings, and
- c. a better feeling about the value of the committee.

5. District advisory committee members who have children in the compensatory education program, respondents to the Spanish version of the questionnaire, and minority (ethnic or racial) members feel strongly about the value of the district advisory committees to their own communities.

6. Respondents utilizing the Spanish questionnaire and respondents from minority ethnic or racial groups feel more strongly about the value of having minority and low-income persons on district advisory committees than non-Spanish respondents and non-minority group members.

7. Administrators feel that they have more influence than others in committee deliberations.

Responses Associated With  
the Parent Variable

There were significant differences between parent committee members (i.e., those who have participating children in the program) and nonparent members (i.e., those who do not have children in the program) in their responses to several items in the questionnaire. (See Table 2 for exact sums of chi-squares and levels of confidence, and for further and closer examination of the differences see Appendix G.) The following are found to be associated with the parent-nonparent characteristic:

1. Significantly more parents felt that the advisory committee was important in their communities ( $C=.2024^1$ ), that they derive a personal value from participating in the committee ( $C=.2063$ ), and that their participation in the committee has been valuable for the community ( $C=.1542$ ).

2. Significantly more nonparents felt that school districts usually tell committees about the program instead of seeking their advice ( $C=.0948$ ), that they had less freedom

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<sup>1</sup>(C)=coefficient of contingency. McNemar (1965, p. 200) cautioned that "This strength of association is not to be interpreted as indicating the same degree of relationship as an ordinary (biserial or tetrachoric) coefficient of the same magnitude. . . the exact upper limits for rectangular tables, such as two by three, two by four, three by four are unknown." The number of categories in this study from which C has been taken ranges from two by three to two by six. Guilford (1965, p. 339) indicated that the maximal values attainable for a coefficient of contingency from a two by two table is .707, from a three by three table is .816, and from a four by four table is .866.

to differ with the ideas of school administrators ( $C=.1670$ ), that the committee was useful to the compensatory education program ( $C=.1382$ ), that the committee's recommendations had an impact on the compensatory education program ( $C=.0774$ ), that some or many of their committee's recommendations were accepted by the school district ( $C=.1442$ ), that the committee was representative of minority parents ( $C=.1280$ ), that the committee was representative of different economic levels ( $C=.1153$ ), and that their participation in the committee was valuable for the schools ( $C=.1256$ ).

Responses Associated With the  
Employee-Nonemployee Variable

Significant differences were found between the responses of school employee members and nonemployee members. The following responses were associated with the employee-nonemployee characteristic.

1. Significantly more committee members who were paid employees of the school district expressed satisfaction with the number of committee meetings ( $C=.0932$ ), had the freedom to disagree with the ideas of school administrators ( $C=.1726$ ), felt that the school district accepted some or many of the recommendations of their committee ( $C=.2242$ ), felt that the recommendations of their committee had an impact on the compensatory education program ( $C=.0921$ ), felt that the committee had an influence on the compensatory education program ( $C=.1337$ ), felt that the committee was

representative of minority parents ( $C=.1303$ ), that the committee was representative of different income levels ( $C=.1296$ ), that their own participation in the committee was helpful to the deliberations of the committee ( $C=.0774$ ), that being on the committee was helpful to the schools ( $C=.1063$ ), that participating in the committee was valuable to the community ( $C=.0989$ ), and that the committee is over-rated as to what it can do ( $C=.0989$ ).

2. Significantly more members of the committee who were not employees of the school district felt that being on the committee was a valuable personal experience ( $C=.0754$ ), that the committee was important to the community ( $C=.0984$ ), and that school districts tell committees about the program instead of asking for their advice ( $C=.1371$ ).

#### Responses Associated With Male and Female Variable

Significant differences were found between the responses of males and females. More females felt that the committee was really important ( $C=.1240$ ), and that having more poor people on the committee would be helpful to the committee ( $C=.1009$ ). There were no differences associated in the group's responses to other items.

#### Responses Associated With Age Differences

Significant differences were found in the responses of the committee members who were above 30 years of age and

those who were 30 or younger. The following responses were associated with age differences:

Significantly more committee members who were over 30 years of age felt that their participation in the work of the committee has been helpful to the schools ( $C=.0927$ ), that they had freedom to object to the ideas of administrators ( $C=.0793$ ), that the committees' recommendations made a difference in the compensatory education program ( $C=.0806$ ), that more of the committees' decisions had been accepted by the school district ( $C=.1352$ ), that the advisory committee is an important committee ( $C=.1039$ ), that their participation in the work of the committee was personally valuable ( $C=.0728$ ), and that the committee in general was useful to the compensatory education program ( $C=.0734$ ).

Responses Associated With the  
Committee Recognition-  
Nonrecognition Variable

Significant differences were found between members whose committees were recognized by the school board and those members whose committees were not recognized. Significantly more members whose committees were recognized by the board of education felt that their committees' recommendations made a definite difference in the compensatory education program ( $C=.2397$ ), that their committees were not overrated in terms of what they can do ( $C=.1014$ ), that their committees were really important in their communities ( $C=.1161$ ), that their committees were not paper committees

(C=.2251), and disagreed with the notion that school districts tell the committees about the program rather than seek their advice (C=.2653).

Responses Associated With  
Language Differences

Of the 1,620 respondents to the questionnaire, 47 chose to respond to the Spanish version of the questionnaire, whereas 1,573 responded in English. There were significant differences between these two groups in their responses to selected items of the questionnaire. Significantly more respondents to the Spanish version of the questionnaire felt that committee members had less freedom to disagree with the ideas of the administrators (C=.1260), that the committee was useful to the compensatory education program (C=.0704), that the committee was representative of minority parents (C=.0774), that the committee was representative of the various income levels of parents (C=.0933), that their participation in the committee was valuable for the community (C=.0871), that their participation in the committee was also valuable for the community (C=.0836), that the committee is important to the community (C=.0888), disagreed with the notion that the committee is far overrated with respect to what it can contribute (C=.0927), and also disagreed with the notion that advisory committees are only paper committees (C=.0979).

Responses Associated With  
Ethnic Differences

There were 569 respondents who identified themselves as members of the minority and 891 respondents who indicated that they were members of the majority. There were significant differences in the responses of the two groups. The following responses were found to be associated with the ethnic characteristics of the respondents:

1. Significantly more minority respondents felt that the committee is useful to the compensatory education program ( $C=.0942$ ), and that it represents minority parents ( $C=.0933$ ); they felt that being a member of the committee was valuable for them personally ( $C=.0958$ ), was valuable for the committee ( $C=.2790$ ), was helpful for the schools ( $C=.1468$ ), and was useful for the community ( $C=.2094$ ). They agreed with the notion that the committee is important in their communities ( $C=.4250$ ).

2. Significantly more nonminority respondents felt that they had freedom to disagree with the ideas of administrators ( $C=.1092$ ), that their recommendations made a difference in the compensatory education program ( $C=.3031$ ), that the information given to them by the school district was useful ( $C=.1803$ ), that their recommendations, at least in part, have been accepted by the school board ( $C=.4414$ ), that their committee has been involved in evaluating the compensatory education program ( $C=.2430$ ). They agreed with the idea that the committee is overrated ( $C=.3510$ ), and that

having more poor people on the committee does help ( $C=.3743$ ); they disagreed with the notion that the advisory committee is a paper committee ( $C=.3679$ ), and with the notion that school districts tell committees about the program instead of seeking their advice ( $C=.2664$ ).

Responses Associated With  
Attendance Differences

There were significant differences between members who have not attended a committee meeting or who have attended only once and those members who have attended two or more meetings. The following responses were associated with the attendance variable:

More members who have attended two or more meetings felt disagreement with the notion that the committee is over-rated ( $C=.0860$ ), agreement with the notion that having poor persons on the committee does help the work of the committee ( $C=.0848$ ), disagreement with the notion that advisory committees are paper committees ( $C=.1438$ ), that their committees were recognized by the board of education ( $C=.2397$ ), that the information given to their committee by the school district was helpful ( $C=.1428$ ), that their advisory committees were useful to the compensatory education program ( $C=.1476$ ), and that the work of committee members has been very adequate ( $C=.0916$ ).

Responses Associated With the  
Administrative Position Variable

There were significant differences between administrators and nonadministrators. The following responses were associated with the administrative position variable:

1. Significantly more administrators attended two or more committee meetings ( $C=.1379$ ), felt that the committees' recommendations made a difference in the compensatory education program ( $C=.1180$ ), that the purpose of the committee was arrived at by a mixture of committee and administrative efforts ( $C=.2237$ ), that the committee lived up to its understood purposes ( $C=.0840$ ), that the information given to the committee by the school district was helpful ( $C=.1257$ ), that the committee made some or many important recommendations to the school board ( $C=.1926$ ), that the committee has been involved in the evaluation of compensatory education ( $C=.1404$ ), that the committee was useful to the compensatory education program ( $C=.1377$ ), that the committee represents minority groups ( $C=.1285$ ), that the committee represents different income levels ( $C=.1281$ ), that they as administrators have more influence in the committee ( $C=.3088$ ), that their involvement in the committee was valuable for the committee ( $C=.0835$ ), that this involvement was also beneficial for the schools ( $C=.0974$ ), that their work in the committee was valuable for the community ( $C=.0827$ ), and that they disagree with the idea that advisory committees are paper committees ( $C=.0869$ ).

2. Significantly more nonadministrators (about 40 per cent) felt that they did not know how many of their recommendations were accepted by the school board ( $C=.2972$ ), that their involvement in the work of the committee was personally valuable ( $C=.1260$ ), and that the committee is important in their own communities ( $C=.1666$ ), and that they agree with the notion that school districts tell committees about the program instead of seeking their advice ( $C=.1373$ ).

#### Responses Associated With Clarity of Objectives

There were significant differences between the respondents who felt that their committees had clear or somewhat clear objectives and those respondents who felt that their committees had no such clear objectives. The evidence indicates that clarity of objectives is correlated with increased attendance ( $C=.0836$ ), with a feeling that the committee has lived up to its objectives ( $C=.4488$ ), and with the feeling that the objectives were either set up by the committee itself or by the committee and the administrators together. Conversely, those members who felt that their committee had no clear objectives tended to have less attendance, a feeling that the committee did not live up to its task, and tended to feel that the goals of the committee, whatever they may be, were handed down to the committee by the administration.

Based on these findings, the null hypothesis of no difference among various groups in their responses was rejected and the conclusions and recommendations presented in Chapter V were formulated.

## CHAPTER V

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS, IMPLICATIONS AND REFLECTIONS

#### Summary

This study probed the role of school district advisory committees in the educational decision-making process related to compensatory education programs in California. These programs are funded under the Elementary and Secondary Education Act of 1965, Title I, Public Law 89-10 for educationally disadvantaged children of low-income families. Advisory committees constitute a major vehicle for parent and community involvement in compensatory education in California.

To accomplish the purpose of the study, specific questions and hypotheses were posed and relevant data were sought. The questions explored were as follows:

1. What is the profile of the advisory committee member?
2. In communities where ESEA, Title I programs are in operation, are the district advisory committees duly recognized by governing boards?

3. What is the role of district advisory committees in the educational decision-making process of ESEA, Title I programs for disadvantaged children in California?

4. Who is responsible for defining the roles of advisory committees in terms of planning, implementing, and evaluating ESEA, Title I compensatory education programs? How well are these roles understood by committee members?

5. Who in the school district and/or the community provides information regarding compensatory education to the district advisory committee on which they could make recommendations? How helpful is this information to committee members?

6. How well are minority groups and persons from different income levels represented on advisory committees?

7. Who usually among the members of the advisory committee renders valuable leadership functions in committee deliberations?

8. What is the relationship of the school district to the district advisory committee? Is it to tell the committee what the program will be or is it to seek their advice on how the program should be?

9. How well do the governing board and the administration communicate acceptance and/or rejection of recommendations made by the district advisory committees?

10. What procedures, if any, are established for district advisory committees to follow up implementation

of recommendations made for ongoing evaluation and further input?

11. To what extent are district advisory committees involved in evaluating the compensatory education programs? How valuable are they in improving this program?

12. What promising practices were discovered by school districts in community involvement through district advisory committees?

13. What are the problems encountered by school districts in eliciting community involvement through advisory committees in the educational decision-making process?

The basic hypothesis of this study was that the opinions and perceptions of advisory committee members are associated with certain specific characteristics of these members, such as (a) having children participating in the program, (b) being an employee of the district, (c) sex, (d) age, (e) committee being recognized by the board, (f) language, (g) ethnicity, (h) rate of committee meeting attendance, and (i) being a school administrator.

The population of the study consisted of 430 district advisory committees in California relevant to Elementary and Secondary Education Act, Title I, Public Law 89-10, compensatory education programs.

A random selected sample was used for this study. It consisted of 186 district advisory committees which represented programs in 234 of California's school districts

during fiscal year 1970. These districts were located in 43 of the 58 counties in the State. Another sample used in this study consisted of all of the 50 consultants, at the time of the study, employed in the California State Department of Education, Division of Compensatory Education.

The data were gathered from responses by district advisory committee members to the 74 items contained in a questionnaire specifically designed in English and Spanish for this study. The respondents included representation from parents of participating children, community representatives, school district staffs, and the consultants in the Division of Compensatory Education. The questionnaire used was designed to elicit personal information about the respondents. Additionally, it elicited the perception of the respondents of the objectives, activities, and functions of their district advisory committees, as well as their personal perspective on a variety of issues related to the committees.

The data from the questionnaires were tabulated through a computer at Sacramento State College. The chi-square test was used to answer the question whether variations in the responses were associated with certain characteristics of the respondents. Furthermore, to determine the degree of association between a certain response and a particular characteristic, the coefficient of contingency (C) was used.

### Conclusions

On the basis of the data gathered for this study, and as presented in the findings in Chapter IV, the following conclusions are justified:

1. The representation of minority and ethnic groups versus the majority group in district advisory committees in California was approximately on a 1:2 ratio. Parents of participaging children versus nonparents was also approximately on a 1:2 ratio.

2. Minority group parents were evidently represented "very well" to "somewhat well" in district advisory committees. As for the representation of different income levels of members, it was judged to be adequate but not as good as the representation of minority groups.

3. An overwhelming number of the district advisory committees in California are recognized by the governing boards of their districts. Members whose committees are duly recognized by the governing board seem to have a better feeling about themselves, their work in the committee, and the importance of their committee to their community.

4. Most district advisory committees in California have established purposes. However, these purposes range from "somewhat clear" to "very clear." The clarity of committee objectives was found to be associated with

increased attendance at committee meetings and with the manner by which the objectives were determined.

5. The ESEA, Title I compensatory education program director and the school principal, in that order, are the most important sources of information regarding compensatory education programs to the district advisory committee. The information given to the members of the advisory committee regarding the program was seen by an overwhelming majority as "somewhat helpful" to "very helpful."

6. There is no single pattern of communication between school districts and their advisory committees. While some school districts were content to inform advisory committees of what the ESEA, Title I compensatory education will be, others sought the advice of these committees. The data clearly point out, however, that more committee members who were not administrators agreed that school districts usually tell their committees what the program is going to be instead of honestly seeking their advice.

7. Even though the majority of the advisory committee members felt some or a great deal of freedom to disagree with the ideas of the administrators in the meetings, it is interesting to note that respondents to the questionnaire in Spanish, non-school employed committee members, and minority group committee members felt

significantly less freedom to disagree with the ideas of the administrators. Knowledge of whether the district has accepted any of the recommendations made to it by the advisory committee seems to vary from one district to another. However, the data indicate that over one-third of the respondents and 40 per cent of nonadministrative members had no knowledge at all of how many of their important recommendations, if any, were accepted by their school districts.

8. The majority of the district advisory committees have been involved in evaluating the compensatory education program.

9. Advisory committee members who are 30 years of age and younger are more skeptical of the committee's value, what it can do, and of the motives of the board of education in having such a committee.

10. Frequency of advisory committee meeting attendance was found to be associated with payment of members' expenses in attending such meetings, knowledge of whether the school board has accepted or rejected advisory committee recommendations, effective communication between the school board and the school district advisory committee, how a member feels about the committee's functions and importance, and with recognition of the committee by the board of education.

11. The feeling of the members of the advisory committee that they have made important recommendations was

associated with their knowledge of how many of their recommendations were accepted by the school district.

12. Knowledge of what the school district has done with the committee's recommendations was associated with:

- a. adequacy of communication between school districts and the committee,
- b. increased attendance at committee meetings, and
- c. a better feeling about the worth of the committee.

13. Members who have children in the program, respondents to the Spanish version of the questionnaire, and minority group members felt strongly about the value of their committees to their own communities.

14. Spanish respondents and minority group members felt more strongly about the value of having minority group and low-income persons on the committee than non-Spanish and non-minority group members.

15. More administrator members felt that they had more influence than others in committee deliberations.

16. The majority of the consultants in the Division of Compensatory Education, California State Department of Education, felt that if advisory committees are to contribute meaningfully to the compensatory education program, school districts must show their commitment to the right of the community to share in the educational decision-making

process by earnestly seeking and implementing the advice of these district advisory committees.

### Recommendations

The findings and conclusions of this study suggest the following recommendations as helpful in the involvement of low-income parents of participating children and community representatives in the educational decision-making process of compensatory education programs through district advisory committees:

1. School boards should establish or reiterate their commitment to the right and responsibility of the community, especially low-income parents, to help decide their destiny and determine the nature of educational programs for their children by fully recognizing their district advisory committees as needed and legitimate partners in the local educational enterprise.

2. The roles and functions of the district advisory committees should be clearly delineated and defined jointly by the members of the district advisory committee and members of the school board of education or their designees. The distinction between advising and policy making must be made explicitly clear to the committee, but committees should not be made a "rubber stamp" for the decisions of school district administrators. An atmosphere of honesty and mutual trust must be created in order

for district advisory committees to function in the most beneficial manner. As one respondent stated, "Unless schools elicit valid advisory procedures, the job is only appearing at a meeting. Schools must mean they want advice."

3. Recommendations made by the district advisory committee to the policy-making body, the governing board of education, should be studied and taken very seriously. The board should communicate the result of studying these recommendations promptly to the district advisory committee.

4. In order for the district advisory committee to share effectively in assessing the needs of the school children, in setting goals and objectives for educational programs which affect their children and in evaluating the results of these programs, the members of district advisory committees must be provided preservice and inservice training related to the tasks of the committee. This can best be accomplished through the use of well-qualified consultants or trained school district personnel. Fantini (1970, p. 73) correctly pointed out that:

Skeptics who concede the right of parents to participate in the education process nevertheless question their technical qualifications to engage in educational decisions, particularly (though not exclusively) the low-income, poorly educated parents. But the question should not be what parents know now but what they can come to know about the technicalities of education. . . .

Workshops and inservice education programs geared to the need for effective participation of district advisory committees must be planned and implemented.

5. More poor people and minority group people need to be included in district advisory committees. Committee membership should be open and selected through a fair, all-inclusive, democratic process. Such participation would be designed:

To help poor people feel less alienated from institutions that purport to serve them, to provide poor people with an opportunity to influence the decisions that affect them, to improve communication between low-income persons and other persons in the community, [and] to provide poor persons with an opportunity for socialization into the ways of the community at large.  
(O'Donnell and Chilman, 1969)

Low-income communities have long been excluded from sharing in the decision-making process regarding educational programs which vitally affect their own children.

6. Procedures should be established through which district advisory committees can follow the implementation of their recommendations. This will enable them to provide future input based on ongoing evaluations of their recommendations.

7. The membership of district advisory committees must consist of at least 51 per cent parents of children enrolled and participating in the school district's compensatory education program.

8. Honest, greatly needed information to help members of the district advisory committees reach meaningful decisions must be promptly given by the school district. School districts should allocate certain funds to help defray the cost of attending district advisory committee

meetings for the low-income members. Secretarial and other kinds of staff should be provided to these committees to help expedite their work.

9. District advisory committee meetings must be held regularly with due importance given to each meeting. Specific agendas and specific problems should be prepared and included.

10. Where language difficulty may be a problem for effective participation of some members, the school district must assign staff members to the committee who are bilingual or provide interpreters or information written in English, Spanish, and other appropriate languages.

11. The school district can serve its community better by helping to facilitate communication between the district advisory committee and the community at large.

The greatest challenge to many educators in present times is to put in motion a program by which they will get acquainted more fully with their communities if they desire to increase and improve communication to form a true partnership between the school and the community. Furthermore, if district advisory committees are to become a meaningful vehicle for involving the total community in the educational decision-making process, school districts must first become committed to the idea that the people of the community, especially the parents, must have a say in the process of schooling their children. The school district, therefore,

must give information, support, and financial assistance whenever possible to make the work of the district advisory committee come to fruition. The school district must also seek and earnestly consider the recommendations of its advisory committee and act upon these recommendations with promptness. District advisory committee members must always be informed of what decisions have been taken by the school district and should be involved in following up the implementation of these decisions. They must participate in the overall evaluation of the compensatory education programs which they assisted in planning and implementing for their children.

At the core of the concept of parent and community involvement in education is the fact that the schools in the past have not been accountable to the communities they serve. The time has come when they must become so.

#### Implications and Reflections

An honest attempt is being made by many school districts in California to involve the low-income community in the decision-making process of compensatory education. However, this effort is continually met with resistance from those who profess that education is a prerogative of only the professionals who find the process of change in decision making threatening.

This author indicated earlier on pages two and three that it is evident that we have entered an age where many

school administrators have begun (and others must begin) to recognize the reality that they do not have as much absolute and arbitrary power as they once had. The legal facts may not have changed, but the articulation of a consciousness and the recognition of a power base among the community have begun to appear.

Administrators as well as others already plugged into the decision-making process are fearful of losing control of their status in the organization whenever others are entered into the process. There is no doubt that with the increasing interest of communities in sharing in the decision-making process, some loss of absolute control will have to take place which should result in a more equitable redistribution of power.

The issue becomes one of sharing of power when talking about the decision-making processes involving a segment of the population who have never before actively participated. As this new layer of decision-making participants surfaces, an immediate disruption of the status quo in the decision-making system of the school is felt by those already secure in their positions of the "pecking order." Organizations thrive on their ability to sustain and maintain themselves under pressure from outside sources. Griffiths (1959) stated that:

In studying an organization the power distribution can be determined by counting the number of decisions made, by noting the extent to which the decisions affect

the course of action of the enterprise, and by noting the effect of any one decision on subsequent decisions.

He further stated that:

Control of the decision-making process is in turn the key to greater power--that is, control means the right to make decisions which provide the criteria for those who make the other decisions in the sequential process.

Involvement of the low-income community in the decision-making process immediately calls for a disruption of the decision-making system of the school organization. The equilibrium and balance of power which has heretofore existed is threatened. Changes in the status quo must be made to make room for the newly surfaced layer of participants in the decision-making process. Accompanying this type of disruption in the struggle for a piece of the power is usually conflict between the defenders of the status quo and those attempting to enter into the system of decision making.

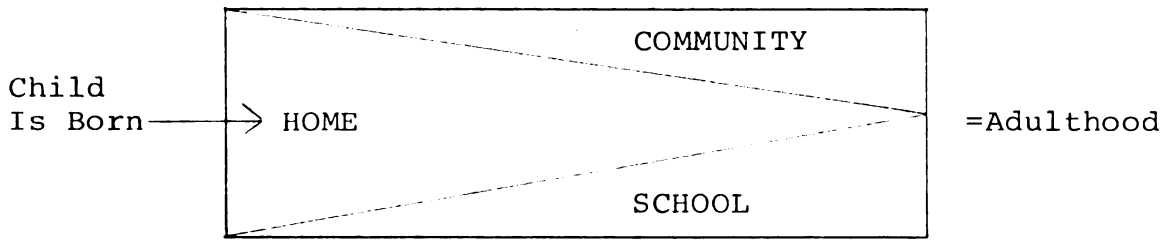
There are several issues not treated in this dissertation which should be seriously considered by those wishing to use the district advisory committee concept as a vehicle for parent and community involvement. Specifically, the question to be considered is that of handling the inevitable conflict which will be created by teachers, teachers' unions, administrators' groups, school boards, and others whose position of power and authority stands to be altered. Changes in a well-ingrained organizational power system

have never come about painlessly, but they have been possible and orderly at times.

The reality that low-income parents and community representatives must be meaningfully involved in educational decision making is here to stay. The literature and the results of this study indicate the low-income community have a genuine desire to participate in the decisions determining what is to be taught to their children, by whom, and how.

The citizens of this nation look to the schools to foster learning that is truly meaningful for life. These social organizations of learning must become a dynamic and integral part of their communities. They must benefit from the ideas and contributions of all members of those communities, especially the parents of children participating in compensatory education programs.

Usually the home, the school, and the community at large are considered the three major forces of society operating in a child's development. These institutions can not function properly in isolation from each other. A child is born into a family unit which is constantly influenced by the community around it. The school being very much a part of the community, therefore, is also influencing the home into which this child is born. This constant interaction can be illustrated graphically as shown on the following page:



The educational system must undergo a reform which recognizes that the child's development has pretty well been totally influenced by the home at least for the first five years. It has also been attempted to show that the home is never completely divorced from the influences of the community and the school system. However, as the child grows and develops, the influence of the home does decrease gradually, but does not totally cease. The influence of the other two major institutions on a child's development increases but never in isolation from the influence of the home. Essentially, then, it takes all three forces working in concert to produce a product which society can count as a contributing citizen. In order that this can be accomplished, vehicles must be found through which they can enter into a genuine partnership based on mutual trust and understanding.

The educational system must assume the leadership in establishing this partnership or face the ills and dangers of polarization. Reform in education or any other institution has never been easy or painless, but it must come in order to restore the respect and credibility of its

constituents. It is imperative that the educational system face up to the fact that members of the communities it serves, especially the low-income parents, do not wish to perceive themselves as merely recipients and clients. This does not mean that they want to control the system, but it does mean that they are desirous of meaningful participation in it.

Participatory democracy must be put into action to allow the participation of all concerned in educational decision making. Exclusion of parents and community representatives has probably occurred out of fear, insecurity, and very often ignorance on the part of school administrators. Perhaps through innovations such as the use of district advisory committees in compensatory education, these absurdities will lessen. The low-income community brings many questions and distrust of the educational system, but it also brings many ideas which could strengthen educational programs. This calls for the school system to be ready to listen and to communicate. It must be prepared to define clearly the roles of the school and the community in the decision-making process. Ideally, these roles will be co-set by the school and the community, if the school is to be responsive to the needs of the community it is to serve.

Schools must strive for inclusion of all concerned in the decision-making process rather than continuing the exclusion of them. Alienation, hostility, apathy, and

distrust of the people of this nation towards the schools today can be ameliorated through participation and involvement in the educational enterprise.

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## APPENDICES

APPENDIX A

LETTER REQUESTING NAMES AND ADDRESSES OF DISTRICT  
ADVISORY COMMITTEE MEMBERS IN SELECTED  
DISTRICTS IN CALIFORNIA

**MAX RAFFERTY**  
Superintendent of Public Instruction  
and Director of Education

**Everett T. Calvert**  
Chief Deputy Superintendent  
of Public Instruction

**Ray H. Johnson**  
Deputy Superintendent  
of Public Instruction for Administration

**Wilson C. Riles**  
Deputy Superintendent  
for Program and Legislation



STATE OF CALIFORNIA  
DEPARTMENT OF EDUCATION

721 CAPITOL MALL, SACRAMENTO, CALIFORNIA 95814

**Eugene Gonzales**  
Associate Superintendent; Chief,  
Division of Instruction

**Edwin H. Harper**  
Associate Superintendent; Chief,  
Division of School Administration and Finance

**Leo Lopez**  
Associate Superintendent; Chief,  
Division of Compensatory Education

**Charles W. Watson**  
Associate Superintendent; Chief,  
Division of Special Education

**Collier McDermon**  
Assistant Superintendent  
(807 State Bldg.  
Los Angeles 90012)

April 9, 1970

CE/C 4470

TO : Selected ESEA, Title I School District Superintendents  
and ESEA, Title I Coordinators

FROM : Leo R. Lopez, Associate Superintendent and  
Chief, Division of Compensatory Education

SUBJECT: ANNOUNCEMENT OF STUDY OF THE ROLE OF ESEA TITLE I, DISTRICT  
ADVISORY COMMITTEES IN COMPENSATORY EDUCATION PROGRAMS

This is to advise you that the Bureau of Community Services and Migrant Education has been assigned the responsibility to conduct a study of parent and community involvement in compensatory education programs through district advisory committees. We consider this to be very timely in view of the tremendous amount of interest generated at the recent ACACE Conference in Bakersfield for parent and community involvement.

In order to make this very important task a success, the Bureau of Community Services and Migrant Education personnel will need your full cooperation. The data gathered will provide us with valuable information that will assist us in the development of guides, booklets and practical district advisory committee handbooks. The materials to be developed will assist us all in effectively utilizing parent and community involvement through ESEA Title I district advisory committees in planning, implementing and evaluating compensatory education programs. The data will be gathered through the use of a questionnaire which will be completed by the members of your district advisory committee and by selected members of your school district administration.

In order to expedite the mailing of the questionnaires, it is very important that you assist us by immediately doing the following:

1. On or before April 20, 1970, send the names and addresses of your 1969-70 district advisory committee members to Ramiro Reyes, Acting Chief, Bureau of Community Services and Migrant Education, Division of Compensatory Education, 1500 5th Street, Sacramento, California 95814.
2. Please place an asterisk next to the name or names of the members who will need questionnaires in Spanish.

Selected ESEA, Title I School District Superintendents  
and ESEA, Title I Coordinators  
April 9, 1970  
Page Two

3. Mail or distribute the enclosed announcements of the study to your district advisory committee members as soon as you receive them. If you need more copies please feel free to duplicate whatever number you need. We have also enclosed an announcement translated into Spanish for you to use and duplicate if needed.

You and the members of the district advisory committee can expect to get the questionnaires within a week after we receive the names and addresses. Please try to get the information requested by Monday April 20, 1970.

We thank you for your cooperation and wish to express our appreciation for the support you have given compensatory education to date. May this partnership we have formed to extend quality compensatory education programs to thousands of educationally disadvantaged children continue to be strengthened. Remember the child will ultimately be the winner.

LRL:rre

Enclosure

APPENDIX B

SECOND LETTER REQUESTING NAMES AND ADDRESSES  
OF DISTRICT ADVISORY COMMITTEE MEMBERS  
IN SELECTED DISTRICTS IN CALIFORNIA

**MAX RAFFERTY**  
 Superintendent of Public Instruction  
 and Director of Education

**Everett T. Calvert**  
 Deputy Superintendent  
 of Public Instruction

**Eugene Gonzales**  
 Associate Superintendent  
 of Public Instruction



STATE OF CALIFORNIA  
 DEPARTMENT OF EDUCATION

721 CAPITOL MALL, SACRAMENTO, CALIFORNIA 95814

**Edwin H. Harper**  
 Associate Superintendent, Chief,  
 Division of School Administration and Finance

**Leo Lopez**  
 Associate Superintendent, Chief,  
 Division of Compensatory Education

**Charles W. Watson**  
 Associate Superintendent, Chief,  
 Division of Special Education

**J. William May**  
 Acting Chief,  
 Division of Instruction

**Collier McDermott**  
 Assistant Superintendent  
 (807 State Bldg.,  
 Los Angeles 90012)

May 5, 1970

**TO : Selected ESEA, Title I School District Superintendents  
 and ESEA, Title I Coordinators**

**FROM : Leo R. Lopez, Associate Superintendent and  
 Chief, Division of Compensatory Education**

**SUBJECT: FOLLOW-UP OF LETTER DATED APRIL 9, 1970 ANNOUNCING A STUDY OF  
 THE ROLE OF ESEA TITLE I, DISTRICT ADVISORY COMMITTEES IN  
 COMPENSATORY EDUCATION PROGRAMS**

On April 9, 1970 this Office mailed the above letter to you and requested your assistance in sending us the names and addresses of your 1969-70 district advisory committee members. As of this date we have not received a reply. It is imperative that we receive this information on or before May 11, 1970.

As we requested in our letter of April 9, we ask that you assist us by immediately doing the following:

1. On or before May 11, 1970, send the names and addresses of your 1969-70 district advisory committee members to Ramiro Reyes, Acting Chief, Bureau of Community Services and Migrant Education, Division of Compensatory Education, 1500 5th Street, Sacramento, California 95814.
2. Please place an asterisk next to the name or names of the members who will need questionnaires in Spanish.
3. Mail or distribute the enclosed announcements of the study to your district advisory committee members as soon as you receive them. If you need more copies, please feel free to duplicate whatever number you need. We have also enclosed an announcement translated into Spanish for you to use and duplicate if needed.

As soon as we receive your reply, you and the members of the district advisory committee can expect to get the questionnaires within a week.

Thank you for your cooperation.

LRL:rre

Enclosures

APPENDIX C

LETTER TO DISTRICT ADVISORY COMMITTEE MEMBERS  
ACCOMPANYING QUESTIONNAIRE AND ENGLISH  
VERSION OF THE QUESTIONNAIRE

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**MAX RAFFERTY**Superintendent of Public Instruction  
and Director of Education**Everett T. Calvert**Deputy Superintendent  
of Public Instruction**Eugene Gonzales**Associate Superintendent  
of Public InstructionSTATE OF CALIFORNIA  
DEPARTMENT OF EDUCATION

721 CAPITOL MALL, SACRAMENTO, CALIFORNIA 95814

**Edwin H. Harper**Associate Superintendent, Chief,  
Division of School Administration and Finance**Leo Lopez**Associate Superintendent, Chief,  
Division of Compensatory Education**Charles W. Watson**Associate Superintendent, Chief,  
Division of Special Education**J. William May**Acting Chief,  
Division of Instruction**Collier McDermott**Assistant Superintendent  
(807 State Bldg.  
Los Angeles 90012)

May 21, 1970

CE/C 53-70

**TO : District Advisory Committee Member**

**FROM : Leo R. Lopez, Associate Superintendent and  
Chief, Division of Compensatory Education**

**SUBJECT: COMPENSATORY EDUCATION ADVISORY COMMITTEE QUESTIONNAIRE**

As we announced to you in our letter of April 9, 1970, the Bureau of Community Services and Migrant Education, Division of Compensatory Education is conducting a study of parent and community participation in compensatory education district advisory committees. It is urgently requested that you complete the enclosed questionnaire and return it to us in the self-addressed stamped envelope provided.

By answering all of the questions you will be helping us to make parent and community participation through E.S.E.A. Title I district advisory committees more useful to all involved. Please check in the space which you feel best answers each question. If you need help in completing this questionnaire, you may ask a member of your family or a neighbor for assistance. All information will be confidential, therefore it is not necessary to put your name on the questionnaire. Your ideas are needed, and we assure you that your answers and comments will be carefully considered.

If you have any questions please contact Ramiro Reyes, Acting Chief, Bureau of Community Services and Migrant Education, Division of Compensatory Education, 1500 5th Street, Sacramento, California, 95814. Telephone number (916) 445-9850.

We wish to thank you in advance for your time and effort in completing and returning the questionnaire. Please return the questionnaire on or before May 29, 1970.

LRL:rre

Enclosures

# ADVISORY COMMITTEE QUESTIONNAIRE

**INSTRUCTIONS:** This is a study of community involvement in education. By answering all of the questions, you are helping us to make community participation more useful to all involved. Please check in the space which you feel best answers each question. If you need help in completing this questionnaire, you may ask a member of your family or others. Do not put your name on the questionnaire. All information will be confidential.

When you answer all of the questions, please mail your questionnaire in the enclosed, self-addressed and stamped envelope. Thank you very much for your help. All correspondence should be sent to Ramiro Reyes, Acting Chief, Bureau of Community Services and Migrant Education, Division of Compensatory Education, 1500 5th Street, Sacramento, California, 95814.

1. Sex. ☐ Male ☐ Female
2. Age. ☐ Under 20 ☐ 21 to 30 ☐ 31 to 40 ☐ 41 to 50 ☐ 51 and over
3. How long have you lived in this school district?  
☐ Less than 1 year ☐ 1 to 4 years ☐ Over 4 years
4. Education - Your highest grade completed.  
☐ No school at all ☐ K to 6 ☐ 7 to 9 ☐ 10 to 12  
 College/University  
☐ A.A. ☐ B.A. ☐ M.A. ☐ Doctorate
5. What kind of work do you do?  
☐ Business ☐ Farmer ☐ Professional ☐ Retired ☐ Housewife  
☐ Political Office Holder ☐ Office Worker ☐ Skilled Laborer  
☐ CAP Representative ☐ Other
6. Are you a member of a minority group? ☐ Yes ☐ No
7. Language spoken fluently.  
☐ English ☐ Spanish ☐ Portuguese ☐ Chinese ☐ Other
8. Are you a parent of a participating child(ren) in a compensatory education program?  
☐ Yes ☐ No
9. Are you a paid employee of the school district? ☐ Yes ☐ No
10. How did you get to be a member of the district advisory committee?  
☐ Recommended by project director or school administrator  
☐ Recommended by a community group or agency ☐ Volunteered my services  
☐ Recommended by non-public school ☐ Other
11. About how many district advisory committee meetings have you participated in during the past year?  
☐ None ☐ One ☐ Two or Three ☐ Four or Five ☐ More than Five
12. Do you think your district advisory committee has met  
☐ Often enough ☐ Too often ☐ Not too often ☐ Not as often as it should.
13. On how many educational or non-educational advisory committees are you now serving?  
☐ Only one ☐ Two ☐ Three or more
14. How many educational and non-educational advisory committees have you served on in the last five years?  
☐ Only one ☐ Two ☐ Three or four ☐ More than five
15. Aside from your regular committee meetings, which of the following activities have you participated in?  
☐ Field trips (such as visits to schools and centers)  
☐ Participate in countywide advisory committee meetings  
☐ Board of Education Meetings ☐ Reporting to groups and individuals

16. How much freedom do you feel the members of your committee have to disagree with the ideas of the administrators?  
☐ A great deal   ☐ Some   ☐ A little   ☐ None at all
17. What difference have the recommendations of your district advisory committee made on the compensatory education program in your district?  
☐ A great deal   ☐ Some   ☐ A little   ☐ None at all
18. Is your district advisory committee recognized by the governing board of your district?  
☐ Yes   ☐ No
19. Does your district advisory committee have clearly understood purposes?  
☐ Very clear   ☐ Somewhat clear   ☐ Not clear
20. How has your district advisory committee arrived at these purposes?  
☐ Committee established its own   ☐ Administration gave a statement of these purposes  
☐ A mixture of the two  
☐ Don't know
21. How well, do you think, does the committee do in living up to its understood purposes?  
☐ Very well   ☐ Fairly well   ☐ Not so well   ☐ Poorly
22. How much does your committee do any of the following?
- |  | <u>A great deal</u>      | <u>Some</u>              | <u>A little</u>          | <u>None at all</u>       |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Review Elementary and Secondary Education Act (ESEA) Title I guidelines and regulations: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Advise on kinds of programs needed:  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Work on publicity in support of the program:   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Make suggestions on program operation:   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Help in the evaluation of the program:   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other  | <input type="checkbox"/> |                          |                          |                          |
23. Who in the school district and/or the community gave the information about compensatory education to the district advisory committee on which they could make recommendations. (Check one or more of the following)  
☐ Project Director   ☐ Superintendent   ☐ School principal   ☐ Nurse  
☐ Board of Education members   ☐ Community representative   ☐ Other
24. How helpful has the information given to you by the school district been to your district advisory committee in its recommendations?  
☐ Very helpful   ☐ Somewhat helpful   ☐ Not helpful   ☐ I don't know
25. How often have you, as district advisory committee members, told your wishes and concerns to the Board of Education and administrators?  
☐ Often   ☐ Sometimes   ☐ Seldom   ☐ Not at all
26. Do you know how many important recommendations your district advisory committee has made to the Board of Education?  
☐ Many   ☐ Some   ☐ Few   ☐ None   ☐ I don't know
- How many have been accepted?  
☐ All   ☐ Many   ☐ Some   ☐ None   ☐ I don't know  
☐ The district advisory committee was not told how many
27. How much has your district advisory committee been involved in evaluating the compensatory education program?  
☐ A great deal   ☐ Some   ☐ A little   ☐ None at all

28. How useful do you feel your district advisory committee has been to the compensatory education program?  
☐ Very useful    ☐ Somewhat useful    ☐ Not useful    ☐ I don't know
29. How well does your district advisory committee represent minority group parents in your district?  
☐ Very well    ☐ Somewhat    ☐ Poorly    ☐ I don't know
30. How well does your district advisory committee represent different income levels of parents in your district?  
☐ Very well    ☐ Somewhat    ☐ Poorly    ☐ I don't know
31. Compared with other members of your district advisory committee, how much influence do you feel you have on committee decisions?  
☐ Much more influence    ☐ Somewhat more influence    ☐ About the same influence  
☐ Somewhat less influence    ☐ Much less influence
32. On district advisory committees, sometimes there is a member who gives the whole committee valuable leadership or direction. Who of the following most nearly does this?  
☐ Superintendent    ☐ Project Director    ☐ Community Representative  
☐ Parent    ☐ State Department Personnel    ☐ Other
33. How would you say the work of the members of your district advisory committee is?  
☐ Excellent    ☐ Quite good    ☐ Average    ☐ Fair    ☐ Quite limited
34. Does your district pay expenses for the members of the district advisory committee?  
☐ Yes    ☐ No

If yes, do they pay for any of the following?

Baby sitting                      ☐ Yes                      ☐ No

Mileage                              ☐ Yes                      ☐ No

Attending training workshops/  
conferences                      ☐ Yes                      ☐ No

Are you paid back for time lost  
while attending meetings and/or  
conferences                      ☐ Yes                      ☐ No

Other                                      ☐

35. If there is such a fund, do you feel it is  
☐ Too much    ☐ Enough    ☐ Not enough
36. In general, would you say that your participation in the work of your advisory committee has been a valuable experience for yourself, for the committee, for the development of educational policy?
- |                            | <u>A great deal</u>      | <u>Somewhat</u>          | <u>A little</u>          | <u>Not at all</u>        |
|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Valuable for me personally | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Valuable for the committee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Valuable for the schools   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Valuable for the community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

37. Please check how much you agree or disagree with each of the following statements:
- |   | <u>Strongly Agree</u>    | <u>Agree a great deal</u> | <u>Agree somewhat</u>    | <u>Disagree a little</u> | <u>Strongly Disagree</u> |
|---|--------------------------|---------------------------|--------------------------|--------------------------|--------------------------|
| Considering all problems, advisory committees are far over-rated with respect to what they can contribute | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	<u>Strongly</u> <u>Agree</u>	<u>Agree a</u> <u>great deal</u>	<u>Agree</u> <u>somewhat</u>	<u>Disagree</u> <u>a little</u>	<u>Strongly</u> <u>disagree</u>
Although it would look "look nice" to have more <u>poor</u> people on advisory committees, this does not help us very much.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District advisory committees may not look like they are very important, but they are really important in our community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District advisory committees are really "paper committees" which have little or no influence on compensatory education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School districts usually tell district advisory committees what the compensatory education program will be instead of asking for their advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

38. Please give your suggestions of how we can make your district advisory committee more helpful to the compensatory education program.

#### ADMINISTRATORS ONLY

What are the problems encountered by the school district in community involvement through district advisory committees in educational decision-making?

- ☐ Lack of interest    ☐ Do not have time    ☐ Language difficulty  
☐ Militancy    ☐ Pressure groups    ☐ Afraid to come to school setting  
☐ Difficulty in maintaining continuity with people moving away  
☐ Misunderstanding of function    ☐ Apprehension    ☐ Other

What promising practices are discovered by school districts in community involvement through district advisory committees?

On the basis of your experience with organized district advisory committees what practice or ideas have proved to be most helpful to you?

## APPENDIX D

LETTER TO DISTRICT ADVISORY COMMITTEE MEMBERS WITH  
SPANISH SURNAMES ACCOMPANYING QUESTIONNAIRE AND  
SPANISH VERSION OF SPANISH QUESTIONNAIRE

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**MAX RAFFERTY**  
Superintendent of Public Instruction  
and Director of Education



**Everett T. Calvert**  
Deputy Superintendent  
of Public Instruction

**Eugene Gonzales**  
Associate Superintendent  
of Public Instruction

STATE OF CALIFORNIA  
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Associate Superintendent, Chief,  
Division of Special Education

**J. William May**  
Acting Chief,  
Division of Instruction

**Collier McDermott**  
Assistant Superintendent  
(807 State Bldg.  
Los Angeles 90012)

8 mayo, 1970

Para : Miembros de los Comités de Consulta de Distritos  
(District Advisory Committees), E.S.E.A., Título I

De Parte De: Leo R. López, Superintendente Asociado y Jefe, División  
de Educación Estatal.

Topico : Cuestionario Para Determinar el Papel Que Desempeñan los  
Miembros de los Comités de Consulta de Distritos, E.S.E.A.,  
Título I

Como le informamos en nuestra carta del 9 de abril 1970, el Departamento de Servicios a la comunidad y de Educación de niños Migrantes, Division de Educación Compensatoria, ha sido asignado con la responsabilidad de llevar acabo un estudio estatal sobre la participación de los padres de niños estudiantes y de la comunidad en los comités de consulta de distrito (district advisory committees) que tratan con los programas de educación compensatoria. Es de suma importancia que Ud. conteste todas las preguntas en el cuestionario que hemos incluido. Al terminar con el cuestionario devuélvalo por correo en el sobre ensellado que le incluimos, no más tardar que el día 29 de mayo 1970.

Sus respuestas a todas las preguntas nos serán muy valiosas para desarrollar maneras de hacer su participación por medio de los comités de consulta de distritos (district advisory committees) más significante para Ud. y para la educación de sus hijos. Por favor marque el cuadrado que a su parecer conteste mejor cada pregunta. Si necesita ayuda para completar este cuestionario consulte con algún otro miembro de su familia o con otra persona que le pueda ayudar. Toda información será confidencial y no es necesario escribir su nombre en este cuestionario. Sus ideas son muy necesarias y le aseguramos que sus respuestas y comentarios serán considerados con todo cuidado.

Si tiene alguna pregunta diriga toda correspondencia a el Senior Ramiro Reyes, Acting Chief, Bureau of Community Services and Migrant Education, Division of Compensatory Education, 1500 5th Street, Sacramento, California 95814, Telephone (916) 445 9850.

Le damos las gracias con anticipación por su ayuda y esfuerzo. Recuerden que nuestro único proposito es desarrollar programas que verdaderamente van a ayudar a nuestros niños para un buen futuro escolar.

LRL:rre

CUESTIONARIO PARA MIEMBROS DE COMITES DE CONSULTA DE DISTRITOS  
(DISTRICT ADVISORY COMMITTEE)

DIRECCIONES: Éste es un estudio sobre la participación de la comunidad en la educación compensatoria. Al contestar todas las preguntas, Ud. estará ayudándonos a hacer más útil la participación en la comunidad de las personas interesadas. Por favor, marque el cuadrito que a su parecer conteste mejor cada pregunta. Si necesita ayuda para completar este cuestionario consulte con algún otro miembro de la familia ó con otra persona. No escriba su nombre en este cuestionario. Toda información será confidencial.

Cuando haya contestado todas las preguntas, envíe el cuestionario por correo en el sobre que le incluimos. El sobre tiene ya la dirección y los sellos. Le damos las gracias por su ayuda. Toda correspondencia debe ser dirigida a Ramiro Reyes, Acting Chief, Bureau of Community Services and Migrant Education, Division of Compensatory Education, 1500 5th Street, Sacramento, California 95814.

1. Sexo ☐ Hombre ☐ Mujer
2. Edad ☐ Menos de 20 ☐ entre 21 y 30 ☐ entre 31 y 40 ☐ entre 41 y 50  
☐ más de 50
3. ¿ Por cuánto tiempo ha vivido en este distrito escolar?  
☐ menos de 1 año ☐ entre 1 y 4 años ☐ más de 4 años
4. Educación - Su grado más alto  
☐ ninguna escuela ☐ entre K y 6 ☐ entre 7 y 9 ☐ entre 10 y 12  
Colegio - Universidad  
☐ A.A. ☐ B.A. ☐ M.A. ☐ Doctorado
5. ¿ Qué tipo de trabajo desempeña Ud.?  
☐ Negocio ☐ Agricultor ☐ Profesional ☐ Retirado ☐ Puesto Político  
☐ Oficinista ☐ Obrero especializado ☐ Representante de CAP  
☐ Ama de casa ☐ Otro
6. ¿ Pertenece Ud. a un grupo de minoría?  
☐ Sí ☐ No
7. Idiomas (lenguas) que habla con facilidad  
☐ Inglés ☐ Español ☐ Portugues ☐ Chino ☐ Otro
8. ¿ Tiene usted algún hijo o hijos que participan en un programa de educación compensatoria?  
☐ Sí ☐ No
9. ¿ Es usted un empleado pagado del distrito escolar?  
☐ Sí ☐ No
10. ¿ Cómo llegó usted a ser un miembro del comité de consulta de distrito (district advisory committee)?  
☐ Por recomendación del director del proyecto o del administrador escolar  
☐ Por recomendación de un grupo o agencia de la comunidad  
☐ Voluntario ☐ Por recomendación de una escuela de afiliación religiosa  
☐ Otro
11. Aproximadamente ¿ a cuántas juntas del comité de consulta de distrito (district advisory committee) asistió usted durante el año pasado?  
☐ Ninguna ☐ Una ☐ entre dos y tres ☐ entre cuatro y cinco  
☐ Más de cinco
12. En su opinión, se ha reunido su comité:  
☐ Con suficiente frecuencia ☐ Con demasiada frecuencia ☐ Pocas veces  
☐ Muy pocas veces (debía reunirse más frecuentemente)

13. ¿En cuántos comités de consulta educacionales o no educacionales está usted sirviendo actualmente?  
☐ Uno ☐ Dos ☐ Tres o más
14. ¿En cuántos comités de consulta educacionales o no educacionales ha servido usted en los últimos cinco años?  
☐ Uno ☐ Dos ☐ Tres o cuatro ☐ Más de cinco
15. Aparte de las juntas regulares de su comité ¿en cuáles otras actividades ha participado Ud.?  
☐ Viaje de estudios (tales como visitas a escuelas y centros de culturas) ☐ Participación en juntas del comité de consulta del condado.  
☐ Juntas del cuerpo de educación del distrito escolar. ☐ Reportes a grupos e individuos.
16. ¿Cuánta libertad cree usted que tienen los miembros de su comité para expresar desacuerdo con las ideas de los administradores del distrito escolar?  
☐ Muchísima ☐ Mucha ☐ Una poca ☐ ninguna
17. ¿Cuánta influencia tuvieron las recomendaciones del comité de consulta de su distrito (district advisory committee) en el programa de educación compensatoria de su distrito?  
☐ Muchísimo ☐ Alguna ☐ Un poco ☐ Ninguna
18. ¿Reconoce el cuerpo de educación de su distrito el comité de consulta de su distrito (district advisory committee)?  
☐ Sí ☐ No
19. ¿Tiene el comité de consulta de su distrito (district advisory committee) propósitos bien definidos?  
☐ Muy bien definidos ☐ Medios definidos ☐ No claramente definidos
20. ¿Cómo determinó los propósitos el comité de consulta de su distrito (district advisory committee)?  
☐ El comité los determinó ☐ La administración los determinó  
☐ Una mezcla de los dos ☐ No sé
21. En su opinión, ¿qué tal cumple el comité con sus propósitos?  
☐ Muy bien ☐ Bastante bien ☐ No muy bien ☐ Mal
22. ¿Hasta qué punto hace su comité cualquiera de los siguientes:?
- |  | Mucho                    | Algo                     | Un Poco                  | Nada                     |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Repasar las reglas y leyes de educación compensatoria bajo el Elementary and Secondary Education Act (E.S.E.A.) Title I | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Aconseja en tipos de programa que son necesarios  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Trabaja en publicidad para apoyar el programa   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Hace sugerencias en como desarrollar el programa  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Ayuda en la evaluación del programa   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Otro <input type="checkbox"/>   |                          |                          |                          |                          |
23. ¿Quién en el distrito escolar y/o en la comunidad le facilitó la información, tocante a la educación compensatoria al comité de consulta del distrito (district advisory committee) para hacer sus recomendaciones (marque una o mas)?  
☐ El director del proyecto ☐ El principal ☐ La enfermera  
☐ El superintendente ☐ Miembros del cuerpo de educación del distrito escolar  
☐ El representante de la comunidad
24. ¿Qué tan útil ha sido para su comité de consulta (district advisory committee) en sus recomendaciones la información que le ha dado el distrito escolar?  
☐ Muy útil ☐ Regular ☐ No ha sido útil ☐ No sé

25. ¿ Con cuánta frecuencia han ustedes como miembros del comité de consulta (district advisory committee) expresado sus deseos y preocupaciones al Cuerpo de Educación?  
☐ Frecuentemente ☐ A veces ☐ Pocas veces ☐ Nunca
26. ¿ Sabe Ud. cuántas recomendaciones de importancia ha hecho el comité de consulta (district advisory committee) de su distrito al cuerpo de educación del distrito escolar?  
☐ Muchas ☐ Algunas ☐ Pocas ☐ Ninguna ☐ No sé  
 ¿ Cuántas han sido aceptadas?  
☐ Todas ☐ Muchas ☐ Algunas ☐ Ninguna ☐ No sé  
☐ El comité de consulta del distrito no fue informado
27. ¿ Hasta qué punto ha participado el comité de consulta de su comunidad en evaluar el programa de educación compensatoria?  
☐ Mucho ☐ Algo ☐ Un poco ☐ Nada
28. En su opinión, ¿ que tan útil ha sido el comité de consulta de su distrito (district advisory committee) en relación al programa de educación compensatoria?  
☐ Muy útil ☐ Algo útil ☐ No ha sido útil ☐ No sé
29. ¿ Cómo representa el comité de consulta de su distrito (district advisory committee) a los padres que pertenecen a grupos de minoría en su distrito?  
☐ muy bien ☐ algo ☐ mal ☐ no sé
30. ¿ Cómo representa el comité de consulta de su distrito (district advisory committee) los diferentes niveles económicos en su distrito?  
☐ muy bien ☐ algo ☐ mal ☐ no sé
31. En comparación con otros miembros del comité de Consulta de su distrito (district advisory committee) ¿ cuánta influencia cree que Ud. tiene en las decisiones del comité?  
☐ mucha más que los otros miembros ☐ más o menos igual que los otros  
☐ un poco más que los otros ☐ un poco menos ☐ mucha menos
32. En muchos comités de consulta hay ocasionalmente un miembro que le da al comité dirección valiosa. ¿Cuál de los siguientes desempeña mejor ese papel?  
☐ El superintendente ☐ Un padre ☐ El director del proyecto  
☐ El representante de la comunidad ☐ Personal del Departamento de Estado  
☐ Otro
33. ¿ Cómo clasificaría Ud. el trabajo de los miembros del comité de consulta (district advisory committee) de su distrito?  
☐ Excelente ☐ Bastante bueno ☐ Promedio ☐ Justo ☐ Muy limitado
34. ¿ Se les pagan los gastos a los miembros del comité de consulta (district advisory committee)?  
☐ Sí ☐ No
- ¿ Si su respuesta es "Sí", se les pagan por algunos de los siguientes?:  
 Cuidado de niños ☐ Sí ☐ No Millaje ☐ Sí ☐ No  
 Asistir sesiones de ☐ Sí ☐ No Pago por tiempo perdido de su trabajo cuando asiste juntas y/o conferencias ☐ Sí ☐ No  
 Otro \_\_\_\_\_
35. Si existe tal fondo, le parece a usted que es  
☐ Demasiado ☐ Suficiente ☐ No es suficiente
36. En general, ¿ diría Ud. que su participación en el trabajo de su comité de consulta de distrito (district advisory committee) ha sido una experiencia valiosa para Ud., Para el comité y para desarrollo de programas educacionales?
- |                            | Mucho                    | Algo                     | Un poco                  | Ningún                   |
|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| De valor personal          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| De valor para el comité    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| De valor para las escuelas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| De valor para la comunidad | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

37. Por favor indique si está de acuerdo o no con las siguientes declaraciones:

Totalmente/ Muy de / Más o menos/ En desa-/ Mucho en  
de acuerdo/ acuerdo/ de acuerdo/ uerdo / desacuerdo

A los comités de consulto de  
destritos se les ha dado mas  
crédito que lo que merecen.  
Realmente lo que contibuyen  
es insignificante.

☐ ☐ ☐ ☐ ☐

Aunque se "vería bien" tener  
mas gente pobre en los comités  
de consulta (district advisory  
committee) eso no nos ayuda  
mucho.

☐ ☐ ☐ ☐ ☐

Los comités de consulta de  
distrito (district advisory  
committee) no parecen ser muy  
importantes, pero son en  
realidad importantisimos en  
nuestra comunidad.

☐ ☐ ☐ ☐ ☐

Los comités de consulta de  
distrito (district advisory  
committee) son en realidad  
"pura papelería" y tienen muy  
poca o ninguna influencia en los  
programas de educación compen-  
satoria.

☐ ☐ ☐ ☐ ☐

Los distritos escolares, por lo  
general le "dictan" a los comités  
de consulta el programa de edu-  
cación compensatoria en vez de  
pedirles su opinión y consejo.

☐ ☐ ☐ ☐ ☐

38. Por favor ofrezca sugerencias que podría hacer que el comité de consulta de  
distrito (district advisory committee) fuera de más utilidad para el programa de  
educación compensatoria.

APPENDIX E

FOLLOW-UP POSTCARD TO ALL DISTRICT  
ADVISORY COMMITTEE MEMBERS,  
ENGLISH AND SPANISH VERSION

June 8, 1970

TO : District Advisory Committee  
Members and School District Administrators

FROM : Dr. Leo R. Lopez, Associate Superintendent and  
Chief, Division of Compensatory Education

SUBJECT: COMPENSATORY EDUCATION DISTRICT ADVISORY  
COMMITTEE QUESTIONNAIRE

Early in May an Advisory Committee Questionnaire was mailed to you. Since the Questionnaire was confidential, we have no way of knowing if you have returned it to us. If you have not mailed the Questionnaire, we urge you to do so. We would appreciate receiving your response on or before June 17, 1970.

Please refer all questions to Ramiro Reyes, Chief, Bureau of Community Services and Migrant Education, Division of Compensatory Education, 721 Capitol Mall, Sacramento, 95814. Telephone (916) 445-9850. Thank you for the great cooperation we have already received from you.

8 junio, 1970

Para : Miembros de los Comités de  
Consulta de Distritos (District Advisory  
Committees), E.S.E.A., Título I

De Parte De: Leo R. López, Superintendente Asociado y Jefe,  
División de Educación Estatal.

Topico : EDUCACIÓN COMPENSATORIA COMITES DE CONSULTA  
CUESTIONARIO

Hace poco le enviamos por correo, un Cuestionario respeto a su participación en el comité de consulta de distrito (district advisory committee). Como no pedimos que firmarun el Cuestionario, no sabemos si Ud. no lo ha regresado. Si ya lo mandó gracias mil, si todavía no lo ha terminado hágalo y regreselo para el día 17 de junio. Esto es de suma importancia.

Si tiene alguna pregunta, comuníquese con el Sr. Ramiro Reyes, Chief, Bureau of Community Services and Migrant Education, Division of Compensatory Education, 721 Capitol Mall, Sacramento. Telephone (916) 445-9850. Muchisimas gracias por su cooperación.

APPENDIX F

MEMORANDUM TO CONSULTANTS IN THE DIVISION  
OF COMPENSATORY EDUCATION ACCOMPANYING  
QUESTIONNAIRE MODIFIED FOR CONSULTANTS

**Memorandum**

o : Professional Staff  
Division of Compensatory Education

Date : December 29, 1970

File No.:

rom : Ramiro Reyes, Chief  
Bureau of Community Services and  
Migrant Education

Subject: STUDY OF THE ROLE OF ESEA TITLE I, DISTRICT ADVISORY COMMITTEES  
IN COMPENSATORY EDUCATION PROGRAMS

On April 9, 1970 an announcement of the above study was mailed to 186 selected ESEA, Title I School District Superintendents and ESEA, Title I Coordinators by the Bureau of Community Services and Migrant Education. At this time we requested the names and addresses of the 1969-70 district advisory committee members.

On May 21, 1970, the Bureau of Community Services mailed 3,690 questionnaires, of this total 287 were translated into Spanish. To date, we have received 1,616 completed questionnaires.

We are now requesting your assistance in completing our study as you perceive the members of the committee would complete the questionnaire.

Please complete and return the questionnaire to me by Wednesday, January 6, 1971. Thank you for your cooperation and assistance in this matter.

RR:le

Attachment

## DISTRICT ADVISORY COMMITTEE QUESTIONNAIRE

Please enter in the space provided the number of the answer which you feel best answers each question.

1. Do you feel that district advisory committee members have freedom to disagree with the ideas of the administrators?

1. A great deal                      3. A little  
2. Much                              4. None at all

☐

2. How much influence have the recommendations made by district advisory committees had on compensatory education programs in school districts?

1. A great deal                      3. A little  
2. Some                              4. None at all

☐

3. Do you know if district advisory committees have clearly understood goals?

1. Very clear                      3. Not clear at all  
2. Somewhat clear

☐

4. Do you know how district advisory committees arrived at these goals?

1. Committee established its own goals  
2. Administrators provided a statement of these goals  
3. A mixture of the two  
4. Do not know

☐

5. In your opinion, how well do you think district advisory committees live up to stated goals?

1. Very well                      3. Not so well  
2. Fairly well                      4. Poorly

☐

6. To what extent do you think district advisory committees do any of the following?

Review ESEA guidelines and regulations

1. A great deal                      3. A little  
2. Some                              4. None at all

☐

Advise on kinds of programs needed

- |                 |                |                          |
|-----------------|----------------|--------------------------|
| 1. A great deal | 3. A little    |                          |
| 2. Some         | 4. None at all | <input type="checkbox"/> |

Work on publicity in support of the program

- |                 |                |                          |
|-----------------|----------------|--------------------------|
| 1. A great deal | 3. A little    |                          |
| 2. Some         | 4. None at all | <input type="checkbox"/> |

Make suggestions on program operation

- |                 |                |                          |
|-----------------|----------------|--------------------------|
| 1. A great deal | 3. A little    |                          |
| 2. Some         | 4. None at all | <input type="checkbox"/> |

Help in the evaluation of the program

- |                 |                |                          |
|-----------------|----------------|--------------------------|
| 1. A great deal | 3. A little    |                          |
| 2. Some         | 4. None at all | <input type="checkbox"/> |

Other (please specify)

7. Do you know who in the school district and/or the community provided the information regarding compensatory education to the district advisory committee members on which they could make recommendations?  
(Check one or more of the following)

- |                             |                              |                          |
|-----------------------------|------------------------------|--------------------------|
| 1. Project Director         | 4. Nurse                     |                          |
| 2. Superintendent           | 5. School Principal          |                          |
| 3. Community Representative | 6. Board of Education Member | <input type="checkbox"/> |

Other (please specify)

8. In general would you say that a committee member's participation in the work of the committee has been

- |  |                          |
|--|--------------------------|
| 1. A valuable experience to himself          |                          |
| 2. For the committee                         |                          |
| 3. For the development of educational policy | <input type="checkbox"/> |

9. Please comment on how you see the job of the advisory committee member. Do you have any suggestions on how the operations and functioning of these advisory groups could be made more effective?

10. Do you believe the governing board and administration clearly defined the role and function of the advisory committee in planning, implementing, and evaluating ESEA, Title I compensatory education programs?
11. What are the problems encountered by the school district in community involvement through district advisory committees in educational decision making?
12. Do you know of any promising practices which have been discovered by school districts in community involvement through district advisory committees?

## APPENDIX G

### 131 CHI-SQUARE ( $\chi^2$ ) ANALYSES AND CONTINGENCY COEFFICIENTS

Table 1.--Relationship between responses to Item 22\* and responses to Item 11.\*\*

	Very Clear and Somewhat Clear	Not Clear	Totals
None	59	12	71
One	121	23	144
Two or three	375	41	416
Four or five	310	28	338
More than five	510	51	561
Totals	1,375	155	1,530
$\chi^2 = 10.9389$ (P<.05) C = .0836			

\*Does your district advisory committee have clearly understood purposes?

\*\*About how many district advisory committee meetings have you participated in during the past year?

Table 2.--Relationship between responses to Item 22\* and responses to Item 24.\*\*

	Very Clear and Somewhat Clear	Not Clear	Totals
Very well	426	8	434
Fairly well	745	34	779
Not so well	144	54	198
Poorly	23	44	67
Totals	1,338	140	1,478
$\chi^2 = 373.0958$ (P<.001) C = .4488			

\*See Table 1.

\*\*How well, do you think, does the committee do in living up to its understood purposes?

Table 3.--Relationship between responses to Item 22\* and responses to Item 23.\*\*

	Very Clear and Somewhat Clear	Not Clear	Totals
Committee established its own	207	5	212
Administration gave a statement of these purposes	325	75	400
A mixture of the two	589	19	608
Don't know	185	44	229
Totals	1,306	143	1,449
$\chi^2 = 102.4835$ (P<.001) C = .2569			

\*See Table 1.

\*\*How has your district advisory committee arrived at these purposes?

Table 4.--Relationship between responses to Item 9\* and responses to Item 11\*\*

	Yes	No	Totals
None	30	60	90
One	50	103	153
Two or three	209	205	414
Four or five	160	179	339
More than five	278	285	563
Totals	727	832	1,559
$\chi^2 = 22.5806$ (P<.001) C = .1191			

\*Are you a paid employee of the school district?

\*\*About how many district advisory committee meetings have you participated in during the past year?

Table 5.--Relationship between responses to Item 9\* and responses to Item 12.\*\*

	Yes	No	Totals
Often enough	532	542	1,074
Too often	14	14	28
Not too often	66	84	150
Not as often as it should	98	160	258
Totals	710	800	1,510

$$x^2 = 13.3938 \quad (P < .01) \quad C = .0932$$

\*See Table 4.

\*\*Do you think your district advisory committee has met:  
often enough, too often, not too often, not as often  
as it should?

Table 6.--Relationship between responses to Item 9\* and responses to Item 19.\*\*

	Yes	No	Totals
A great deal	454	381	835
Some	182	276	458
A little	57	88	145
None at all	17	54	71
Totals	710	799	1,509

$$x^2 = 46.4965 \quad (P < .001) \quad C = .1726$$

\*See Table 4.

\*\*How much freedom do you feel the members of your committee  
have to disagree with the ideas of the administrators?

Table 7.--Relationship between responses to Item 9\* and responses to Item 20.\*\*

	Yes	No	Totals
A great deal	179	196	375
Some	350	355	705
A little	131	126	257
None at all	38	78	116
Totals	698	755	1,453

$$x^2 = 12.4796 \quad (P < .01) \quad C = .0921$$

\*See Table 4.

\*\*What difference have the recommendations of your district advisory committee made on the compensatory education program in your district?

Table 8.--Relationship between responses to Item 9\* and responses to Item 39.\*\*

	Yes	No	Totals
All	71	27	98
Many	114	72	186
Some	226	209	435
None	56	47	103
I don't know	198	353	551
The district advisory committee was not told how many	23	39	62
Totals	688	747	1,435

$$x^2 = 76.1242 \quad (P < .001) \quad C = .2242$$

\*See Table 4.

\*\*How many have been accepted?

Table 9.--Relationship between responses to Item 9\* and responses to Item 41.\*\*

	Yes	No	Totals
Very useful	235	299	534
Somewhat useful	372	323	695
Not useful	59	75	134
I don't know	45	97	142
Totals	711	794	1,505

$$x^2 = 27.5843 \quad (P < .001) \quad C = .1337$$

\*See Table 4.

\*\*How useful do you feel your district advisory committee has been to the compensatory education program?

Table 10.--Relationship between responses to Item 9\* and responses to Item 42.\*\*

	Yes	No	Totals
Very well	463	454	917
Somewhat	163	199	362
Poorly	58	81	139
I don't know	21	68	89
Totals	705	802	1,507

$$x^2 = 26.1593 \quad (P < .001) \quad C = .1303$$

\*See Table 4.

\*\*How well does your district advisory committee represent minority group parents in your district?

Table 11.--Relationship between responses to Item 9\* and responses to Item 43.\*\*

	Yes	No	Totals
Very well	340	367	707
Somewhat	257	233	490
Poorly	61	100	161
I don't know	50	107	157
Totals	708	807	1,515
$\chi^2 = 25.9898$ (P<.001) C = .1296			

\*See Table 4.

\*\*How well does your district advisory committee represent different income levels of parents in your district?

Table 12.--Relationship between responses to Item 9\* and responses to Item 44.\*\*

	Yes	No	Totals
Much more influence	76	45	121
Somewhat more influence	219	141	360
About the same influence	344	483	827
Somewhat less influence	28	58	86
Much less influence	26	54	80
Totals	693	781	1,474
$\chi^2 = 63.4424$ (P<.001) C = .2029			

\*See Table 4.

\*\*Compared with other members of your district advisory committee, how much influence do you feel you have on committee decisions?

Table 13.--Relationship between responses to Item 9\* and responses to Item 53.\*\*

	Yes	No	Totals
A great deal	415	498	913
Somewhat	206	185	391
A little	61	54	115
Not at all	20	31	51
Totals	702	768	1,470

$$x^2 = 8.5259 \quad (P < .05) \quad C = .0754$$

\*See Table 4.

\*\*In general, would you say that your participation in the work of your advisory committee has been a valuable experience for you personally?

Table 14.--Relationship between responses to Item 9\* and responses to Item 54.\*\*

	Yes	No	Totals
A great deal	246	260	506
Somewhat	330	309	639
A little	89	120	209
Not at all	18	32	50
Totals	683	721	1,404

$$x^2 = 8.5734 \quad (P < .05) \quad C = .0774$$

\*See Table 4.

\*\*In general, would you say that your participation in the work of your advisory committee has been a valuable experience for the committee?

Table 15.--Relationship between responses to Item 9\* and responses to Item 55.\*\*

	Yes	No	Totals
A great deal	336	326	662
Somewhat	263	250	513
A little	68	119	187
Not at all	26	41	67
Totals	693	736	1,429

$$x^2 = 16.4688 \quad (P < .001) \quad C = .1063$$

\*See Table 4.

\*\*In general, would you say that your participation in the work of your advisory committee has been a valuable experience for the schools?

Table 16.--Relationship between responses to Item 9\* and responses to Item 56.\*\*

	Yes	No	Totals
A great deal	300	341	641
Somewhat	277	237	514
A little	91	127	218
Not at all	25	43	68
Totals	693	748	1,441

$$x^2 = 14.3667 \quad (P < .01) \quad C = .0989$$

\*See Table 4.

\*\*In general, would you say that your participation in the work of your advisory committee has been a valuable experience for the community?

Table 17.--Relationship between responses to Item 9\* and responses to Item 57.\*\*

	Yes	No	Totals
Strongly agree	57	100	157
Agree	77	97	174
Agree somewhat	240	213	453
Disagree	113	121	234
Strongly disagree	204	241	445
Totals	691	772	1,463

$$x^2 = 14.5952 \quad (P < .01) \quad C = .0989$$

\*See Table 4.

\*\*Considering all problems, advisory committees are far over-rated with respect to what they can contribute.

Table 18.--Relationship between responses to Item 9\* and responses to Item 58.\*\*

	Yes	No	Totals
Strongly agree	70	106	176
Agree	61	81	142
Agree somewhat	160	168	328
Disagree	112	102	214
Strongly disagree	303	308	611
Totals	706	765	1,471

$$x^2 = 8.5312$$

\*See Table 4.

\*\*Although it would "look nice" to have more poor people on advisory committees, this does not help us very much.

Table 19.--Relationship between responses to Item 9\* and responses to Item 59.\*\*

	Yes	No	Totals
Strongly agree	258	355	613
Agree	208	204	412
Agree somewhat	167	146	313
Disagree	49	43	92
Strongly disagree	31	41	72
Totals	713	789	1,502

$$x^2 = 14.7694 \quad (P < .01) \quad C = .0984$$

\*See Table 4.

\*\*District advisory committees may not look like they are very important, but they are really important in our community.

Table 20.--Relationship between responses to Item 9\* and responses to Item 60.\*\*

	Yes	No	Totals
Strongly agree	58	93	151
Agree	43	60	103
Agree somewhat	151	171	322
Disagree	156	153	309
Strongly disagree	302	301	603
Totals	710	778	1,488

$$x^2 = 9.1029$$

\*See Table 4.

\*\*District advisory committees are really "paper committees" which have little or no influence on compensatory education programs.

Table 21.--Relationship between responses to Item 9\* and responses to Item 61.\*\*

	Yes	No	Totals
Strongly agree	95	151	246
Agree	62	108	170
Agree somewhat	209	174	383
Disagree	150	131	281
Strongly disagree	179	187	366
Totals	695	751	1,446

$$x^2 = 27.7259 \quad (P < .001) \quad C = .1371$$

\*See Table 4.

\*\*School districts usually tell district advisory committees what the compensatory education program will be, instead of asking for their advice.

Table 22.--Relationship between responses to Item 8\* and responses to Item 57.\*\*

	Yes	No	Totals
Strongly agree	58	94	152
Agree	60	111	171
Agree somewhat	154	294	448
Disagree	75	154	229
Strongly disagree	159	286	445
Totals	506	939	1,445

$$x^2 = 1.3567$$

\*Are you a parent of a participating child(ren) in a compensatory education program?

\*\*Considering all problems, advisory committees are far over-rated with respect to what they can contribute.

Table 23.--Relationship between responses to Item 8\* and responses to Item 58.\*\*

	Yes	No	Totals
Strongly agree	83	86	169
Agree	48	92	140
Agree somewhat	109	218	327
Disagree	65	146	211
Strongly disagree	201	401	602
Totals	506	943	1,449

$$\chi^2 = 17.5585 \quad (P < .01)$$

\*See Table 22.

\*\*Although it would "look nice" to have more poor people on advisory committees, this does not help us very much.

Table 24.--Relationship between responses to Item 8\* and responses to Item 59.\*\*

	Yes	No	Totals
Strongly agree	279	316	595
Agree	131	280	411
Agree somewhat	76	234	310
Disagree	21	72	93
Strongly disagree	17	54	71
Totals	524	956	1,480

$$\chi^2 = 63.4008 \quad (P < .001) \quad C = .2024$$

\*See Table 22.

\*\*District advisory committees may not look like they are very important, but they are really important in our community.

Table 25.--Relationship between responses to Item 8\* and responses to Item 60.\*\*

	Yes	No	Totals
Strongly agree	54	95	149
Agree	40	62	102
Agree somewhat	97	223	320
Disagree	97	209	306
Strongly disagree	227	366	593
Totals	515	955	1,470

$$\chi^2 = 8.2535$$

\*See Table 22.

\*\*District advisory committees are really "paper committees" which have little or no influence on compensatory education programs.

Table 26.--Relationship between responses to Item 8\* and responses to Item 61.\*\*

	Yes	No	Totals
Strongly agree	99	141	240
Agree	68	101	169
Agree somewhat	119	266	385
Disagree	82	195	277
Strongly disagree	132	226	358
Totals	500	929	1,429

$$\chi^2 = 13.0898 \quad (P < .02) \quad C = .0948$$

\*See Table 22.

\*\*School district usually tell district advisory committees what the compensatory education program will be, instead of asking for their advice.

Table 27.--Relationship between responses to Item 8\* and responses to Item 19.\*\*

	Yes	No	Totals
A great deal	234	590	824
Some	193	264	457
A little	64	76	140
None at all	37	33	70
Totals	528	963	1,491

$$x^2 = 42.8275 \quad (P < .001) \quad C = .1670$$

\*See Table 22.

\*\*How much freedom do you feel the members of your committee have to disagree with the ideas of the administrators?

Table 28.--Relationship between responses to Item 8\* and responses to Item 20.\*\*

	Yes	No	Totals
A great deal	146	220	366
Some	231	475	706
A little	83	172	255
None at all	48	65	113
Totals	508	932	1,440

$$x^2 = 8.8319 \quad (P < .05) \quad C = .0774$$

\*See Table 22.

\*\*What difference have the recommendations of your district advisory committee made on the compensatory education program in your district?

Table 29.--Relationship between responses to Item 8\* and responses to Item 41.\*\*

	Yes	No	Totals
Very useful	230	296	526
Somewhat useful	205	484	689
Not useful	37	94	131
I don't know	55	88	143
Totals	527	962	1,489

$$x^2 = 29.0746 \quad (P < .001) \quad C = .1382$$

\*See Table 22.

\*\*How useful do you feel your district advisory committee has been to the compensatory education program?

Table 30.--Relationship between responses to Item 8\* and responses to Item 39.\*\*

	Yes	No	Totals
All	19	78	97
Many	51	138	189
Some	142	285	427
None	35	67	102
I don't know	233	312	545
The district advisory committee was not told how many	22	39	61
Totals	502	919	1,421

$$x^2 = 30.2900 \quad (P < .001) \quad C = .1442$$

\*See Table 22.

\*\*How many important recommendations which your district advisory committee has made to the Board of Education have been accepted?

Table 31.--Relationship between responses to Item 8\* and responses to Item 42.\*\*

	Yes	No	Totals
Very well	310	598	908
Somewhat	116	239	355
Poorly	55	85	140
I don't know	50	33	83
Totals	531	955	1,486

$$x^2 = 24.9248 \quad (P < .001) \quad C = .1280$$

\*See Table 22.

\*\*How well does your district advisory committee represent minority group parents in your district?

Table 32.--Relationship between responses to Item 8\* and responses to Item 43.\*\*

	Yes	No	Totals
Very well	244	453	697
Somewhat	151	332	483
Poorly	58	101	159
I don't know	80	77	157
Totals	533	963	1,496

$$x^2 = 20.2622 \quad (P < .001) \quad C = .1153$$

\*See Table 22.

\*\*How well does your district advisory committee represent different income levels of parents in your district?

Table 33.--Relationship between responses to Item 8\* and responses to Item 53.\*\*

	Yes	No	Totals
A great deal	383	515	898
Somewhat	89	304	393
A little	26	90	116
Not at all	8	40	48
Totals	506	949	1,455

$$x^2 = 64.7952 \quad (P < .001) \quad C = .2063$$

\*See Table 22.

\*\*In general, would you say that your participation in the work of your advisory committee has been a valuable experience for you personally?

Table 34.--Relationship between responses to Item 8\* and responses to Item 54.\*\*

	Yes	No	Totals
A great deal	205	293	498
Somewhat	177	459	636
A little	72	138	210
Not at all	13	35	48
Totals	467	925	1,392

$$x^2 = 23.2372 \quad (P < .001) \quad C = .1280$$

\*See Table 22.

\*\*In general, would you say that your participation in the work of your advisory committee has been a valuable experience for the committee?

Table 35.--Relationship between responses to Item 8\* and responses to Item 55.\*\*

	Yes	No	Totals
A great deal	262	389	651
Somewhat	139	371	510
A little	69	120	189
Not at all	18	46	64
Totals	488	926	1,414

$$\chi^2 = 22.8419 \quad (P < .001) \quad C = .1256$$

\*See Table 22.

\*\*In general, would you say that your participation in the work of your advisory committee has been a valuable experience for the schools?

Table 36.--Relationship between responses to Item 8\* and responses to Item 56.\*\*

	Yes	No	Totals
A great deal	265	364	629
Somewhat	133	378	511
A little	76	141	217
Not at all	17	49	66
Totals	491	932	1,423

$$\chi^2 = 34.6954 \quad (P < .001) \quad C = .1542$$

\*See Table 22.

\*\*In general, would you say that your participation in the work of your advisory committee has been a valuable experience for the community?

Table 37.--Relationship between those who responded in English (0-1574) and those who responded in Spanish (1574-1620) and Item 19.\*

	English	Spanish	Totals
A great deal	845	8	853
Some	444	26	470
A little	141	5	146
None at all	69	3	72
Totals	1,499	42	1,541

$$x^2 = 25.0771 \quad (P < .001) \quad C = .1260$$

\*How much freedom do you feel the members of your committee have to disagree with the ideas of the administrators?

Table 38.--Relationship between those who responded in English (0-1574) and those who responded in Spanish (1574-1620) and Item 20.\*

	English	Spanish	Totals
A great deal	372	12	384
Some	704	17	721
A little	252	10	262
None at all	114	2	116
Totals	1,442	41	1,483

$$x^2 = 2.1755$$

\*What difference have the recommendations of your district advisory committee made on the compensatory education program in your district?

Table 39.--Relationship between those who responded in English (0-1574) and those who responded in Spanish (1574-1620) and Item 38.\*

	English	Spanish	Totals
Many	165	5	170
Some	500	19	519
Few	239	1	240
None	104	2	106
I don't know	486	13	499
Totals	1,494	40	1,534

$$\chi^2 = 7.0950$$

\*Do you know how many important recommendations your district advisory committee has made to the Board of Education?

Table 40.--Relationship between those who responded in English (0-1574) and those who responded in Spanish (1574-1620) and Item 41.\*

	English	Spanish	Totals
Very useful	521	23	544
Somewhat useful	695	15	710
Not useful	133	1	134
I don't know	145	3	148
Totals	1,494	42	1,536

$$\chi^2 = 7.8645 \quad (P < .05) \quad C = .0704$$

\*How useful do you feel your district advisory committee has been to the compensatory education program?

Table 41.--Relationship between those who responded in English (0-1574) and those who responded in Spanish (1574-1620) and Item 42.\*

	English	Spanish	Totals
Very well	913	25	938
Somewhat	356	11	367
Poorly	142	0	142
I don't know	84	6	90
Totals	1,495	42	1,537

$$\chi^2 = 9.3427 \quad (P < .05) \quad C = .0774$$

\*How well does your district advisory committee represent minority group parents in your district?

Table 42.--Relationship between those who responded in English (0-1574) and those who responded in Spanish (1574-1620) and Item 43.\*

	English	Spanish	Totals
Very well	705	17	722
Somewhat	485	13	498
Poorly	160	2	162
I don't know	155	9	164
Totals	1,505	41	1,546

$$\chi^2 = 12.1117 \quad (P < .01) \quad C = .0894$$

\*How well does your district advisory committee represent different income levels of parents in your district?

Table 43.--Relationship between those who responded in English (0-1574) and those who responded in Spanish (1574-1620) and Item 46.\*

	English	Spanish	Totals
Excellent	127	9	136
Quite good	575	18	593
Average	458	6	464
Fair	147	5	152
Quite limited	153	3	156
Totals	1,460	41	1,501

$$\chi^2 = 12.1117 \quad (P < .01) \quad C = .0894$$

\*How would you say the work of the members of your district advisory committee is?

Table 44.--Relationship between those who responded in English (0-1574) and those who responded in Spanish (1574-1620) and Item 53.\*

	English	Spanish	Totals
A great deal	899	30	929
Somewhat	398	5	403
A little	117	1	118
Not at all	51	1	52
Totals	1,465	37	1,502

$$\chi^2 = 6.1211$$

\*In general, would you say that your participation in the work of your advisory committee has been a valuable experience for you personally?

Table 45.--Relationship between those who responded in English (0-1574) and those who responded in Spanish (1574-1620) and Item 54.\*

	English	Spanish	Totals
A great deal	492	21	513
Somewhat	646	11	657
A little	212	2	214
Not at all	52	0	52
Totals	1,402	34	1,436

$$\chi^2 = 11.1392 \quad (P < .02) \quad C = .0871$$

\*In general, would you say that your participation in the work of your advisory committee has been a valuable experience for the committee?

Table 46.--Relationship between those who responded in English (0-1574) and those who responded in Spanish (1574-1620) and Item 55.\*

	English	Spanish	Totals
A great deal	651	21	672
Somewhat	522	8	530
A little	186	5	191
Not at all	67	0	67
Totals	1,426	34	1,460

$$\chi^2 = 5.1050$$

\*In general, would you say that your participation in the work of your advisory committee has been a valuable experience for the schools?

Table 47.--Relationship between those who responded in English (0-1574) and those who responded in Spanish (1574-1620) and Item 56.\*

	English	Spanish	Totals
A great deal	625	27	652
Somewhat	518	11	529
A little	219	2	221
Not at all	69	0	69
Totals	1,431	40	1,471

$$\chi^2 = 10.4803 \quad (P < .02) \quad C = .0836$$

\*In general, would you say that your participation in the work of your advisory committee has been a valuable experience for the community?

Table 48.--Relationship between those who responded in English (0-1574) and those who responded in Spanish (1574-1620) and Item 57.\*

	English	Spanish	Totals
Strongly agree	155	5	160
Agree	176	3	179
Agree somewhat	445	18	463
Disagree	226	10	236
Strongly disagree	450	3	453
Totals	1,452	39	1,491

$$\chi^2 = 12.9467 \quad (P < .05) \quad C = .0927$$

\*Considering all problems, advisory committees are far over-rated with respect to what they can contribute.

Table 49.--Relationship between those who responded in English (0-1574) and those who responded in Spanish (1574-1620) and Item 58.\*

	English	Spanish	Totals
Strongly agree	174	5	179
Agree	141	3	144
Agree somewhat	331	7	338
Disagree	205	12	217
Strongly disagree	614	7	621
Totals	1,465	34	1,499

$$x^2 = 14.3659 \quad (P < .01) \quad C = .0969$$

\*Although it would "look nice" to have more poor people on advisory committees, this does not help us very much.

Table 50.--Relationship between those who responded in English (0-1574) and those who responded in Spanish (1574-1620) and Item 59.\*

	English	Spanish	Totals
Strongly agree	597	24	621
Agree	410	12	422
Agree somewhat	317	3	320
Disagree	94	0	94
Strongly disagree	73	0	73
Totals	1,491	39	1,530

$$x^2 = 12.1888 \quad (P < .02) \quad C = .0888$$

\*District advisory committees may not look like they are very important, but they are really important in our community.

Table 51.--Relationship between those who responded in English (0-1574) and those who responded in Spanish (1574-1620) and Item 60.\*

	English	Spanish	Totals
Strongly agree	150	4	154
Agree	104	1	105
Agree somewhat	325	6	331
Disagree	298	16	314
Strongly disagree	605	8	613
Totals	1,482	35	1,517

$$\chi^2 = 14.8343 \quad (P < .01) \quad C = .0979$$

\*District advisory committees are really "paper committees" which have little or no influence on compensatory education programs.

Table 52.--Relationship between those who responded in English (0-1574) and those who responded in Spanish (1574-1620) and Item 61.\*

	English	Spanish	Totals
Strongly agree	243	6	249
Agree	172	1	173
Agree somewhat	382	12	394
Disagree	274	11	285
Strongly disagree	367	6	373
Totals	1,438	36	1,474

$$\chi^2 = 6.6176$$

\*School districts usually tell district advisory committees what the compensatory education program will be instead of asking for their advice.

Table 53.--Relationship between responses to Item 1\* and responses to Item 57.\*\*

	Male	Female	Totals
Strongly agree	64	95	159
Agree	74	103	177
Agree somewhat	183	278	461
Disagree	99	137	236
Strongly disagree	170	281	451
Totals	590	894	1,484

$$\chi^2 = 1.6027$$

\*Sex. Male Female

\*\*Considering all problems, advisory committees are far over-rated with respect to what they can contribute.

Table 54.--Relationship between responses to Item 1\* and responses to Item 58.\*\*

	Male	Female	Totals
Strongly agree	68	110	178
Agree	64	79	143
Agree somewhat	147	190	337
Disagree	102	113	215
Strongly disagree	215	404	619
Totals	596	896	1,492

$$\chi^2 = 15.5474 \quad (P < .01) \quad C = .1009$$

\*See Table 53.

\*\*Although it would "look nice" to have more poor people on advisory committees, this does not help us very much.

Table 55.--Relationship between responses to Item 1\* and responses to Item 59.\*\*

	Male	Female	Totals
Strongly agree	200	420	620
Agree	182	236	418
Agree somewhat	138	181	319
Disagree	48	46	94
Strongly disagree	31	41	72
Totals	599	924	1,523

$$\chi^2 = 24.0083 \quad (P < .001) \quad C = .1240$$

\*See Table 53.

\*\*District advisory committees may not look like they are very important, but they are really important in our community.

Table 56.--Relationship between responses to Item 1\* and responses to Item 60.\*\*

	Male	Female	Totals
Strongly agree	53	101	154
Agree	38	66	104
Agree somewhat	139	190	329
Disagree	126	186	312
Strongly disagree	239	372	611
Totals	595	915	1,510

$$\chi^2 = 3.2249$$

\*See Table 53.

\*\*District advisory committees are really "paper committees" which have little or no influence on compensatory education programs.

Table 57.--Relationship between responses to Item 1\* and responses to Item 71.\*\*

	Male	Female	Totals
Strongly agree	88	159	247
Agree	64	107	171
Agree somewhat	162	230	392
Disagree	126	159	285
Strongly disagree	150	222	372
Totals	590	877	1,467

$$\chi^2 = 4.8104$$

\*See Table 53.

\*\*School districts usually tell district advisory committees what the compensatory education program will be instead of asking for their advice.

Table 58.--Relationship between responses to Item 2\* and responses to Item 54.\*\*

	30 and Under	Over 30	Totals
A great deal	56	457	513
Somewhat	71	586	657
A little	28	186	214
Not at all	7	45	52
Totals	162	1,274	1,436

$$\chi^2 = 15.5474 \quad (P < .01) \quad C = .1009$$

\*Age

\*\*In general, would you say that your participation in the work of your advisory committee has been a valuable experience for the committee?

Table 59.--Relationship between responses to Item 2\* and responses to Item 55.\*\*

	30 and Under	Over 30	Totals
A great deal	76	596	672
Somewhat	42	488	530
A little	32	159	191
Not at all	10	57	67
Totals	160	1,300	1,460

$$\chi^2 = 12.7393 \quad (P < .01) \quad C = .0927$$

\*See Table 58.

\*\*In general, would you say that your participation in the work of your advisory committee has been a valuable experience for the schools?

Table 60.--Relationship between responses to Item 2\* and responses to Item 56.\*\*

	30 and Under	Over 30	Totals
A great deal	79	573	652
Somewhat	43	486	529
A little	28	193	221
Not at all	11	58	69
Totals	161	1,310	1,471

$$\chi^2 = 7.6654$$

\*See Table 58.

\*\*In general, would you say that your participation in the work of your advisory committee has been a valuable experience for the community?

Table 61.--Relationship between responses to Item 2\* and responses to Item 19.\*\*

	30 and Under	Over 30	Totals
A great deal	78	775	853
Some	60	410	470
A little	17	129	146
None at all	14	58	72
Totals	169	1,372	1,541

$$\chi^2 = 9.8283 \quad (P < .05) \quad C = .0793$$

\*See Table 58.

\*\*How much freedom do you feel the members of your committee have to disagree with the ideas of the administrators?

Table 62.--Relationship between responses to Item 2\* and responses to Item 20.\*\*

	30 and Under	Over 30	Totals
A great deal	36	348	384
Some	69	652	721
A little	37	225	262
None at all	20	96	116
Totals	162	1,321	1,483

$$\chi^2 = 9.8169 \quad (P < .05) \quad C = .0806$$

\*See Table 58.

\*\*What difference have the recommendations of your district advisory committee made on the compensatory education program in your district?

Table 63.--Relationship between responses to Item 2\* and responses to Item 39.\*\*

	30 and Under	Over 30	Totals
All	4	95	99
Many	13	178	191
Some	34	408	442
None	15	90	105
I don't know	89	476	565
The district advisory committee was not told how many	7	57	64
Totals	162	1,304	1,466

$$x^2 = 27.3466 \quad (P < .001) \quad C = .1352$$

\*See Table 58.

\*\*How many important recommendations which your district advisory committee has made to the Board of Education have been accepted?

Table 64.--Relationship between responses to Item 2\* and responses to Item 41.\*\*

	30 and Under	Over 30	Totals
Very useful	58	486	544
Somewhat useful	73	637	710
Not useful	25	109	134
I don't know	15	133	148
Totals	171	1,365	1,536

$$x^2 = 8.4581 \quad (P < .05) \quad C = .0734$$

\*See Table 58.

\*\*How useful do you feel your district advisory committee has been to the compensatory education program?

Table 65.--Relationship between responses to Item 2\* and responses to Item 42.\*\*

	30 and Under	Over 30	Totals
Very well	103	835	938
Somewhat	33	334	367
Poorly	19	123	142
I don't know	16	74	90
Totals	171	1,366	1,537

$$\chi^2 = 3.2030$$

\*See Table 58.

\*\*How well does your district advisory committee represent minority group parents in your district?

Table 66.--Relationship between responses to Item 2\* and responses to Item 43.\*\*

	30 and Under	Over 30	Totals
Very well	74	648	722
Somewhat	55	443	498
Poorly	24	138	162
I don't know	21	143	164
Totals	174	1,372	1,546

$$\chi^2 = 3.2030$$

\*See Table 58.

\*\*How well does your district advisory committee represent different income levels of parents in your district?

Table 67.--Relationship between responses to Item 2\* and responses to Item 57.\*\*

	30 and Under	Over 30	Totals
Strongly agree	17	143	160
Agree	19	160	179
Agree somewhat	40	423	463
Disagree	23	213	236
Strongly disagree	63	390	453
Totals	162	1,329	1,491

$$\chi^2 = 7.0239$$

\*See Table 58.

\*\*Considering all problems, advisory committees are far over-rated with respect to what they can contribute.

Table 68.--Relationship between responses to Item 2\* and responses to Item 58.\*\*

	30 and Under	Over 30	Totals
Strongly agree	18	161	179
Agree	14	130	144
Agree somewhat	25	313	338
Disagree	25	192	217
Strongly disagree	84	537	621
Totals	166	1,333	1,499

$$\chi^2 = 8.9347$$

\*See Table 58.

\*\*Although it would "look nice" to have more poor people on advisory committees, this does not help us very much.

Table 69.--Relationship between responses to Item 2\* and responses to Item 59.\*\*

	30 and Under	Over 30	Totals
Strongly agree	84	537	621
Agree	41	381	422
Agree somewhat	18	302	320
Disagree	15	79	94
Strongly disagree	9	64	73
Totals	167	1,363	1,530

$$x^2 = 16.7975 \quad (P < .01) \quad C = .1039$$

\*See Table 58.

\*\*District advisory committees may not look like they are very important, but they are really important in our community.

Table 70.--Relationship between responses to Item 2\* and responses to Item 60.\*\*

	30 and Under	Over 30	Totals
Strongly agree	20	134	154
Agree	13	92	105
Agree somewhat	33	298	331
Disagree	28	286	314
Strongly disagree	68	545	613
Totals	162	1,355	1,517

$$x^2 = 2.4854$$

\*See Table 58.

\*\*District advisory committees are really "paper committees" which have little or no influence on compensatory education programs.

Table 71.--Relationship between responses to Item 2\* and responses to Item 61.\*\*

	30 and Under	Over 30	Totals
Strongly agree	39	210	249
Agree	19	154	173
Agree somewhat	40	354	394
Disagree	22	263	285
Strongly disagree	40	333	373
Totals	160	1,314	1,474

$$\chi^2 = 9.0542$$

\*See Table 58.

\*\*School districts usually tell district advisory committees what the compensatory education program will be instead of asking for their advice.

Table 72.--Relationship between responses to Item 2\* and responses to Item 53.\*\*

	30 and Under	Over 30	Totals
A great deal	114	815	929
Somewhat	37	366	403
A little	7	111	118
Not at all	9	43	52
Totals	167	1,335	1,502

$$\chi^2 = 8.0072 \quad (P < .05) \quad C = .0728$$

\*See Table 58.

\*\*In general, would you say that your participation in the work of your advisory committee has been a valuable experience for you personally?

Table 73.--Relationship between responses to Item 2\* and responses to Item 44.\*\*

	30 and Under	Over 30	Totals
Much more influence	11	109	120
Somewhat more influence	29	326	355
About the same influence	102	720	822
Somewhat less influence	12	75	87
Much less influence	8	68	76
Totals	162	1,298	1,460

$$\chi^2 = 5.6385$$

\*Age

\*\*Compared with other members of your district advisory committee, how much influence do you feel you have on committee decisions?

Table 74.--Relationship between responses to Item 47\* and responses to Item 11\*\*

	Yes	No	Totals
None	9	47	56
One	28	92	120
Two or three	83	280	363
Four or five	116	189	305
More than five	187	312	499
Totals	423	920	1,343

$$\chi^2 = 36.7213 \quad (P < .001) \quad C = .1630$$

\*Does your district pay expenses for the members of the district advisory committee?

\*\*About how many district advisory committee meetings have you participated in during the past year?

Table 75.--Relationship between responses to Item 21\* and responses to Item 20.\*\*

	Yes	No	Totals
A great deal	365	11	376
Some	646	31	677
A little	204	30	234
None at all	76	27	103
Totals	1,291	99	1,390

$$\chi^2 = 84.8681 \quad (P < .001) \quad C = .2397$$

\*Is your district advisory committee recognized by the governing board of your district?

\*\*What difference have the recommendations of your district advisory committee made on the compensatory education program in your district?

Table 76.--Relationship between responses to Item 21\* and responses to Item 57.\*\*

	Yes	No	Totals
Strongly agree	126	21	147
Agree	151	14	165
Agree somewhat	399	25	424
Disagree	207	12	219
Strongly disagree	400	26	426
Totals	1,283	98	1,381

$$\chi^2 = 14.4393 \quad (P < .01) \quad C = .1014$$

\*See Table 75.

\*\*Considering all problems, advisory committees are far over-rated with respect to what they can contribute.

Table 77.--Relationship between responses to Item 21\* and responses to Item 58.\*\*

	Yes	No	Totals
Strongly agree	144	11	155
Agree	124	10	134
Agree somewhat	295	22	317
Disagree	189	13	202
Strongly disagree	530	41	571
Totals	1,282	97	1,379

$$\chi^2 = .1722$$

\*See Table 75.

\*\*Although it would "look nice" to have more poor people on advisory committees, this does not help us very much.

Table 78.--Relationship between responses to Item 21\* and responses to Item 59.\*\*

	Yes	No	Totals
Strongly agree	548	28	576
Agree	368	28	396
Agree somewhat	262	25	287
Disagree	81	6	87
Strongly disagree	51	12	63
Totals	1,310	99	1,409

$$\chi^2 = 19.3204 \quad (P < .001) \quad C = .1161$$

\*See Table 75.

\*\*District advisory committees may not look like they are very important, but they are really important in our community.

Table 79.--Relationship between responses to Item 21\* and responses to Item 60.\*\*

	Yes	No	Totals
Strongly agree	106	31	137
Agree	84	10	94
Agree somewhat	279	23	302
Disagree	261	24	285
Strongly disagree	573	12	585
Totals	1,303	100	1,403

$$\chi^2 = 75.0761 \quad (P < .001) \quad C = .2251$$

\*See Table 75.

\*\*District advisory committees are really "paper committees" which have little or no influence on compensatory education programs.

Table 80.--Relationship between responses to Item 21\* and responses to Item 61.\*\*

	Yes	No	Totals
Strongly agree	171	49	220
Agree	141	16	157
Agree somewhat	346	21	367
Disagree	255	10	265
Strongly disagree	351	3	354
Totals	1,264	99	1,363

$$\chi^2 = 103.2966 \quad (P < .001) \quad C = .2653$$

\*See Table 75.

\*\*School districts usually tell district advisory committees what the compensatory education program will be instead of asking for their advice.

Table 81.--Relationship between responses to Item 20\* and responses to Item 11.\*\*

	A Great Deal and Some	A Little and None at All	Totals
None	54	19	73
One	97	39	136
Two or three	277	110	387
Four or five	245	86	331
More than five	428	122	550
Totals	1,101	376	1,477

$$\chi^2 = 5.7074$$

\*What difference have the recommendations of your district advisory committee made on the compensatory education program in your district?

\*\*About how many district advisory committee meetings have you participated in during the past year?

Table 82.--Relationship between responses to Item 11\* and responses to Item 57.\*\*

	None or One	Two or More	Totals
Strongly agree	18	141	159
Agree	36	143	179
Agree somewhat	73	388	461
Disagree	24	212	236
Strongly disagree	58	393	451
Totals	209	1,277	1,486

$$\chi^2 = 11.1054 \quad (P < .05) \quad C = .0860$$

\*About how many district advisory committee meetings have you participated in during the past year?

\*\*Considering all problems, advisory committees are far over-rated with respect to what they can contribute.

Table 83.--Relationship between responses to Item 11\* and responses to Item 58.\*\*

	None or One	Two or More	Totals
Strongly agree	22	156	178
Agree	27	117	144
Agree somewhat	54	281	335
Disagree	43	174	217
Strongly disagree	75	542	617
Totals	221	1,270	1,491

$$x^2 = 10.8219 \quad (P < .05) \quad C = .0848$$

\*See Table 82.

\*\*Although it would "look nice" to have more poor people on advisory committees, this does not help us very much.

Table 84.--Relationship between responses to Item 11\* and responses to Item 59.\*\*

	None or One	Two or More	Totals
Strongly agree	76	541	617
Agree	61	360	421
Agree somewhat	58	261	319
Disagree	15	79	94
Strongly disagree	12	59	71
Totals	222	1,300	1,522

$$x^2 = 6.3095$$

\*See Table 82.

\*\*District advisory committees may not look like they are very important, but they are really important in our community.

Table 85.--Relationship between responses to Item 11\* and responses to Item 60.\*\*

	None or One	Two or More	Totals
Strongly agree	61	91	152
Agree	54	51	105
Agree somewhat	145	185	330
Disagree	161	152	313
Strongly disagree	207	402	609
Totals	628	881	1,509

$$x^2 = 32.0348 \quad (P < .001) \quad C = .1438$$

\*See Table 82.

\*\*District advisory committees are really "paper committees" which have little or no influence on compensatory education programs.

Table 86.--Relationship between responses to Item 11\* and responses to Item 61.\*\*

	None or One	Two or More	Totals
Strongly agree	40	207	247
Agree	23	149	172
Agree somewhat	61	331	392
Disagree	43	241	284
Strongly disagree	41	331	372
Totals	208	1,259	1,467

$$x^2 = 4.7958$$

\*See Table 82.

\*\*School districts usually tell district advisory committees what the compensatory education program will be instead of asking for their advice.

Table 87.--Relationship between responses to Item 11\* and responses to Item 21.\*\*

	None or One	Two or More	Totals
Yes	188	1,153	1,341
No	67	85	152
Totals	255	1,238	1,493

$$\chi^2 = 84.9942 \quad (P < .001) \quad C = .2397$$

\*See Table 82.

\*\*Is your district advisory committee recognized by the governing board of your district?

Table 88.--Relationship between responses to Item 11\* and responses to Item 36.\*\*

	None or One	Two or More	Totals
Very helpful	75	587	662
Somewhat helpful	83	518	601
Not helpful	10	60	70
I don't know	49	126	175
Totals	217	1,291	1,508

$$\chi^2 = 31.5116 \quad (P < .001) \quad C = .2397$$

\*See Table 82.

\*\*How helpful has the information given to you by the school district been to your district advisory committee in its recommendations?

Table 89.--Relationship between responses to Item 11\* and responses to Item 41.\*\*

	None or One	Two or More	Totals
Very useful	61	480	541
Somewhat useful	88	519	607
Not useful	31	103	134
I don't know	41	104	145
Totals	221	1,206	1,427

$$\chi^2 = 31.8922 \quad (P < .001) \quad C = .1476$$

\*See Table 82.

\*\*How useful do you feel your district advisory committee has been to the compensatory education program?

Table 90.--Relationship between responses to Item 11\* and responses to Item 46.\*\*

	None or One	Two or More	Totals
Excellent	14	121	135
Quite good	77	515	592
Average	60	402	462
Fair	24	127	151
Quite limited	35	118	153
Totals	210	1,283	1,493

$$\chi^2 = 12.7616 \quad (P < .01) \quad C = .0916$$

\*See Table 82.

\*\*How would you say the work of the members of your district advisory committee is?

Table 91.--Relationship between responses to Item 38\* and responses to Item 39.\*\*

	Many & Some	Few, None & I Don't Know	Totals
All	80	18	98
Many	177	12	189
Some	294	143	437
None	12	91	103
I don't know	80	480	560
The district advisory committee was not told how many	23	41	64
Totals	666	785	1,451

$$\chi^2 = 580.9654 \quad (P < .001) \quad C = .5346$$

\*Do you know how many important recommendations your district advisory committee has made to the Board of Education?

\*\*How many have been accepted?

Table 92.--Relationship between responses to Item 6\* and responses to Item 19.\*\*

	Yes	No	Totals
A great deal	265	535	800
Some	191	243	434
A little	63	67	130
None at all	36	26	62
Totals	555	871	1,426

$$\chi^2 = 16.4812 \quad (P < .001) \quad C = .1092$$

\*Are you a member of a minority group?

\*\*How much freedom do you feel the members of your committee have to disagree with the ideas of the administrators?

Table 93.--Relationship between responses to Item 6\* and responses to Item 20.\*\*

	Yes	No	Totals
A great deal	141	205	346
Some	252	431	683
A little	107	139	246
None at all	44	64	108
Totals	544	839	1,383

$$\chi^2 = 139.9162 \quad (P < .001) \quad C = .3031$$

\*See Table 92.

\*\*What difference have the recommendations of your district advisory committee made on the compensatory education program in your district?

Table 94.--Relationship between responses to Item 6\* and responses to Item 36.\*\*

	Yes	No	Totals
Very helpful	231	383	614
Somewhat helpful	226	343	569
Not helpful	31	32	63
I don't know	67	99	166
Totals	555	857	1,412

$$\chi^2 = 47.4478 \quad (P < .001) \quad C = .1803$$

\*See Table 92.

\*\*How helpful has the information given to you by the school district been to your district advisory committee in its recommendations?

Table 95.--Relationship between responses to Item 6\* and responses to Item 39.\*\*

	Yes	No	Totals
All	18	77	95
Many	57	122	179
Some	183	234	417
None	43	55	98
I don't know	213	320	533
The district advisory committee was not told how many	23	37	60
Totals	537	845	1,382

$$\chi^2 = 328.9902 \quad (P < .001) \quad C = .1803$$

\*See Table 92.

\*\*How many important recommendations which your district advisory committee has made to the Board of Education have been accepted?

Table 96.--Relationship between responses to Item 6\* and responses to Item 40.\*\*

	Yes	No	Totals
Very useful	148	191	339
Somewhat useful	189	377	566
Not useful	114	194	308
I don't know	92	102	194
Totals	543	864	1,407

$$\chi^2 = 88.3351 \quad (P < .001) \quad C = .2430$$

\*See Table 92.

\*\*How much has your district advisory committee been involved in evaluating the compensatory education program?

Table 97.--Relationship between responses to Item 6\* and responses to Item 41.\*\*

	Yes	No	Totals
Very useful	219	280	499
Somewhat useful	238	431	669
Not useful	43	86	129
I don't know	55	81	136
Totals	555	878	1,433

$$x^2 = 12.8109 \quad (P < .01) \quad C = .0942$$

\*See Table 92.

\*\*How useful do you feel your district advisory committee has been to the compensatory education program?

Table 98.--Relationship between responses to Item 6\* and responses to Item 42.\*\*

	Yes	No	Totals
Very well	341	537	878
Somewhat	131	215	346
Poorly	64	69	133
I don't know	24	53	77
Totals	560	874	1,434

$$x^2 = 12.6047 \quad (P < .01) \quad C = .0933$$

\*See Table 92.

\*\*How well does your district advisory committee represent minority group parents in your district?

Table 99.--Relationship between responses to Item 6\* and responses to Item 43.\*\*

	Yes	No	Totals
Very well	233	438	671
Somewhat	177	289	466
Poorly	77	78	155
I don't know	72	76	148
Totals	559	881	1,440

$$\chi^2 = 7.3281$$

\*See Table 92.

\*\*How well does your district advisory committee represent different income levels of parents in your district?

Table 100.--Relationship between responses to Item 6\* and responses to Item 53.\*\*

	Yes	No	Totals
A great deal	368	499	867
Somewhat	121	259	380
A little	33	79	112
Not at all	17	31	48
Totals	539	868	1,407

$$\chi^2 = 13.0383 \quad (P < .01) \quad C = .0958$$

\*See Table 92.

\*\*In general, would you say that your participation in the work of your advisory committee has been a valuable experience for you personally?

Table 101.--Relationship between responses to Item 6\* and responses to Item 54.\*\*

	Yes	No	Totals
A great deal	208	274	482
Somewhat	219	401	620
A little	66	134	200
Not at all	18	32	50
Totals	511	841	1,352

$$\chi^2 = 114.1839 \quad (P < .0001) \quad C = .02790$$

\*See Table 92.

\*\*In general, would you say that your participation in the work of your advisory committee has been a valuable experience for the committee?

Table 102.--Relationship between responses to Item 6\* and responses to Item 55.\*\*

	Yes	No	Totals
A great deal	256	369	625
Somewhat	184	320	504
A little	55	122	177
Not at all	27	38	65
Totals	522	849	1,371

$$\chi^2 = 30.2018 \quad (P < .001) \quad C = .1468$$

\*See Table 92.

\*\*In general, would you say that your participation in the work of your advisory committee has been a valuable experience for the schools?

Table 103.--Relationship between responses to Item 6\* and responses to Item 56.\*\*

	Yes	No	Totals
A great deal	268	331	599
Somewhat	164	341	505
A little	68	140	208
Not at all	26	38	64
Totals	526	850	1,376

$$\chi^2 = 63.1240 \quad (P < .001) \quad C = .2094$$

\*See Table 92.

\*\*In general, would you say that your participation in the work of your advisory committee has been a valuable experience for the community?

Table 104.--Relationship between responses to Item 6\* and responses to Item 57.\*\*

	Yes	No	Totals
Strongly agree	76	67	143
Agree	65	94	159
Agree somewhat	156	281	437
Disagree	71	153	224
Strongly disagree	175	258	433
Totals	543	853	1,396

$$\chi^2 = 196.1925 \quad (P < .001) \quad C = .3510$$

\*See Table 92.

\*\*Considering all problems, advisory committees are far over-rated with respect to what they can contribute.

Table 105.--Relationship between responses to Item 6\* and responses to Item 58.\*\*

	Yes	No	Totals
Strongly agree	81	82	163
Agree	49	82	131
Agree somewhat	126	192	318
Disagree	65	138	203
Strongly disagree	218	363	581
Totals	539	857	1,396

$$\chi^2 = 227.4833 \quad (P < .001) \quad C = .3743$$

\*See Table 92.

\*\*Although it would "look nice" to have more poor people on advisory committees, this does not help us very much.

Table 106.--Relationship between responses to Item 6\* and responses to Item 59.\*\*

	Yes	No	Totals
Strongly agree	286	285	571
Agree	131	265	396
Agree somewhat	84	212	296
Disagree	24	65	89
Strongly disagree	28	40	68
Totals	553	867	1,420

$$\chi^2 = 313.0962 \quad (P < .001) \quad C = .4250$$

\*See Table 92.

\*\*District advisory committees may not look like they are very important, but they are really important in our community.

Table 107.--Relationship between responses to Item 6\* and responses to Item 60.\*\*

	Yes	No	Totals
Strongly agree	80	61	141
Agree	31	67	98
Agree somewhat	116	199	315
Disagree	94	199	293
Strongly disagree	225	346	571
Totals	546	872	1,418

$$\chi^2 = 221.9791 \quad (P < .001) \quad C = .3679$$

\*See Table 92.

\*\*District advisory committees are really "paper committees" which have little or no influence on compensatory education programs.

Table 108.--Relationship between responses to Item 6\* and responses to Item 61.\*\*

	Yes	No	Totals
Strongly agree	132	94	226
Agree	67	96	163
Agree somewhat	124	257	381
Disagree	90	170	260
Strongly disagree	118	230	348
Totals	531	847	1,378

$$\chi^2 = 105.3439 \quad (P < .001) \quad C = .2664$$

\*See Table 92.

\*\*School districts usually tell district advisory committees what the compensatory education program will be instead of asking for their advice.

Table 109.--Relationship between the responses of administrators and nonadministrators and responses to Item 11.\*

	Nonadministrators	Administrators	Totals
None	67	7	74
One	142	10	152
Two or three	326	81	407
Four or five	269	69	338
More than five	418	136	554
Totals	1,222	303	1,525

$$\chi^2 = 29.5827 \quad (P < .001) \quad C = .1379$$

\*About how many district advisory committee meetings have you participated in during the past year?

Table 110.--Relationship between the responses of administrators and nonadministrators and responses to Item 20.\*

	Nonadministrators	Administrators	Totals
A great deal	300	74	374
Some	536	170	706
A little	214	43	257
None at all	105	8	113
Totals	1,155	295	1,450

$$\chi^2 = 20.4881 \quad (P < .001) \quad C = .1180$$

\*What difference have the recommendations of your district advisory committee made on the compensatory education program in your district?

Table 111.--Relationship between the responses of administrators and nonadministrators and responses to Item 22.\*

	Nonadministrators	Administrators	Totals
Very clear	521	129	650
Somewhat clear	540	154	694
Not clear	133	20	153
Totals	1,194	303	1,497

$$x^2 = 6.6200 \quad C = .0663$$

\*Does your district advisory committee have clearly understood purposes?

Table 112.--Relationship between the responses of administrators and nonadministrators and responses to Item 23.\*

	Nonadministrators	Administrators	Totals
Committee established its own	152	54	206
Administration gave a statement of these purposes	343	57	400
A mixture of the two	429	173	602
Don't know	220	10	230
Totals	1,144	294	1,438

$$x^2 = 75.7457 \quad (P < .001) \quad C = .2237$$

\*How has your district advisory committee arrived at these purposes?

Table 113.--Relationship between the responses of administrators and nonadministrators and responses to Item 24.\*

	Nonadministrators	Administrators	Totals
Very well	353	72	425
Fairly well	593	175	768
Not so well	157	45	202
Poorly	66	8	74
Totals	1,169	300	1,469

$$\chi^2 = 10.4446 \quad (P < .02) \quad C = .0840$$

\*How well, do you think, does the committee do in living up to its understood purposes?

Table 114.--Relationship between the responses of administrators and nonadministrators and responses to Item 36.\*

	Nonadministrators	Administrators	Totals
Very helpful	511	133	644
Somewhat helpful	458	140	598
Not helpful	59	9	68
I don't know	162	13	175
Totals	1,190	295	1,485

$$\chi^2 = 23.8552 \quad (P < .001) \quad C = .1257$$

\*How helpful has the information given to you by the school district been to your district advisory committee in its recommendations?

Table 115.--Relationship between the responses of administrators and nonadministrators and responses to Item 38.\*

	Nonadministrators	Administrators	Totals
Many	132	38	170
Some	397	122	519
Few	169	71	240
None	78	28	106
I don't know	454	45	499
Totals	1,230	304	1,534

$$\chi^2 = 59.0664 \quad (P < .001) \quad C = .1926$$

\*Do you know how many important recommendations your district advisory committee has made to the Board of Education?

Table 116.--Relationship between the responses of administrators and nonadministrators and responses to Item 39.\*

	Nonadministrators	Administrators	Totals
All	45	53	98
Many	128	61	189
Some	338	99	437
None	78	25	103
I don't know	508	52	560
The district advisory committee was not told how many	61	3	64
Totals	1,158	293	1,451

$$\chi^2 = 140.5535 \quad (P < .001) \quad C = .2972$$

\*How many important recommendations which your district advisory committee has made to the Board of Education have been accepted?

Table 117.--Relationship between the responses of administrators and nonadministrators and responses to Item 40.\*

	Nonadministrators	Administrators	Totals
A great deal	316	45	361
Some	448	151	599
A little	240	77	317
None at all	171	29	200
Totals	1,175	302	1,477

$$\chi^2 = 29.7152 \quad (P < .001) \quad C = .1404$$

\*How much has your district advisory committee been involved in evaluating the compensatory education program?

Table 118.--Relationship between the responses of administrators and nonadministrators and responses to Item 41.\*

	Nonadministrators	Administrators	Totals
Very useful	440	85	525
Somewhat useful	522	179	701
Not useful	107	26	133
I don't know	132	13	145
Totals	1,201	303	1,504

$$\chi^2 = 29.0564 \quad (P < .001) \quad C = .1377$$

\*How useful do you feel your district advisory committee has been to the compensatory education program?

Table 119.--Relationship between the responses of administrators and nonadministrators and responses to Item 42.\*

	Nonadministrators	Administrators	Totals
Very well	704	211	915
Somewhat	294	66	360
Poorly	119	21	140
I don't know	85	2	87
Totals	1,202	300	1,502

$$\chi^2 = 25.2296 \quad (P < .001) \quad C = .1285$$

\*How well does your district advisory committee represent minority group parents in your district?

Table 120.--Relationship between the responses of administrators and nonadministrators and responses to Item 43.\*

	Nonadministrators	Administrators	Totals
Very well	549	157	706
Somewhat	382	104	486
Poorly	132	29	161
I don't know	149	8	157
Totals	1,212	298	1,510

$$\chi^2 = 25.1850 \quad (P < .001) \quad C = .1281$$

\*How well does your district advisory committee represent different income levels of parents in your district?

Table 121.--Relationship between the responses of administrators and nonadministrators and responses to Item 44.\*

	Nonadministrators	Administrators	Totals
Much more influence	67	53	120
Somewhat more influence	226	131	357
About the same influence	732	95	827
Somewhat less influence	78	10	88
Much less influence	74	6	80
Totals	1,177	295	1,472

$$x^2 = 155.1219 \quad (P < .001) \quad C = .3088$$

\*Compared with other members of your district advisory committee, how much influence do you feel you have on committee decisions?

Table 122.--Relationship between the responses of administrators and nonadministrators and responses to Item 46.\*

	Nonadministrators	Administrators	Totals
Excellent	103	27	130
Quite good	455	122	577
Average	358	102	460
Fair	121	27	148
Quite limited	135	20	155
Totals	1,172	298	1,470

$$x^2 = 6.9049 \quad (C = .0684)$$

\*How would you say the work of the members of your district advisory committee is?

Table 123.--Relationship between the responses of administrators and nonadministrators and responses to Item 53.\*

	Nonadministrators	Administrators	Totals
A great deal	757	153	910
Somewhat	283	113	396
A little	91	24	115
Not at all	43	9	53
Totals	1,174	299	1,473

$$\chi^2 = 23.7501 \quad (P < .001) \quad C = .1260$$

\*In general, would you say that your participation in the work of your advisory committee has been a valuable experience for you personally?

Table 124.--Relationship between the responses of administrators and nonadministrators and responses to Item 54.\*

	Nonadministrators	Administrators	Totals
A great deal	400	102	502
Somewhat	491	154	645
A little	176	35	211
Not at all	47	5	52
Totals	1,114	296	1,410

$$\chi^2 = 9.8972 \quad (P < .02) \quad C = .0835$$

\*In general, would you say that your participation in the work of your advisory committee has been a valuable experience for the committee?

Table 125.--Relationship between the responses of administrators and nonadministrators and responses to Item 55.\*

	Nonadministrators	Administrators	Totals
A great deal	519	136	655
Somewhat	395	128	523
A little	163	24	187
Not at all	58	9	67
Totals	1,135	297	1,432

$$\chi^2 = 13.7227 \quad (P < .01) \quad C = .0974$$

\*In general, would you say that your participation in the work of your advisory committee has been a valuable experience for the schools?

Table 126.--Relationship between the responses of administrators and nonadministrators and responses to Item 56.\*

	Nonadministrators	Administrators	Totals
A great deal	513	119	632
Somewhat	395	128	523
A little	177	40	217
Not at all	60	8	68
Totals	1,145	295	1,440

$$\chi^2 = 9.9085 \quad (P < .02) \quad C = .0827$$

\*In general, would you say that your participation in the work of your advisory committee has been a valuable experience for the community?

Table 127.--Relationship between the responses of administrators and nonadministrators and responses to Item 57.\*

	Nonadministrators	Administrators	Totals
Strongly agree	130	23	153
Agree	140	35	175
Agree somewhat	348	106	454
Disagree	179	52	231
Strongly disagree	362	85	447
Totals	1,159	301	1,460

$$\chi^2 = 6.2316 \quad C = .0652$$

\*Considering all problems, advisory committees are far over-rated with respect to what they can contribute.

Table 128.--Relationship between the responses of administrators and nonadministrators and responses to Item 58.\*

	Nonadministrators	Administrators	Totals
Strongly agree	149	24	173
Agree	116	25	141
Agree somewhat	262	71	333
Disagree	157	54	211
Strongly disagree	476	125	601
Totals	1,160	299	1,459

$$\chi^2 = 8.8559 \quad C = .0777$$

\*Although it would "look nice" to have more poor people on advisory committees, this does not help us very much.

Table 129.--Relationship between the responses of administrators and nonadministrators and responses to Item 59.\*

	Nonadministrators	Administrators	Totals
Strongly agree	527	78	605
Agree	316	97	413
Agree somewhat	218	90	308
Disagree	66	25	91
Strongly disagree	62	11	73
Totals	1,189	301	1,490

$$\chi^2 = 42.5337 \quad (P < .001) \quad C = .1666$$

\*District advisory committees may not look like they are very important, but they are really important in our community.

Table 130.--Relationship between the responses of administrators and nonadministrators and responses to Item 60.\*

	Nonadministrators	Administrators	Totals
Strongly agree	134	16	150
Agree	83	19	102
Agree somewhat	262	65	327
Disagree	235	71	306
Strongly disagree	468	131	599
Totals	1,182	302	1,484

$$\chi^2 = 11.2988 \quad (P < .05) \quad C = .0869$$

\*District advisory committees are really "paper committees" which have little or no influence on compensatory education programs.

Table 131.--Relationship between the responses of administrators and nonadministrators and responses to Item 61.\*

	Nonadministrators	Administrators	Totals
Strongly agree	213	28	241
Agree	150	21	171
Agree somewhat	292	99	391
Disagree	209	65	274
Strongly disagree	279	85	364
Totals	1,143	298	1,441

$$\chi^2 = 27.6803 \quad (P < .001) \quad C = .1373$$

\*School districts usually tell district advisory committees what the compensatory education program will be instead of asking for their advice.

APPENDIX H

EXCERPTS:

COMPENSATORY EDUCATION GUIDELINES

Excerpts - Guidelines for Compensatory Education Programs and Projects and Directions for Making Application for Grant Assistance under the Elementary and Secondary Education Act of 1965 (Public Law 89-10, Title I), 1965

#### COMMUNITY ACTION PROGRAMS

The importance of local public school districts establishing and maintaining genuine and effective working relationships with community action programs in their districts has been translated into a basic requirement under Public Law 89-10, Title I. Local public school districts are required cooperatively to develop the educational programs for the educationally deprived pupils with the agency responsible for the community action programs established under the provision of the Economic Opportunity Act of 1964, (Public Law 88-452). In support of this requirement, California's McAteer Act further designates as a necessary program evaluation standard evidence that all available resources and aids have been mobilized and effectively coordinated by the local public school district in the development of a comprehensive compensatory education program.

#### I. REQUIREMENTS

In order to comply with the above requirements, district applications should:

- A. State whether in the school district of the local educational agency there is a community action program approved pursuant to Title II of the Economic Opportunity Act of 1964 (Public Law 88-452) and, if so, that the projects have been developed in cooperation with the public or nonprofit agency responsible for such a community action with the view, among other things, of avoiding duplication of effort. The application shall also contain an undertaking to establish and maintain genuine working relationships with such public or nonprofit agency during the operation of the project.
- B. Give assurance that cooperation with the community action program does not extend to the joint financing of a single project with funds under Title I of the Elementary and Secondary Education Act of 1965 and funds under Title II of the Economic Opportunity Act of 1964.

Excerpts - Guidelines: Compensatory Education, Revised,  
April, 1969

#### COORDINATION OF COMMUNITY RESOURCES

Coordinated school-community resources which deal with the whole child, and not solely his academic needs, are necessary if the poverty cycle is to be broken and full educational opportunity is to be provided for every child.

These guidelines provide the necessary procedures relating to school-community coordination that a district shall follow when applying for Title I funds. The project application form includes a "Statement by Community Action Agency" to be completed by the local community action agency as assurance that school and community resources have been coordinated. If the local community action agency does not sign the statement, the school district shall explain and describe its efforts to cooperate with the community action agency and to obtain execution of the certification.

Cooperation means the exchange of information relating to compensatory education projects with all community resources during the period when projects are being planned and developed, as well as when they are being carried out. Cooperation does not permit the commingling of funds, but does permit the simultaneous use of funds under the Economic Opportunity Act and Title I to finance identifiable portions of a single project.

Community action agency is the local agency or organization that has been duly recognized by the Federal and State Office of Economic Opportunity. The chairman of the local community action agency shall be known as the principal officer for the purpose of these guidelines.

#### SCHOOL DISTRICT ADVISORY COMMITTEE

The school district shall establish a local advisory committee to bring about the cooperation and coordination of all community resources. If there is a local community action agency, which meets the criteria of these guidelines for an advisory committee, such a community action agency may serve in lieu of an advisory committee, subject to the approval of the school district.

Function of a School District Advisory Committee. Coordination and cooperation through a local advisory committee should insure the school district and the existing local community action agency that comprehensive plans are developed

to take advantage of all available community resources as well as available state and federal sources of funding compensatory education programs.

The principal function of the local advisory committee is to assist and advise the school district in:

1. Developing programs in cooperation with existing community action programs in their locality
2. Mobilizing and coordinating all community resources in a concerted attack on the problems of educationally deprived children
3. Overall planning, development, implementation, evaluation, and dissemination of information relative to the objectives of the compensatory programs
4. Acting as a hearing board for any individual or group who may want to propose additions to or changes in the school district's proposed compensatory programs

This section of the guidelines shall in no way be construed as giving the school district advisory committee or the local community action agency a veto over Title I programs.

Composition of the Advisory Committee. Because the needs and resources of school districts may differ, considerable latitude is allowed in the development and conduct of a school district advisory committee. The school district shall determine the number of representatives on an advisory committee.

In the selection process, there shall be maximum effort to involve the resident groups and parents of children in the project area in selecting representatives for the advisory committee. The specific selection process to be employed shall be the responsibility of the school district. The selection process shall adhere to the criteria established in these guidelines.

The following shall be minimum standards for representation on the school district advisory committee:

1. Of the total membership on the advisory committee, no less than fifty percent (50%) shall be residents of the project areas in which the school district's program will be concentrated. In the selection of the project area representatives, preference shall be given to parents of the educationally disadvantaged children.

2. The remaining membership on the advisory committee shall include representatives from the school district's staff, and the designee from the local community action agency, if one exists. It shall also include representatives from non-public school agencies responsible for the education of disadvantaged children in the project area, such as private and parochial schools, settlement houses or migrant labor camps, and leadership from the local community such as civic, business, labor, parent-teacher, ethnic or religious groups, and from other public agencies of health and welfare that provide services to the disadvantaged children.

Applicants who are unable to meet these standards shall request a waiver by submitting a justification and an explanation of how adequate representation will be achieved.

For additional information and suggested procedures for advisory committees, see Handbook for California School District Advisory Committees, California State Department of Education, 1968.

#### TARGET SCHOOL PARENT ADVISORY GROUPS

In addition to the required districtwide advisory committees, school districts are required to form within a reasonable time a parent advisory group at each target area school. Parent representatives on the district advisory committee may be recruited from these individual school advisory groups.

Excerpts - Guidelines: Compensatory Education, Revised,  
June, 1967

#### COORDINATION OF COMMUNITY RESOURCES

Coordinated school-community resources which deal with the whole child, and not solely his academic needs, are necessary if the poverty cycle is to be broken and full educational opportunity is to be provided for every child regardless of economic background.

These guidelines provide the necessary procedures relating to school-community coordination that a district shall follow when applying for Title I funds. The project application form includes a "Statement by Community Action Agency" to be completed by the local community action agency as assurance that school and community resources have been coordinated. If the local community action agency does not sign the statement the school district shall explain and describe its efforts to cooperate with the community action agency and to obtain execution of the certification.

#### DEFINITION OF KEY TERMS

Cooperation. The term "cooperation" means the exchange of information relating to compensatory education projects with all community resources during the period when projects are being planned and developed, as well as when they are being carried out. Cooperation does not permit the commingling of funds, but does permit the simultaneous use of funds under the Economic Opportunity Act and Title I to finance identifiable portions of a single project.

Community Action Agency. The term "community action agency" means a local agency or organization that has been duly recognized by the Federal and State Office of Economic Opportunity. The chairman of the local community action agency shall be known as the principal officer for the purpose of these guidelines.

#### SCHOOL DISTRICT ADVISORY COMMITTEE

The school district shall establish a local advisory committee to bring about the cooperation and coordination of all community resources. If there is a local community action agency, which meets the criteria of these guidelines for an advisory committee, such a community action agency may serve in lieu of an advisory committee, subject to the approval of the school district.



Function of a School District Advisory Committee.

Coordination and cooperation through a local advisory committee should insure the school district and the existing local community action agency that comprehensive plans are developed to take advantage of all available community resources as well as available State and Federal sources of funding compensatory education programs.

The principal function of the local advisory committee is to assist and advise the school district in:

1. Developing programs in cooperation with existing community action programs in their locality;
2. Mobilizing and coordinating all community resources in a concerted attack on the problems of educationally deprived children;
3. Overall planning, development, implementation, evaluation and dissemination of information relative to the objectives of the compensatory programs;
4. Acting as a hearing board for any individual or group who may want to propose additions to or changes in the school district's proposed compensatory programs.

This section of the guidelines shall in no way be construed as giving the school district advisory committee or the local community action agency a veto over Title I programs.

Composition of the Advisory Committee. Because the needs and resources of school districts may differ, considerable latitude is allowed in the development and conduct of a school district advisory committee. The school district shall decide the number of representatives on an advisory committee.

In the selection process, there shall be maximum effort to involve the resident groups and parents of children in the project area in selecting representatives for the advisory committee. The specific selection process to be employed shall be the responsibility of the school district. The selection process shall adhere to the criteria established in these guidelines.

The following shall be minimum standards for representation on the school district advisory committee:

1. Of the total membership on the advisory committee, no less than fifty percent (50%) shall be residents of the project areas in which the school district's program will be concentrated. In selecting the project area representatives, preference shall be given to parents of the educationally disadvantaged children.
2. The remaining membership on the advisory committee shall include representatives from the school district's staff, and the designee from the local community action agency, if one exists. It shall also include representatives from non-public school agencies responsible for the education of disadvantaged children in the project area, such as private and parochial schools, settlement houses or migrant labor camps, and leadership from the local community such as civic, business, labor, ethnic or religious groups and from other public agencies of health and welfare that provide services to the disadvantaged children.

Applicants who are unable to meet these standards shall request a waiver by submitting a justification and an explanation of how adequate representation will be achieved.

Excerpts - Guidelines: Compensatory Education, Revised,  
June, 1966

#### COORDINATION OF LOCAL COMMUNITY RESOURCES

Coordinated school-community resources which deal with the whole child, and not solely his academic needs, are necessary if the poverty cycle is to be broken and full educational opportunity is to be provided for every child regardless of economic background.

These guidelines provide the necessary procedures relating to school-community coordination that a district shall follow when applying for Title I funds. Page 14 of the project application form is to be completed by the local community action agency as assurance that school and community resources have been coordinated. If the local community action agency does not sign the cooperative certification, the school district shall describe its efforts to cooperate with the community action agency and to obtain execution of the certification.

#### DEFINITION OF KEY TERMS

##### Cooperation

The term "cooperation" means the exchange of information relating to compensatory education projects with all community resources during the period when projects are being planned and developed, as well as when they are being carried out. Cooperation does not permit the co-mingling of funds, but does permit the simultaneous use of funds under the Economic Opportunity Act and Title I to finance identifiable portions of a single project.

##### Community Action Agency

The term "community action agency" means a local agency or organization that has been duly recognized by the Federal and State Office of Economic Opportunity. The chairman of the local community action agency shall be known as the principal officer for the purpose of these guidelines.

#### SCHOOL DISTRICT ADVISORY COMMITTEE

The school district shall establish a local advisory committee to bring about the cooperation and coordination of all community resources. If there is a local community action agency, which meets the criteria of these guidelines

for an advisory committee, such a community action agency may serve in lieu of an advisory committee, subject to the approval of the school district.

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4. Acting as a hearing board for any individual or group who may want to propose additions to or changes in the school district's proposed compensatory programs.

This section of the guidelines shall in no way be construed as giving the school district advisory committee or the local community action agency a veto over Title I programs.

### Composition of the Advisory Committee

Because the needs and resources of school districts may differ, considerable latitude is allowed in the development and conduct of a school district advisory committee. The school district shall decide the number of representatives on an advisory committee.

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2. The remaining membership on the advisory committee shall include representatives from the school district's staff, and the designee from the local community action agency, if one exists. It shall also include representatives from non-public school agencies responsible for the education of disadvantaged children in the project area, such as private and parochial schools, settlement houses or migrant labor camps, and leadership from the local community such as civic, business, labor, ethnic or religious groups and from other public agencies of health and welfare that provide services to the disadvantaged children.

Applicants who are unable to meet these standards shall request a waiver by submitting a justification and an explanation of how adequate representation will be achieved.

APPENDIX I

MEMORANDUM TO CHIEF STATE SCHOOL OFFICERS



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
OFFICE OF EDUCATION  
WASHINGTON, D. C. 20202

October 30, 1970

Our Reference: ESEA Title I, DOE/CO

MEMORANDUM TO CHIEF STATE SCHOOL OFFICERS

Subject: Advisory Statement on Development of Policy on Parental Involvement in Title I, ESEA Projects

Section 415 of the General Education Provision Act (Title IV of Public Law 90-247 as amended by Public Law 91-230) states:

"SEC. 415. In the case of any applicable program in which the Commissioner determines that parental participation at the State or local level would increase the effectiveness of the program in achieving its purposes, he shall promulgate regulations with respect to such program setting forth criteria designed to encourage such participation. If the program for which such determination provides for payments to local educational agencies, applications for such payments shall--

"(1) set forth such policies and procedures as will ensure that programs and projects assisted under the application have been planned and developed, and will be operated, in consultation with, and with the involvement of, parents of the children to be served by such programs and projects;

"(2) be submitted with assurance that such parents have had an opportunity to present their views with respect to the application; and

"(3) set forth policies and procedures for adequate dissemination of program plans and evaluations to such parents and the public."

I have, in accordance with the statute, determined that parental involvement at the local level is important in increasing the effectiveness of programs under Title I of the Elementary and Secondary Education Act. Accordingly, regulations which are being developed currently will require that each Title I application of a local educational agency (other than a State agency directly responsible for providing free public education for handicapped children or for children in institutions for neglected or delinquent children) shall include:

**Page 2 - Chief State School Officers**

- A. An assurance that the local educational agency has established a system-wide council composed of parents of children to be served in public and non-public schools participating in Title I activities. Where there already exists a group whose membership includes a majority of parents of children to be served or whose membership may be so modified as to include a majority of parents of children to be served, such a group may carry out the functions of a parent council. Members of such a council must be chosen in such a manner as to ensure that they are broadly representative of the group to be served. In addition, each local educational agency is encouraged to form similar councils at each school participating in Title I activities.
  
- B. A description of the program conducted by the local educational agency to inform parents and parent councils on Title I in general and the project applied for in particular. Specifically, the local educational agency must state how it has developed and maintained an affirmative information program for parents and how it has and will provide parents open access to information at appropriate times and in appropriate detail, and if requested records at reasonable cost, on the following subjects:
  1. The provisions of Title I and Title I Regulations;
  2. The local educational agency's past Title I projects and programs, and the evaluation of those projects and programs--special emphasis might be placed on the district's assessment of the best projects conducted under Title I;
  3. The Title I projects and programs which the local educational agency is currently conducting;
  4. The local educational agency's plans for future Title I projects and programs, together with a description of the process of planning and developing those projects and programs, and the projected times at which each stage of the process will start and be completed;
  5. Other Federal, State, and local programs which may be available for meeting the special educational needs of educationally deprived children;

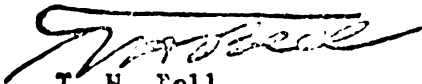
**Page 3 - Chief State School Officers**

6. The means by which parents may be included in the planning, development, and operation of Title I projects and programs; and
  7. Such other information relating to parents' efforts to involve themselves in the planning, development and operation of Title I projects and programs as parents may reasonably seek.
- C. A description of the activities conducted by the local educational agency to involve its parent council in the planning and development of the Title I project application. Specifically, the local educational agency must state how:
1. Appropriate school officials have been available for consultation with the parent council on the content, administration, and evaluation of completed, existing and future Title I projects and programs at well-publicized times and places convenient to parent councils and/or representatives of their own choosing;
  2. A procedure has been established to answer the questions of the parent council concerning the planning, development, and operation of a Title I project or program;
  3. The parent council has had the right to inspect and obtain a reasonable number of copies of official applications, and other pertinent files, documents, and records free of charge;
  4. Views of the parent council concerning the unmet needs of children residing in Title I project areas, and any priority assigned to those needs, have been incorporated into the local educational agency's planning process; and
  5. Views of the parent council concerning the concentration of funds and services in specific schools and grade levels have been incorporated into the local educational agency's program development activities.
- D. A description of the activities planned by the local educational agency to involve parents in the operation of the Title I project or program for which funds are sought. Specifically, the local educational agency must state how its parent council will be afforded an opportunity to:

**Page 4 - Chief State School Officers**

1. Provide suggestions on improving projects or programs in operation;
  2. Voice complaints about projects or programs and make recommendations for their improvement;
  3. Participate in appraisals of the program; and
  4. Promote the involvement of parents in the educational services provided under Title I of the Act.
- E. A description of the means by which the parent council has had an opportunity to inspect and to present its views with respect to the application prior to its submission. The local educational agency must state how complaints of parent councils concerning the projects or programs described in the application have been handled.
- F. Such other pertinent information as the State educational agency may require.

The provisions of this advisory statement will be implemented by a forthcoming amendment of the Title I Regulations.



T. H. Eoll  
Acting U. S. Commissioner of Education

Copies to: State Title I Coordinators, ESEA

APPENDIX J

LIST OF CALIFORNIA SCHOOL DISTRICTS USED IN SAMPLE

Name	Enrollment	Location	Zip	County
ABC Unified	19,252	Artesia	90701	Los Angeles
Alhambra City Elem.-High	17,625	Alhambra	91802	Los Angeles
Alisal Union Elementary	1,937	Salinas	93901	Monterey
Alum Rock Union Elementary	14,749	San Jose	95127	Santa Clara
Anderson Valley Unified	400	Boonville	95415	Mendocino
Arcadia Unified	10,157	Arcadia	91008	Los Angeles
Arena Union Elementary	377	Point Arena	95468	Mendocino
Armona Union Elementary	665	Armona	93202	Kings
Arvin Union Elementary	1,486	Arvin	93203	Kern
Atascadero Unified	3,014	Atascadero	93422	San Luis Obispo
Bakersfield City Elementary	25,027	Bakersfield	93305	Kern
Barstow Unified	10,651	Barstow	92311	San Bernardino
Benicia Unified	1,654	Benicia	94510	Solano
Berkeley City Unified	15,406	Berkeley	94709	Alameda
Berryessa Union Elementary	5,400	San Jose	95132	Santa Clara
Big Valley Joint Unified	360	Bieber	96009	Lassen
Brawley Elementary	3,947	Brawley	92227	Imperial
Brawley Union High	1,589	Brawley	92227	Imperial
Brentwood Union Elementary	1,036	Brentwood	94513	Contra Costa
Brisbane Elementary	816	Brisbane	94005	San Mateo
Buena Park Elementary	5,052	Buena Park	90620	Orange
Cajon Vallen City Elementary	11,958	El Cajon	92002	San Diego
Calexico Unified	4,400	Calexico	92231	Imperial
Calipatria Unified	1,317	Calipatria	92233	Imperial
Cantua Elementary	457	Cantua Creek	93608	Fresno
Carpinteria Unified	2,400	Carpinteria	93013	Santa Barbara
Central Union Elementary	2,192	Lemoore	93246	Kings
Central Union High	2,438	El Centro	92244	Imperial
Ceres Unified	4,291	Ceres	95307	Stanislaus
Chino Unified	9,175	Chino	91710	San Bernardino
Chowchilla Elementary	943	Chowchilla	93610	Madera
Chula Vista City Elementary	14,655	Chula Vista	92012	San Diego
Clovis Unified	7,890	Clovis	93612	Fresno
Coachella Elementary	2,451	Coachella	92236	Riverside
Coachella Valley Jt. Un. High	1,356	Coachella	92236	Riverside
Coalinga Joint Unified	2,646	Coalinga	93210	Fresno
Colusa Unified	1,301	Colusa	95932	Colusa
Compton Union High	17,338	Compton	90220	Los Angeles
Corcoran Unified	3,203	Corcoran	93212	Kings
Coronado City Unified	3,369	Coronado	92118	San Diego
Covina-Valley Unified	22,451	Covina	91724	Los Angeles
Cutler-Orosi Unified	2,613	Cutler	93615	Tulare
Davis Joint Unified	4,656	Davis	95616	Yolo
Delano Union Elementary	3,225	Delano	93215	Kern
Desert Sands Unified	7,528	Indio	92201	Riverside
Dixon Unified	1,865	Dixon	95620	Solano

Name	Enrollment	Location	Zip	County
Earlimart Elementary	1,101	Earlimart	93219	Tulare
East Whittier City Elementary	1,748	Whittier	90605	Los Angeles
Edison Elementary	700	Bakersfield	93307	Kern
El Centro Elementary	4,463	El Centro	92244	Imperial
El Dorado Union High	2,068	Placerville	95667	El Dorado
El Monte Elementary	10,031	El Monte	91731	Los Angeles
Emery Unified	710	Emeryville	94608	Alameda
Escalon Unified	1,981	Escalon	95320	San Joaquin
Escondido Union High	7,387	Escondido	92025	San Diego
Esparto Unified	776	Esparto	95627	Yolo
Evergreen Elementary	3,359	San Jose	95121	Santa Clara
Exeter Union Elementary	1,100	Exeter	93221	Tulare
Farmersville Elementary	831	Farmersville	93223	Tulare
Ferndale Elementary	530	Ferndale	95536	Humboldt
Fountain Valley Elementary	10,400	Huntington Beach	92646	Orange
Fowler Unified	2,311	Fowler	93625	Fresno
Franklin-McKinley Elementary	6,328	San Jose	95112	Santa Clara
Fremont Unified	31,831	Fremont	94538	Alameda
Fresno City Unified	56,571	Fresno	93721	Fresno
Fresno Colony Elementary	909	Fresno	93706	Fresno
Garden Grove Unified	52,792	Garden Grove	92640	Orange
Geyserville Unified	414	Geyserville	95441	Sonoma
Gilroy Unified	5,279	Gilroy	95020	Santa Clara
Glendora Unified	9,484	Glendora	91740	Los Angeles
Goleta Union Elementary	6,600	Goleta	93017	Santa Barbara
Gonzales Union Elementary	800	Gonzales	93926	Monterey
Gonzales Union High	1,012	Gonzales	93926	Monterey
Greenfield Union Elementary	924	Greenfield	93927	Monterey
Gridley Union Elementary	1,414	Gridley	95948	Butte
Gridley Union High	700	Gridley	95948	Butte
Grossmont Union High	22,475	Grossmont	92030	San Diego
Guadalupe Union Elementary	857	Guadalupe	93434	Santa Barbara
Hanford Elementary	3,373	Hanford	93231	Kings
Hanford Joint Union High	2,192	Hanford	93231	Kings
Hayward Unified	29,196	Hayward	94541	Alameda
Healdsburg Union Elementary	1,067	Healdsburg	95448	Sonoma
Healdsburg Union High	1,974	Healdsburg	95448	Sonoma
Herndon Elementary	307	Fresno	93705	Fresno
Hilmar Unified	1,390	Hilmar	95324	Merced
Hollister Elementary	1,966	Hollister	95023	San Benito
Holtville Unified	2,067	Holtville	92250	Imperial
Hudson Elementary	20,304	La Puente	91745	Los Angeles
Hueneme Elementary	6,972	Port Hueneme	93041	Ventura
Hughson Union Elementary	912	Hughson	95326	Stanislaus
Hughson Union High	500	Hughson	95326	Stanislaus

Name	Enrollment	Location	Zip	County
Imperial Unified	1,659	Imperial	92251	Imperial
Inglewood Unified	17,878	Inglewood	90301	Los Angeles
Jefferson Elementary	10,074	Daly City	94014	San Mateo
Keppel Union Elementary	991	Littlerock	93543	Los Angeles
Kerman-Floyd Union Elementary	1,189	Kerman	93530	Fresno
Kern County Joint Union High	23,974	Bakersfield	93301	Kern
King City Joint Union High	846	King City	93930	Monterey
Kings Canyon Unified	5,309	Reedley	93654	Fresno
Kings River Union Elementary	430	Kingsburg	93631	Tulare
Kingsburg Joint Union High	700	Kingsburg	93631	Fresno
Kingsburg Joint Union Elem.	1,345	Kingsburg	93631	Fresno
Kit Carson Union Elementary	404	Hanford	93230	Kings
La Puente Union High	16,371	La Puente	91744	Los Angeles
Laguna Beach Unified	2,903	Laguna Beach	92651	Orange
Lakeside Union Elementary	3,444	Lakeside	92040	San Diego
Lamont Elementary	1,907	Bakersfield	93307	Kern
Larkspur Elementary	1,847	Larkspur	94939	Marin
Laton Unified	875	Laton	93242	Fresno
Lemoore Union Elementary	1,443	Lemoore	93245	Kings
Lemoore Union High	1,364	Lemoore	93245	Kings
Liberty Union High	1,064	Brentwood	94513	Contra Costa
Lincoln Unified	4,811	Stockton	95207	San Joaquin
Linden Unified	2,113	Linden	95236	San Joaquin
Lindsay Unified	2,262	Lindsay	93247	Tulare
Livingston Union Elementary	1,081	Livingston	95334	Merced
Lodi Unified	11,637	Lodi	95242	San Joaquin
Long Beach Unified	95,085	Long Beach	90813	Los Angeles
Los Angeles Unified	732,813	Los Angeles	90054	Los Angeles
Los Banos Unified	3,146	Los Banos	93635	Merced
Luther Burbank Elementary	356	San Jose	95128	Santa Clara
Madera Unified	7,689	Madera	93637	Madera
Madison Elementary	745	Fresno	93706	Fresno
Manteca Unified	7,532	Manteca	95336	San Joaquin
McKinley-Roosevelt Un. Elem.	1,409	Fresno	93705	Fresno
Meadows Union Elementary	427	El Centro	92243	Imperial
Mecca Elementary	416	Mecca	92254	Riverside
Mendota Union Elementary	1,325	Mendota	93640	Fresno
Merced City Elementary	6,784	Merced	95340	Merced
Modesto City Elem. and High	21,277	Modesto	95351	Stanislaus
Modoc-Tulelake Jt. Unified	1,881	Alturas	96101	Modoc
Monterey Peninsula Unified	18,896	Monterey	93942	Monterey
Moreno Valley Unified	6,503	Sunnymead	92388	Riverside
Morgan Hill Unified	4,470	Morgan Hill	95037	Santa Clara
Mt. Diablo Unified	48,198	Concord	94521	Contra Costa

Name	Enrollment	Location	Zip	County
Napa Valley Unified	15,153	Napa	94558	Napa
Newport-Mesa Unified	26,233	Newport Beach	92553	Orange
No. County Jt. Union Elem.	447	Hollister	95023	San Benito
No. Monterey County Elem.	3,194	Moss Landing	95039	Monterey
Oak Grove Union Elementary	607	Sebastopol	95472	Sonoma
Oak Valley Union Elementary	323	Tulare	93274	Tulare
Oakland City Unified	68,419	Oakland	94606	Alameda
Oakley Union Elementary	900	Oakley	94561	Contra Costa
Oasis Joint Elementary	301	Thermal	92274	Riverside
Ontario-Montclair Elementary	18,245	Ontario	91764	San Bernardino
Orange Center Elementary	520	Fresno	93706	Fresno
Oroville City Elementary	2,801	Oroville	95965	Butte
Oxnard Elementary	9,162	Oxnard	93030	Ventura
Pacific Union Elementary	472	Fresno	93725	Fresno
Pajaro Valley Unified	13,276	Watsonville	95076	Santa Cruz
Palo Verde Union Elementary	463	Tulare	93274	Tulare
Panama Union Elementary	2,095	Bakersfield	93307	Kern
Paradise Unified	2,425	Paradise	95969	Butte
Paso Robles Union Elem.	1,630	Paso Robles	93446	San Luis Obispo
Patterson Unified	1,992	Patterson	95363	Stanislaus
Pittsburg Unified	6,127	Pittsburg	94565	Contra Costa
Planada Elementary	600	Planada	95365	Merced
Pleasant Valley Elementary	5,418	Camarillo	93010	Ventura
Plumas County Unified	3,019	Quincy	95971	Plumas
Pomona Unified	25,333	Pomona	91766	Los Angeles
Porterville Union High	3,401	Porterville	93257	Tulare
Ravenswood City Elementary	5,387	Palo Alto	94303	San Mateo
Red Bluff Union High	1,500	Red Bluff	96080	Tehama
Redding Elementary	3,361	Redding	96001	Shasta
Redwood City Elementary	10,886	Redwood City	94062	San Mateo
Reef-Sunset Union Elem.	891	Hanford	93230	Kings
Rialto Unified	12,500	Rialto	92376	San Bernardino
Richgrove Elementary	426	Richgrove	93257	Tulare
Richmond Unified	43,779	Richmond	94804	Contra Costa
Riverbank Elementary	1,291	Riverbank	95367	Stanislaus
Riverdale Jt. Union Elem.	923	Riverdale	93656	Fresno
Riverdale Jt. Union High	538	Riverdale	93656	Fresno
Riverside Unified	28,177	Riverside	92501	Riverside
Sacramento City Unified	50,736	Sacramento	95810	Sacramento
Salinas City Elementary	6,510	Salinas	93901	Monterey
Salinas Union High	9,384	Salinas	93901	Monterey
San Carlos Elementary	3,295	San Carlos	94070	San Mateo
San Diego City Unified	167,599	San Diego	92103	San Diego
San Francisco City Unified	105,892	San Francisco	94102	San Francisco
San Gabriel Elementary	4,153	San Gabriel	91778	Los Angeles
San Joaquin Elementary	403	San Joaquin	93660	Fresno

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San Jose Unified	37,828	San Jose	95114	Santa Clara
San Juan Unified	52,670	Carmichael	95608	Sacramento
San Lorenzo Unified	16,531	San Lorenzo	94580	Alameda
San Mateo City Elementary	13,070	San Mateo	94401	San Mateo
San Rafael City Elem.-High	9,508	San Rafael	94902	Marin
Sanger Unified	6,269	Sanger	93657	Fresno
Santa Ana Unified	37,063	Santa Ana	92701	Orange
Santa Barbara City Elem.-High	18,143	Santa Barbara	93101	Santa Barbara
Santa Clara Unified	24,000	Santa Clara	95052	Santa Clara
Santa Cruz City Elem. & High	7,979	Santa Cruz	95060	Santa Cruz
Santa Maria City Elementary	6,503	Santa Maria	93454	Santa Barbara
Santa Maria Joint Un. High	4,118	Santa Maria	93454	Santa Barbara
Santa Paula Elementary	3,214	Santa Paula	93060	Ventura
Santa Rita Union Elementary	723	Salinas	93902	Monterey
Santa Rosa City Elem.-High	13,145	Santa Rosa	95403	Sonoma
Sausalito Elementary	851	Sausalito	94965	Marin
Savanna Elementary	3,143	Anaheim	92804	Orange
Selma Unified	4,234	Selma	93662	Fresno
Soledad Union Elementary	1,365	Soledad	95960	Monterey
Solvang Elementary	400	Solvang	93463	Santa Barbara
Sonoma Valley Unified	3,933	Sonoma	95476	Sonoma
So. San Francisco Unified	13,421	So. San Francisco	94080	San Mateo
Southern Humboldt Unified	1,401	Garberville	95440	Humboldt
Southern Kern Unified	1,073	Rosamond	93560	Kern
Spreckels Union Elementary	458	Spreckels	93962	Monterey
St. Helena Unified	1,314	St. Helena	94571	Napa
Stockton City Unified	32,240	Stockton	95202	San Joaquin
Sundale Union Elementary	450	Tulare	93274	Tulare
Sunnyside Union Elementary	382	Strathmore	93267	Tulare
Sunnyvale Elementary	10,518	Sunnyvale	94086	Santa Clara
Susanville Elementary	1,250	Susanville	96130	Lassen
Sweetwater Union High	21,014	Chula Vista	92011	San Diego
Teague Elementary	545	Fresno	93705	Fresno
Thermal Union Elementary	1,134	Thermal	92274	Riverside
Tracy Elementary	3,131	Tracy	95376	San Joaquin
Trinidad Union Elementary	325	Trinidad	95570	Humboldt
Tulare City Elementary	4,483	Tulare	93274	Tulare
Tulare Union High	2,830	Tulare	93274	Tulare
Ukiah Unified	6,070	Ukiah	95482	Mendocino
Union Elementary	10,660	San Jose	95124	Santa Clara
Vallejo City Unified	16,497	Vallejo	94590	Solano
Vineland Elementary	683	Bakersfield	93307	Kern
Visalia Unified	13,631	Visalia	93277	Tulare

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Wasco Union Elementary	1,939	Wasco	93280	Kern
Wasco Union High	990	Wasco	93280	Kern
Wheatland Elementary	3,229	Wheatland	95692	Yuba
Whisman Elementary	2,850	Mountain View	94041	Santa Clara
Windsor Union Elementary	654	Windsor	95492	Sonoma
Winters Joint Unified	1,190	Winters	95694	Yolo
Woodlake Union Elementary	1,050	Woodlake	93286	Tulare
Woodville Elementary	417	Porterville	93257	Tulare
Yuba City Unified	7,721	Yuba City	95991	Sutter