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MILTON GLEN KIER

THE DEVELOPMENT AND ANALYSIS OF A PROFILE OF

COMMUNITY EDUCATION ADMINISTRATORS

IN MICHIGAN

By

Milton G. Kier

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ABSTRACT

THE DEVELOPMENT AND ANALYSIS OF A PROFILE OF
COMMUNITY EDUCATION ADMINISTRATORS
IN MICHIGAN

By

Milton G. Kier

The content of this dissertation deals with only one office in the massive, complex, educational bureaucracy. The office is that of administrator of community education within those districts in the State of Michigan which have community education programs. The study covers a very limited part of the educational enterprise.

The intention in this research has been to collect demographic as well as subjective data from which a description of the population could be compiled. These data, tabulated and displayed, show a profile of community education administrators. The profile is a graphic representation of various characteristics of community school administrators.

The profile reveals some commonalities among administrators; however, the profile does not provide evidence that there is a base or pattern of experience or training which, if replicated, would make successful function predictable. Conclusions are based on a lack of constancy in the characteristics of administrators as well as the absence of relationships between variables.

Why persons with such divergent training backgrounds and values are hired to administer community education is a question not considered in this study. However, it would be useful to discover what hiring criteria are employed, and it is hoped that this and other implications and recommendations will be the basis for further research.

Dedicated to the furtherance of community education, a scientific application of learning by, for, and because of people; specifically to Donna L. Kier, my wife, who personifies community education through her own scholarly efforts, her commitment to service, and her refusal to endorse mediocrity while contributing tirelessly to community welfare as a nurse, teacher, mother, homemaker, and counselor.

ACKNOWLEDGMENTS

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CHAPTER I

PURPOSE

This descriptive, analytical study of community-education administrators sought: (1) to discover whether there are common demographic as well as functional traits among community-education administrators throughout the state of Michigan; (2) to determine whether the same traits are present among community-education administrators in the Flint, Michigan, district as a separate group; (3) to compare and contrast the statewide population with the Flint respondents; and (4) to ascertain whether such comparisons suggest directions which practitioners might follow in their own training and in other professional pursuits.

Flint is used as a comparison group because the program in this district has received national acclaim as a model of community-education programs and because these administrators are supervised by a superintendent of community education. Moreover, the district has written policy governing the program. Such uniformity is not found to the same extent in other districts.

Origin of This Study

This researcher is a community-education administrator whose associations with colleagues have revealed a startling variety of backgrounds, viewpoints, and programs. The variety in programs was

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not surprising because the enterprise, community education, seems to require such diversity. However, this writer was astonished at the considerable diversity in viewpoint and background he observed among individuals responsible for the administration of community-education programs. Seemingly, such administrators should have certain common training and experience to administer such programs. Moreover, such similarities might be more pronounced in a city like Flint, Michigan, where a common policy and supervision exist. The researcher sought to test these assumptions by searching for certain common demographic and functional traits among community-education administrators throughout Michigan and, specifically, within Flint.

Importance of Study

Why is it important to study the community-education administrator? Because little is known about the position of community-education administrator except that programs called community education are in existence, are expanding, and are administered by individuals who are given a title associated with the job.

A review of the literature on community-education administrators showed no research or major publications relating to this position. This absence of information regarding community-education administrators, while community-education programs continue to expand, seemed to underscore the importance of this investigation.

National reports show that one in every thirteen persons, aged seventeen or above, was enrolled in part-time formal education in 1957. In 1973, this ratio was increased to one in eight. Authorities estimate that, counting activities for which no

enrollment is necessary, one in every four Americans undertook some form of adult education in 1973.[1]

Such participation in community-education programs has been preceded and accompanied by federal and state government support. Since funding under the Purnell Act of 1924 to state colleges of agriculture, hundreds of studies have examined the needs of the rural population and other adults.[2] Numerous federal acts, from the first Morrill Act in 1862 to the Adult Education Act of 1966, have authorized grants to states for the encouragement and expansion of educational programs for adults. In Michigan, community education has become a beneficiary of foundations and of individuals such as Charles C. Mott, a nationally known philanthropist. Lives and fortunes have been devoted to the task.

Michigan statutes pertaining to community education, covering only the years 1970 through 1972, are evidence of the legal base for community involvement. Section 377 of Act number 72 of the Public Acts of 1970 pertains to neighborhood facilities projects. Section 388 of Act 39, 1970, pertains to neighborhood centers. Act 258 of 1972, and others antecedent to this, deal with state aid for elementary and secondary programs that include adults.

In Michigan the need for community adult-education programming has been emphasized by Russell Kleis of Michigan State University, who wrote that of approximately five million people in

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[1]U.S. News and World Report 74 (April 2, 1973): 73.

[2]Edmund Brunner, The Growth of a Science (New York: Harper and Brothers, 1957), preface.

Michigan, two out of every five never attended high school and one out of every five attended high school but did not graduate.[3]

Thus the lack of research dealing with community-education administrators in the face of growing citizen participation in and need for such programs suggests the significance of this study. Federal and state funding, designed to assist citizens in need of community education, also underscore the importance of this investigation.

The Research Questions

This study sought the answers to the following questions dealing with community-education administrators and their programs.

1. What is the demographic description of community-education administrators in Michigan?

2. What is the demographic description of community-education administrators in Flint?

3. Do the districts of community-education administrators in Michigan provide them with policy statements by which to guide their programming?

4. Do the districts of community-education administrators in Flint provide them with policy statements by which to guide their programming?

5. How do community-education administrators in Michigan define community education?

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[3]Russell Kleis, "The Post-Twelfth Grade Community Education Co. and Coordination of Effort Among Community Institutions in Continuing Education and Some Random Thoughts" (East Lansing: Michigan State University, 1967), p. 1. (Mimeographed.)

6. How do community-education administrators in Flint define community education?

7. Do community-education administrators in Michigan draw from sources other than themselves for planning and analysis?

8. Do community-education administrators in Flint draw from sources other than themselves for planning and analysis?

9. What is the nature of community-education programs in Michigan?

10. What is the nature of community-education programs in Flint?

11. Do community-education administrators in Michigan provide or require special training for teachers in their programs?

12. Do community-education administrators in Flint provide or require special training for teachers in their programs?

13. What methods of teaching are utilized by faculty supervised by community-education administrators in Michigan?

14. What methods of teaching are utilized by faculty supervised by community-education administrators in Flint?

15. Do community-education administrators in Michigan promote their programs? If so, what means of promotion do they use?

16. Do community-education administrators in Flint promote their programs? If so, what means of promotion do they use?

17. What similarities are evident between the statewide and the Flint responses?

18. What differences are evident between the statewide and the Flint responses?

Delimitations

This research does not attempt to measure the effectiveness of individual community-education administrators. The study focuses primarily upon the development of a profile of Michigan and Flint community-education administrators and a comparison between the two groups. Not all of the variables which could form part of a description of a community-education administrator are included.

Perhaps the most critical, delimiting factor in this study is the selection of variables. Although the process employed in selecting and rejecting variables is described in Chapter III, the method of selection ought to be included here. Only those variables which were considered relevant to this study by the trial group which responded to the questionnaire were included. Thus, variables such as ethnic background, religious persuasion, and certain others were omitted from the study.

Definition of Terms

There are four terms used in this study which need to be identified and defined.

Community: With some variation, due primarily to district overlap or centralization, legal K-12 school district boundaries serve as community entities. There are 602 such districts in Michigan, although fewer than one-half of these have community-education programs. There is indication from the questionnaire returns to be discussed later that a trend toward cooperative efforts crossing district, county, or even regional boundaries may be emerging. This trend has been, in fact, reported by several respondents who indicated that their responses covered the administration of cooperative efforts previously administered by two or more persons. It has also been indicated, and is evidently general practice throughout the state, that enrollments are seldom, if ever, limited to residents of a district. Programs conducted by these community-education administrators transcend geographic and legal boundaries of community.

Community Education: This term applies to education programs which function in addition to the common K-12 and college programs. Community-education programs may enroll persons who also attend K-12 or college and may be administered cooperatively with elementary and secondary schools or colleges, but the program is primarily designed for out-of-school persons, most commonly adults. The planning must be for those persons who wish to complete their basic or high school education, to retrain, to acquire leisure-time skills, to seek social or physical outlets, or to expand cultural horizons. Common application of the term includes continuing education, adult basic education, high school completion, and leisure-time programs.

Other designations may be employed in some cases. "Adult education"
is frequently used as an encompassing term.

Community education is highly pluralistic, includes every
degree of skill development and knowledge acquisition, and uses all
sources of assistance toward attaining its ends, from random experi-
ence to purposeful, systematic learning.[4]

Community-Education Administrator: This title signifies per-
sons, frequently called directors, who supervise community education
on a part-time or full-time basis, and who are usually located in a
middle-management position in the community hierarchy. The adminis-
trative responsibilities of this office are comparable to those of
a K-12 school principal.

Profile: The "profile" is a graphic as well as a verbal
picture of twenty-four variables as reflected in the responses from
the population studied. It is a "graphic or numerical representa-
tion of various characteristics of a person or thing indicated in
or as on a set of parallel linear scales; a personality profile."[5]

Organization of the Remainder of
the Dissertation

In Chapter II, literature pertaining to community, systems,
and research dealing with topics or procedures relevant to this study
will be reviewed. Chapter III will describe the study design, the

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[4]Burton W. Kreitlow, "Research in Adult Education," in
Handbook of Adult Education in the United States, ed. M. S. Knowles
(Chicago: Adult Education Association of the U.S.A., 1960), p. 5.

[5]Funk and Wagnalls Standard College Dictionary (New York:
Harcourt, Brace & World, Inc., 1957), p. 1076.

population, the questionnaire, and research procedures. Chapter IV will present the data. Chapter V will provide a summary of the study, conclusions, implications, and recommendations.

CHAPTER II

INTRODUCTION

This chapter will examine several definitions of community from which the definition used in this study is derived. Definitions of community education, adult education, and continuing education are also presented. Reference is made to adult learning, to treatises on community-education administrators, and to other works contributing to items in the questionnaire which was used in this study.

As is necessary with the use of many sociological terms, these definitions have been shaped into a working definition to fit the demands of this specific study without intending to violate the basic use of the symbols. It is recognized that controversy exists relative to use of these words in certain, very restrictive, contexts; therefore, their use here is under stated limits and no attempt is made to resolve the controversies. It is thought best to use symbols which do elicit familiar generalizations and then refine these generalizations rather than to invent new symbols.

Community Defined

Minar and Greer present a comprehensive, yet concise, definition of community which is general enough to avoid most of

the conflicts in the use of the term yet precise enough to serve
the needs of this study. It is

> . . . a complex abstraction . . . in one sense, ecological,
> it may be only an assemblage of creatures in a given terri-
> tory. In another way it may mean a social organ in a con-
> centration of individuals. Community is empirically des-
> criptive of a social structure and normative toned. It refers
> to the unit of society as it is and to the aspects of the unit
> that are valued if they exist, desires if they are absent.
> Community is indivisible from human actions, purposes and
> values. . . .[1]

> . . . A community consists of a group or company of people
> living fairly closely together in a more or less contiguous
> territory, who are coming to act together in the chief con-
> cerns of life. Sanderson adds, "The community is composed
> of the people within a local area; the land they occupy is
> but the physical basis of the community; whether or not the
> people live closely will depend upon the geographical character
> of the territory in which they live."[2]

> Others [authors] stressed the psychological aspects of commu-
> nity. Wakely . . . concluded that an area became a community
> when because of common interests people had subscribed to com-
> mon purposes from which common loyalties arose.[3]

Similar insights by other authors were presented in

Chapter I in conjunction with the definition of community used in

this study. With these statements as background, the legal school

districts within the state of Michigan do qualify as communities,

even though in a majority of cases such communities, having common

purposes, requiring common services, and sharing other dimensions

included in the definitions above, may in turn have other communi-

ties within their boundaries.

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[1]Edmund Brunner, "Defining the Community," in The Growth of
a Science (New York: Harper and Brothers, 1957), pp. 4-5.

[2]Dwight Sanderson, Locating the Rural Community, Cornell
University Extension Bulletin 413 (Ithaca, New York, 1939).

[3]Ray E. Wakely, The Communities of Schuyler County, New
York (Ithaca, New York: Cornell University AES, 1931).

Community Education Defined

Is community education distinctive as compared with, for

example, general elementary and secondary education or higher educa-

tion? The following definitions are presented in support of an

affirmative response.

> Community education has the potential to influence coor-
> dination of all educative forces in the community for solving
> human problems. It is multipurpose in nature and capable of
> activating dimensions of learning not previously in general
> use that will strengthen the faith of people in their ability
> to fulfill their individual wants and needs.
> . . . The community education concept sees the entire com-
> munity as the school--the learning laboratory. The classroom
> and library serve as resources to help individuals learn how
> to cope with life as it is and not with a world that used to
> be. The whole idea of community education is that it estab-
> lishes a situation conducive to freedom to learn--to learn how
> to solve human problems, as well as to gain knowledge. It
> recognizes the fact that real stuff in life is in the people
> in the community.
> Community education emphasizes in every dimension that
> learning must be useful. It must be relevant to human need.
> It is grass roots in nature in addition to the knowledge-
> gaining objective. Community education is concerned with help-
> ing people learn such basic skills as how to efficiently buy,
> prepare, and conserve food; how to maintain good health; how
> to rear children; how to prepare to obtain and hold a job; how
> to retrain for a new job; how to live happily with neighbors;
> and how to contribute to community improvement.
> Since social problems are born of the acts of men they
> must be solved by the acts of men. Community education has
> power to cause people to rise to responsible behavior. By
> this method, the educational effort of a community becomes a
> concert, a team performance which pulls all fragments together.
> The educational establishment is composed of the school house,
> the museum, the library, the theater, the church, the YMCA,
> the YWCA, the scout programs, all of the communications media,
> business and industrial enterprise, agencies of government, all
> volunteer organizations and agencies, and homes. This concept
> changes the traditional scholastic establishment into an educa-
> tional system.[4]

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[4]W. Fred Totten, "Community Education--Best Hope for Society,"
School and Society 98 (November 1970): 410-11.

Adult education is encompassed within the term community education as employed in this research. A definition presented by Robert Blakely stresses the adult dimension and strengthens the description given by Fred Totten.

> Definitions of adult education in the United States are as multitudinous as the autumn leaves, yet none satisfies many persons engaged in it. The difficulties are in both the phrase and the reality.
> Education, by its root, implies a "leading out." The meaning is clear when the relationships are between mature persons and immature persons. The meaning is not clear when the relationships are between mature persons in a world where the present changes before we can grasp it and the only safe prediction is that the future will be different.
> And what is an adult? On the one hand, we draft young men before we give them the vote. On the other hand, a genious like Einstein expressing unpopular opinions is liable to be called "immature."
> Put the two words together, and you have the semantics of adult education.
> Now let's glance at the reality.
> In complexity, adult education traverses every degree from the most simple to the most advanced. In purpose, adult education traverses every degree of education as an end in itself to education solely as a means to other ends.
> Does this sound invidious? There is a third dimension.
> One of the persons learning the English alphabet is a distinguished refugee from tyranny with a passion to live freely in the United States. One of the persons going beyond the frontiers of knowledge is noted for his ignorance in all fields except his specialty. Another going beyond the frontires in his own field is simultaneously studying the rudiments in a second field.
> One person learning for the sake of learning is neglecting his family; another is doing so to keep his balance amid the impact of practical affairs. One of the persons learning as a means for doing a better job is a counterfeiter; another is a member of Congress.
> Even this isn't all. Some activities are called adult education which should not be, and some of the best examples of adult education are not so regarded by those engaged in them.
> How can one say "should not be"? Well, surely there are limits. I'll suggest two. First, adult education implies purposeful systematic learning, in contrast to random unexamined experience; that is, it contains elements of science and art. Second, adult education implies a respect for the

purposes and integrity of the learner, in contrast to attempts to fool, cheat, or exploit; that is, it has an ethic. . . .

The pluralism of adult education in the United States reflects American life. Let us look at adult education again, this time with respect to its institutional auspices, subject matter, methods, "teachers," and clientele.

Adult education is carried on by established educational institutions, from elementary schools through universities. Much is formal, but perhaps even more--certainly an increasing percentage--is informal.

Adult education is carried on by informal educational institutions, such as libraries, museums, theaters, orchestras, etc. These are becoming more aggressive and skillful.

Adult education is carried on by our social organizations --corporations, unions, government agencies, etc. Some of this is "within the family," some in co-operation with education institutions.

Adult education is carried on in the vast skein of voluntary organizations in the United States: churches; neighborhood groups; community committees, clubs, and councils; state, national, and international associations, societies, federations, leagues; and so on--and so on. Increasingly--as issues become more complex, as we become more interdependent, as the currents of change quicken--educational activities for adults (called that or not) are multiplying.[5]

This vast scope of program potential offers a degree of insight into the problems faced by community-education administrators. An unlimited market compounds any enterprise; the most serious demands being decisions to limit productivity and promotion to certain market "corners." Yet, the essence of management is the ability to move an enterprise along planned, controlled avenues and to grow under the same guides. Evidence of such managerial traits among community-education administrators is sought in this research.

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[5]Malcolm S. Knowles, ed., Handbook of Adult Education in the United States (Chicago: Adult Education Association of the USA, 1960), pp. 3-4.

Continuing/Community Education

Paul Leagans calls continuing education, a dimension also included in the working definition of this paper, a fourth dimension which may be described as progressive education. Leagens supports his description through listing the traits of adult learners—traits which, if applied to children, would describe progressive education.

Adult learners are: (1) not captive learners, (2) in school as a secondary interest, (3) enrolled to meet felt needs, (4) certain to bring learning experiences with them to the classroom, (5) heterogeneous, (6) in need of and usually given amounts of permissiveness, (7) in search of intensely relevant material.[6] Perhaps the most striking insight into adult learning offered by Leagans is the need for permissiveness. Adults must be permitted absences because of work schedule changes, family emergencies, and similar circumstances not normally part of educational environments. Such "progressive" traits are, according to Leagans, usually part of adult learning. Questions posed in this research about such things as program scope and the times of day during which programs are offered attempt to ascertain whether community-education administrators agree with Leagans.

Cyril Houle cites several additional patterns which contribute to the meaning of community ecucation. Houle states that

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[6] J. Paul Leagans, A New Look at Progressive Education (Washington, D.C.: Association for Supervision and Curriculum Development, 1972), p. 256.

learning is acultely affected by the marriage partner. Learning is also affected by attitudes held by acquaintances. This results in a desire for group discussions. Houle continues by saying that most continuing/community education begins with a single desire which is met by learning something which in turn must be reinforced by further learning. Houle used a descriptive letter to introduce his research, followed by a series of questions dealing with particular traits of adult learners, the history of each learner's education, each learner's self-image, etc.[7] These items were examined closely in preparation of the questionnaire employed in this research.

Curtis Ulmer asks the question: What is different about teaching adults? He answers by saying that the key is to understand how adults differ from children. He makes a number of observations: adults prefer counting money to dinosaurs, adults are not big children, adults have a wealth of experience; they need more physical comfort in the classroom; their habits and attitudes are more fixed; and their relative age to their instructor will not always be in the same direction. Ulmer indicates that adults rarely want to compete; they have learned self-control, endurance, and their own limits.[8]

Regardless of differences in how the reader views adult learners, there appears to be little room for argument about the

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[7]Cyril O. Houle, The Inquiring Mind (Madison: The University of Wisconsin Press, 1961).

[8]Curtis Ulmer, Teaching the Disadvantaged Adult, ed. Robert A. Luke (Washington, D.C.: NAPSE, 1969), pp. 7-10.

premise that adult learners do have needs which are distinctive

from children's. This premise gives rise to several questions in

the research instrument employed in this study. Community educa-

tion appears to demand allowances for the learning needs of all

ages. Do community-education administrators recognize this?

Community-Education Administrator
(Director) Defined

Although no research was found which analyzes or describes

community-education administrators, there are philosophic treatises

in abundance which deal with public administrators. One reference

is cited as evidence that any community-education administrative

position is expected to have characteristics as described in

Chapter I.

> The optional portion of the community school program is
> coordinated and directed by a person known as the community
> services director. This individual should have special
> preparation and experience in the field of community organiza-
> tion and development. His natural ability and his prepara-
> tion should be strong in the areas of communication skills,
> leadership techniques, and human relations. The director
> must be provided with a supportive staff sufficient to create,
> coordinate, and direct programs of learning to meet expressed
> or discovered human needs in the community. In carrying out
> this function, the director and his staff call forth and use
> all of the available educational resources, both human and
> material, in the community. The director strives to have the
> school serve as the natural catalyst for bringing about coor-
> dination of the learning programs of all other agencies,
> groups and individuals in the community.
> The community education concept challenges school adminis-
> trators to become educational statesmen rather than autocratic
> directors.[9]

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[9]Totten, "Community Education--Best Hope for Society."

What evidence can be assembled to support one or the other of these alternatives? This research attempts to deal with that kind of question.

A number of studies were examined as guides in preparing the questionnaire used for this study. Edmund Brunner describes a long list of refinement procedures in preparing opinion polls. Perhaps the most useful of these was Eugene Wilkening's "Assessing Farm Family Values," reported in Rural Sociology, March 1952. This study deals with behavioral indices and their validity, although Brunner concludes by noting the need for more research.[10]

Matilda Riley includes "Bales Code," among a long list of research concepts, as a measure descriptive of the group process from which inferences can be made as to the nature of the underlying factors influencing the process. Riley's instrument uses sets of figures, not expository form.[11] Christopher Sower stated in a lecture in the spring of 1971, "A norm exists when there is a cluster of agreement about a role." This is in the context of a guide sheet Sower prepared on "How to Study an Organization."[12] The process suggested by Sower was useful as a guide in preparing questionnaire items and testing their usefulness.

Thomas McCormick and Roy Francis further discuss the use and validation of the questionnaire.

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[10]Brunner, The Growth of a Science, preface.

[11]Matilda Riley, Sociological Research, A Case Approach (New York: Harcourt, Brace and World, Inc., 1963).

[12]Christopher Sower, Lecture, Sociology 868, Michigan State University, Spring Term, 1971.

The validity of a questionnaire may be tested in several ways. . . . Validity may also be established by agreement; that is, all competent persons are agreed that the meaning of the answers to the questionnaire is clear and consistent. Validity may also be supported, if not established, by finding significant correlations between the results of the questionnaire and certain other variables which would be expected to be associated with them. For example, the results of a questionnaire dealing with qualifications for a certain occupation might be correlated with the observed success or failure of persons who had answered the questionnaire.[13]

Further Background to Questionnaire Items

The inclusion of two items in the questionnaire should be further explained. Although the possibilities for exploring attitudes about teacher training are numerous, certain items were selected to probe the subject beyond general terms. These items, computer-assisted instruction and in-service, were judged by the sample population to be timely and representative. Computer instruction was included after reference to several sources, but primarily Daniel Griffiths' report in the NEA Journal in 1972. Griffiths contends that computer instruction is a most promising current venture.[14]

The relationship between curriculum content and how to teach or to present that content is presently the subject of more attention and concern. Rapid advances have been made in programmed instruction. The feedback from any analysis of student responses to such instruction has great value in

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[13]Thomas C. McCormick and Roy G. Francis, Methods of Research in the Behavioral Sciences (New York: Harper and Brothers, 1958), p. 119.

[14]Daniel E. Griffiths, "The Most Significant Educational Research," NEA Journal, April 1972, p. 50.

efforts to improve programs and to determine where supplementary modes of presentation may be effective.[15]

Gale Jensen and others give a useful description of adult and continuing education, particularly in relation to training programs for adult educators. Jensen's book is concerned with the development of a more complete description of the field and body of knowledge in this area.[16] However, Vincent Gallo, Superintendent of Schools in Woodburn, Oregon, describes the need for training teachers of adults in useful dimensions.

> Some . . . guidelines are self-evident to the master teacher who has the intuitiveness to cope with adult students while some of these techniques and expertise are not as self-evident to others. For many reasons the education of adults in our society is too important to let follow a fortuitous chain of events, hoping for the best. Implied in the above is that proper training of adult school teachers is central to the task of education for adults. The task of procuring properly trained teachers for the adult programs is large and beset with many barriers.[17]

In-service through various means is routinely part of almost any educational effort. Can it be presumed to be part of community education?

Gallo discusses such barriers as teacher attitude and time shortage, along with other reasons why there is a lack of in-service training, but says these have not been a significant deterrent to

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[15]Alice H. Hayden and Gerald M. Torkelson, Systematic Thinking About Education (Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1973), p. 18.

[16]Gale Jensen et al., eds. Adult Education: Outlines of Emerging Field of University Study (Washington, D.C.: Adult Education Association of the USA, 1964).

[17]Vincent A. Gallo, "Adult Learning Key to Success," The Clearing House 46 (December 1971): 242-43.

success yet. The discussion concludes with recommendations for improved screening of teacher candidates, administrative efforts to telescope time spent on registration, etc., and in-service training combined with frequent classroom visits by the administrator--a practice needed to insure learner confidence in addition to providing opportunity for in-service through demonstration.

Related Research

Research similar to the present effort was found in a study of television done by the Metropolitan Educational Television Association of Toronto and reported by Lewis Miller and others. A lengthy reference is quoted from this study of television because it not only followed procedures similar to the present effort but also dealt with similar conclusions as well as linked television with adult education.

> Some would argue that the question "What is educational television?" was misconceived and the confusion of answers unavoidable. All television programmes, it is said, tell people, show people, warn people about facts and ideas, about possible choices in life; all television educates. There are philosophers of education who may be quoted in support. Some distinguished British Utilitarians, John Stuart Mill, for instance . . . defined education as "everything which helps to shape the human being."
>
> This inclusive identification of television with adult education has advocates in many countries. It is not a satisfactory formulation because it obscures important differences between programmes, and consequently it is ineffective as a tool for analysis, criticism or policy making. Yet it does imply important truths about television, all relevant to the main theme.
>
> After sending a questionnaire to broadcasters all over Canada, the Metropolitan Educational Television Association of Toronto (META) came to this ironical conclusion:
>
> Nobody knows what ETV is. We don't. And certainly the stations responding to the META questionnaire don't. The

"Educational" programming reported on ranges from such stuff as university credit courses in biology to such progressively less academic materials as local history programs, news analysis panels and talks, celebrity interviews, and games and contests for teenagers.[18]

In a similar vein, do Michigan community-education administrators, not to mention citizens at large, know what community education is? Is it all those things which are related to learning to everybody? Or is it some learning experiences to only some people? Or perhaps community education exists only in the mind of the beholder.

Regardless of how one responds, the answer will seemingly be clearer and objectives more relevant if the program components are understood. This study examines one of the components, the community-education administrator, toward a more scientific understanding of community education.

Analysis Precedents

A study of the supply and demand for school administrators in Wisconsin, which profiles the district administrator in a manner similar to the approach used in this study, was influential on this dissertation particularly in the analysis stage and in stressing the need for the present effort. Data, similar to that which was gathered in this study, were displayed and analyzed in a manner similar to data found displayed in Chapter IV. The Wisconsin study emphasizes the need for studying administrators and details a

[18]Miller, Lewis, Tahy, Ctibor, Hatana, Kanji, Adult Education and Television (London: National Institute of Adult Education with UNESCO, 1966), pp. 12-13.

method for doing so. Hughes and Dahlstrom quote from "A Look at the Overlooked" in establishing their study.

> Not until the past few years have the states begun systematically to collect data on school administrators and in many cases this information is sketchy. California, for example, could provide us with no data on the number of principals in its school system.[19]

As a conclusion to this brief review of literature, a generalization may seemingly be drawn. It is generally true that much has been written along philosophic lines dealing with community education and most of what goes into the effort. Also, much has been written about administration in general contexts. Conversely, very little has been written which deals with the community-education administrator in the performance of a special type of program administration. Virtually no practical working knowledge of community-education administration exists. This research effort will contribute toward such knowledge.

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[19]Bernard Hughes et al., The Supply and Demand for School Administrators in Wisconsin (Superior, Wisconsin: The Department of Educational Administration, University of Wisconsin, 1974), pp. 8-10.

CHAPTER III

DESIGN OF THE STUDY

Variables Considered and Items Selected

The development of the questionnaire and its contents are discussed in this chapter. Twenty-four variables were included in the design of the questionnaire and are listed here for convenience. They are refined from approximately fifty variables originally considered. Variables for which a "desired" dimension was studied are marked with an asterisk. These were chosen to gain input for the eleven questions asked in Chapter I.

Variables

   Population

* Time in administration

* Stated policy

* Inter-agency cooperation

* Citizen advisory group

* Decision-making procedure

* Modes of instruction

* Program comprehensiveness

* Advertising costs

* Use of computer in instruction

* Teacher training

* Hours when instruction is offered

* Advertising outreach

* Definition of community education

* High school completion alternatives

  Age

  Sex

  Experience

  Longevity

  Teaching certificate--major and minor

  Training

  Professional association

  Professional literature exposure

  Sources of planning data

Items in the questionnaire were refined through repeated exposure to a trial group, and subsequent revisions. The items which were subsequently not included were rejected for a variety of reasons. Some were omitted because they could not be reduced to question form or because they produced too much confusion when exposed to the trial population. Still others were too frequently associated with vocational fields or compensatory programs having priorities different from community education.

As indicated in Chapter I, the net results are not intended to be exhaustive of all potential data.

Description of the Population

The names of the study population, 230 program administrators, were compiled from information obtained from several sources

in the Michigan Department of Education and from four centers for community education which extend over the entire state. The population includes what is believed to be more than 90 percent of the districts having community-education programs in the state of Michigan as defined for this task. It should be noted that the consolidation of community-education efforts, and in some cases an absence of community-education programs, reduces the number of separate communities studied from over 600 public school districts to about one-third that number. The potential population list was cross-referenced and updated for over one year.

Approximately 10 percent of the population, twenty-five community school administrators working in the Flint Community Schools, were questioned separately. The Flint group cannot be considered a statistically valid control group but they do share a common job description within a single school district. Community education, as practiced in the Flint Community Schools, is understood relatively widely and with some degree of commonality. This group provides a source of comparison.

Ten administrators, selected from the general population (Group A), and the Flint respondents (Group B), were asked to critique the questionnaire. Their suggestions were made via marginal notes on the questionnaire or in personal interviews. After three such exposures only one of the Group A respondents had continued objections to parts of the questionnaire. These objections related to its length and concern for omitted data. Two from Group B voiced objections regarding the length.

Perhaps the clearest way to show the specific limits of this population is to present a continuum which represents community education very broadly conceived. The continuum begins at numerical one and ends with fourteen. The population included in this study is primarily concerned with descriptives found between numbers five and nine, indicated by asterisks.

1. Community resources listed with the public school (camps, scouts, controlled substance units, private tutors, etc.)

2. Clubs and others, as listed above, scheduled in the school without other assistance.

3. Compensatory education as an arm of general education, which may serve younger or older persons than five to nineteen year olds as well as provide alternatives for all learners.

4. Vocational training as part of general education.

* 5. Adult basic education offered to fit adult schedules and learner needs.

* 6. Adult high school completion offerings similar to #5.

* 7. Planned community education including special interests, retraining, recreation and special needs on an extensive schedule with added facility and staff consideration.

* 8. Apprenticeships arranged by school personnel.

* 9. Comprehensive, departmentalized, coordinated activities for any need or want.

10. Trade schools, public and private.

11. University extension, part-time class work, conferences, etc.

12. Technical school, full time.

13. College--associate, short term, or degree program.

14. University

The selection of the study population is in no way meant to suggest that any of the categories preceding number five and following number nine can have no claim to being community education. Rather, the selection attempts to identify programs which, from the author's experience as well as the search of literature, are more likely to be administered by persons (a) who have studied disciplines beyond, at least separate from, those normally encompassed in general education and (b) who operate under adult or community-education auspices.

Procedure Used

Each administrator in the population was mailed a questionnaire addressed by name. The questionnaire was introduced by a cover letter describing the study and requesting cooperation. A self-addressed return envelope was enclosed. Follow-up letters, telephone calls, or visits were used to solicit returns.

Breakdown of returns:

205	general mailing
25	Flint administrators
230	questionnaires distributed

138	returned from general mailing (see *; see also **)
25	returned from Flint, hand carried
* 7	reported having no program at this time but did complete questionnaire
** 4	reported that their questionnaire response represented combined programs from a total of thirteen former, disparate administrators
7	returned from postal service unclaimed
60	questionnaires were not returned

This represents a 71 percent return: 163 out of 230.

Some Sources of Error and Limitations

There are two apparent sources of error. The first of these is the accuracy of the respondents. Error is reduced through a selection procedure designed to eliminate all but those who work in programs as defined earlier and who, therefore, possess at least relevant experience. The second source of error is the uniformity of interpretation of items by respondents. Preliminary exposure of the questionnaire to the trial group helped reduce the latter source of error.

This project was designed to build from existing material, not to create. It is not highly theoretical. Answers to the questions posed in Chapter I will enable members of a community to compare the characteristics and operating methods of administrators throughout the state to their own administrator's. It will help to clarify and perhaps to distill values. It makes only limited value judgments. It is particularly important to recognize that any examiner may reject the value implicit in any item. For example, indication in the profile that most administrators are members of many professional organizations does not prove that such membership is good or bad, nor that a relationship exists between such membership and success.

Factors other than the variables considered in this study do affect community-education programs. Administrative departments such as the office of the Superintendent of Schools, as well as internal factors such as economics, ethnic make-up of the community, and population mobility, will influence the administrator's

effectiveness and authority. External forces such as "parent" industries, union affiliates, synods, etc., are acknowledged but are not measured in this study.

Strategies for Analysis

Each variable is numerically tabulated and graphed for ease in interpretation. The items dealing with each question are grouped to provide the answer to that question. The responses to some variables are displayed in a manner which shows whether, for example, decision-making methods change as training increases. From these displays answers are presented for the eleven questions asked in Chapter I, followed by conclusions, implications, and recommendations.

CHAPTER IV

THE FINDINGS DISPLAYED: AN ITEM-BY-ITEM SUMMARY

This chapter is devoted to displaying the data; first item by item and then as a composite. As an aid to the reader, headings are followed by the question under discussion. After some tables, mean, range, and standard deviation are given, but such data were not considered essential for all items.

The Flint group, referred to as Group B, was directed not to respond to items 1 through 4b because response to those items would be repetitious and subject to overlap due to alternating course offerings from one school to another within the same district.

Demographic Description

District Population

1. *What is the total population of your district?*

Seventy-two percent of the 126 responses to item 1 are from districts having less than 25,000 population, as indicated in Table 1. The mean district population is between 10,000 and 15,000.

At the other end of the scale the graphic increase in responses from the highest category, over 95,000, is due to grouping all large districts together. Eight districts, or 6 percent of 126, fall into this category. The populations in these districts are

31

Table 1.--District population.

Rank	Population Groups	Total Responses
1	0-5000	22
2	5001-10000	23
3	10001-15000	21
4	15001-20000	6
5	20001-25000	18
6	25001-30000	6
7	30001-35000	7
8	35001-40000	5
9	40001-45000	1
10	45001-50000	2
11	50001-55000	0
12	55001-60000	2
13	60001-65000	0
14	65001-70000	0
15	70001-75000	1
16	75001-80000	2
17	80001-85000	1
18	85001-90000	1
19	90001-95000	0
20	over 95000	8
NR	No Response	5

100,000 (for each of three districts), 120,000, 180,000, 200,000, 1,200,000, and 1,600,000.

District Enrollment and Potential

2. *How many individuals are enrolled in your community education program? (IF you are part of a larger district or regional effort limit your response to that which you directly supervise.)*

   What, in your judgment, is the potential enrollment (inclusive as defined above--those who could be motivated to recognize needs and have time to attend).

These two items are graphed together to make percentage of enrollment and potential enrollment easier to compare. Percentage is derived from actual enrollment divided by district population. Of the 118 administrators responding to item 2, 51 report that 5 percent of their district population is enrolled in community education. Also, 21 districts (not necessarily the same ones) record a 5 percent potential. (See Figure A.)

The percentage of enrollees nearest the mean is 10 percent. The mean for potential enrollment is 20 percent. This would represent a 100 percent increase over 1974 enrollment.

No other statistical data are computed for this item.

Enrollment Increases/Decreases

3. *What percent increase or decrease in enrollments in community education has there been in your district each of the two years?*

   1972+_____   1971-_____   1973+_____   1972-_____

Enrollment increases during 1972 were only slightly over 10 percent in a majority of cases. Thirty-five districts increased

by 20 to 50 percent. Three districts increased 60, 70, and 80 percent, respectively. In 1973, all 115 respondents recorded a 10 percent increase.
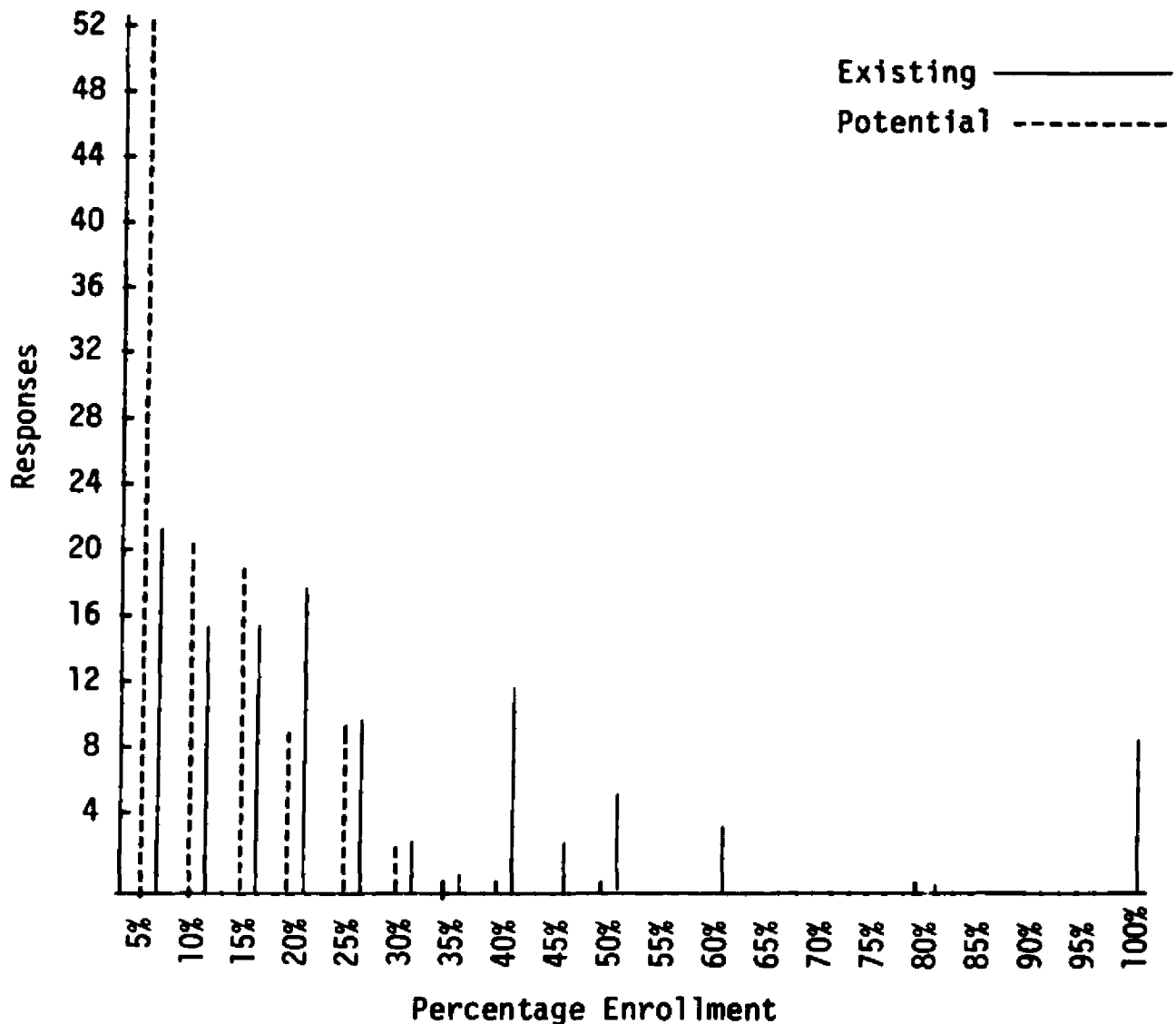
Figure 1.--District enrollment/potential.

It must be noted, however, that decreases in enrollments were nearly the same as increases for both years. This suggests possible misinterpretation of the item. A spot check of 10 percent of the respondents indicated that the question was generally understood,

but that it did not cover all the information respondents wished to show. In the spot check, one-fourth of the responding administrators experienced drops in enrollment in 1972. Also, in one-half the cases losses offset initial gains during the same year. Six of the 13 questioned about this item said they intended their response to show gain and loss, a dimension not built into the instrument. It appears that more persons are enrolling in community education courses, but a corresponding number are not finishing the course. The questionnaire was not designed to handle such a complex situation, so the data must be interpreted with reservation.

Time Spent on Job

> 4. *What percent of your time based on a 40 hour week do you spend administering such programs?*
>
> *Percentage of time you think should be spent to meet the potential described in number 2 above?*

Seventy administrators, 55 percent, spend 100 percent of their time at their task. Forty-five percent of the respondents work from 10 to 90 percent of their time in community-education administration.

The percentage of time which administrators think should be spent at their task does differ from the actual time spent. Fifteen of the 70 who already spend 100 percent of their time in community-education administration indicated they need that much time. At least 43 currently employed less than 100 percent time think that full time should be spent on their administrative efforts. (See Table 2.)

Table 2.--Time spent on job (% responses).

	Time in the Job/Needed in the Job									
	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Percentage in the job	11	4	6	7	11	5	3	6	5	70
Percentage needed in the job	5	5	5	7	9	3	1	4	3	72

Age

What is your age?

Slightly over half of the community-education administrators are less than 35 years of age. Ten are over 50 years old; of these, one person is over 65. The mean age is between 30 and 35.

This is the first item to which the Flint administrators (Group B) responded. Of the 22 respondents (out of a potential of 25), 19 are under 35 years of age; one is over 40. The mean age in this group is also between 30 and 35 years. In graphing the data (Figure 2), percentages are presented separately for the two groups.

Sex

Please check: _____ *Male* _____ *Female*

In the state-wide population 120 out of 130 respondents are men; 10 are women. All 24 respondents from Group B are men. These data are not tabulated or graphed; also, no data computation is made.
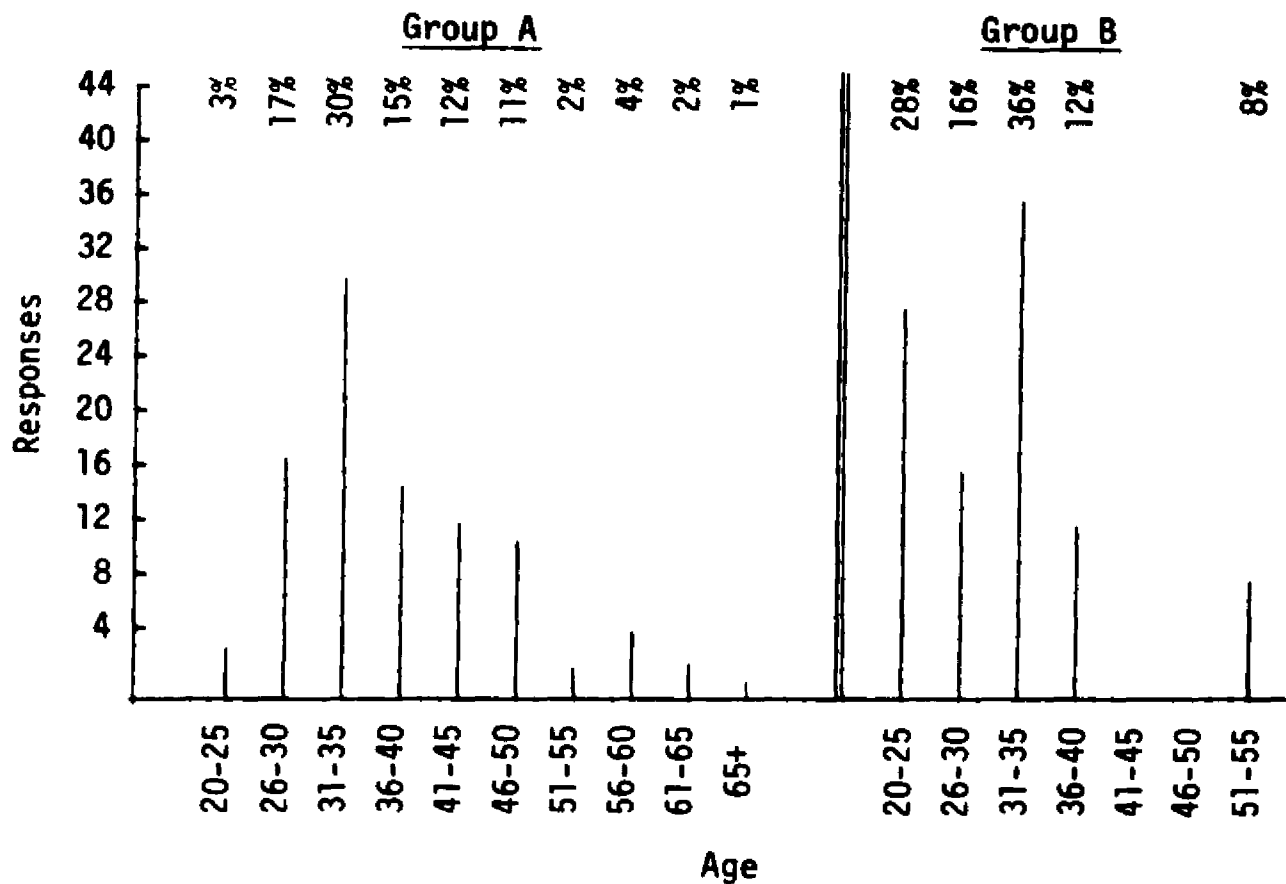
Figure 2.--Age.

Years in District

5. *How many years have you been in your present district, in all capacities?*

The mean number of years in the district in which the respondent now works is between 6 and 10 years for Group A as well as for Group B. Flint had no one in the district longer than 15 years, while the state-wide group had 19 beyond that number of years, 7 of whom had been in the district longer than 25 years. (See Figure 3.) Computing of population mean and other statistics is not done for this item.
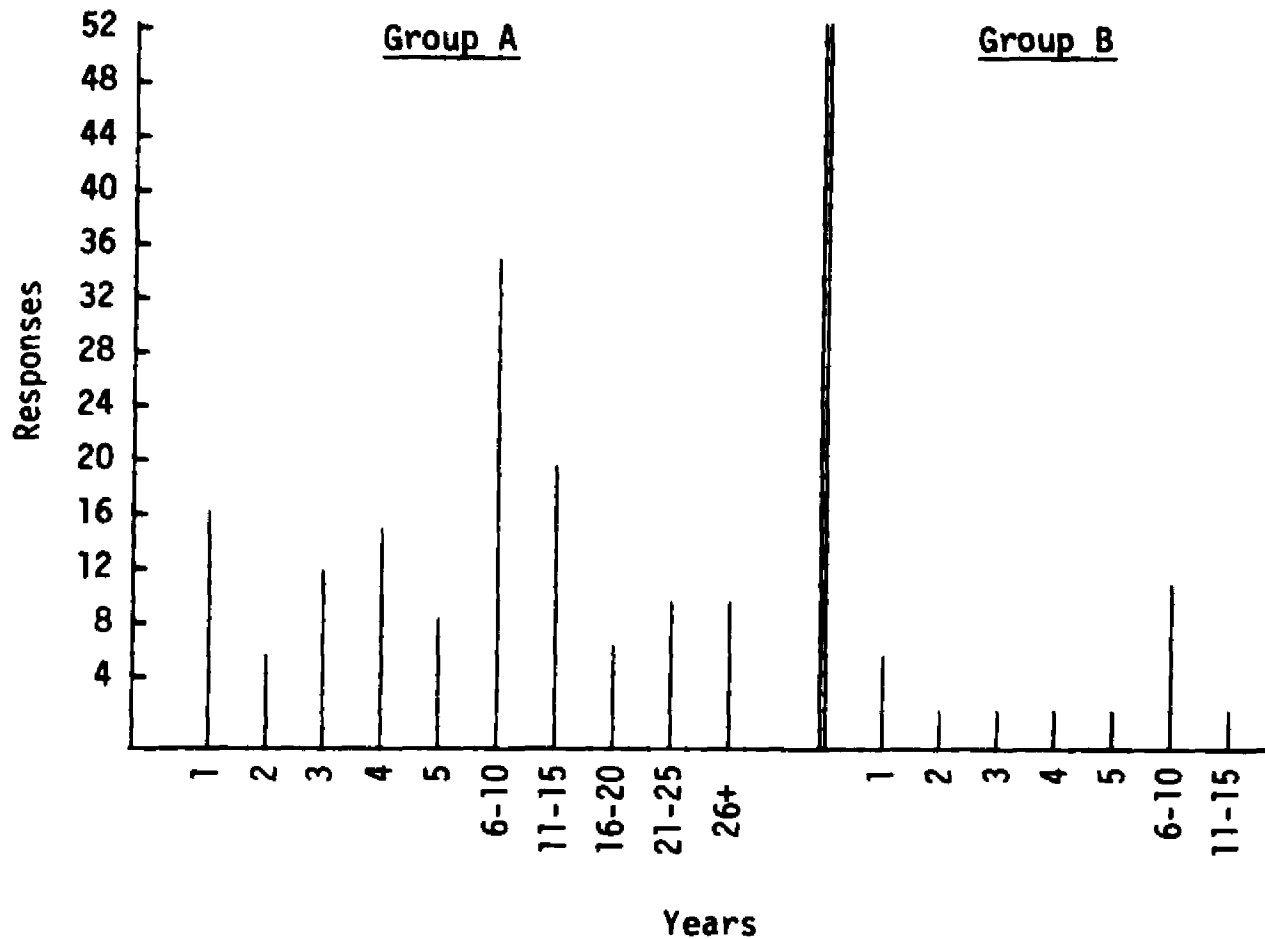
Figure 3.--Years in district.

Years in Community-
Education Administration

How many years have you worked, full or part time, as an administrator of community education?

It should be noted that this question asks for total years, not if the years in community-education administration are in the same district; consequently, some of these percentages are higher than for the previous question.

Computing total years in the district, the statewide population represents 735 years experience in community-education

while the Flint population has 97. Adjusted for group size, Group B
has 80 percent the experience of Group A. (See Figure 4.)

The mean years in community-education administration is
about five for Group A and four for Group B.
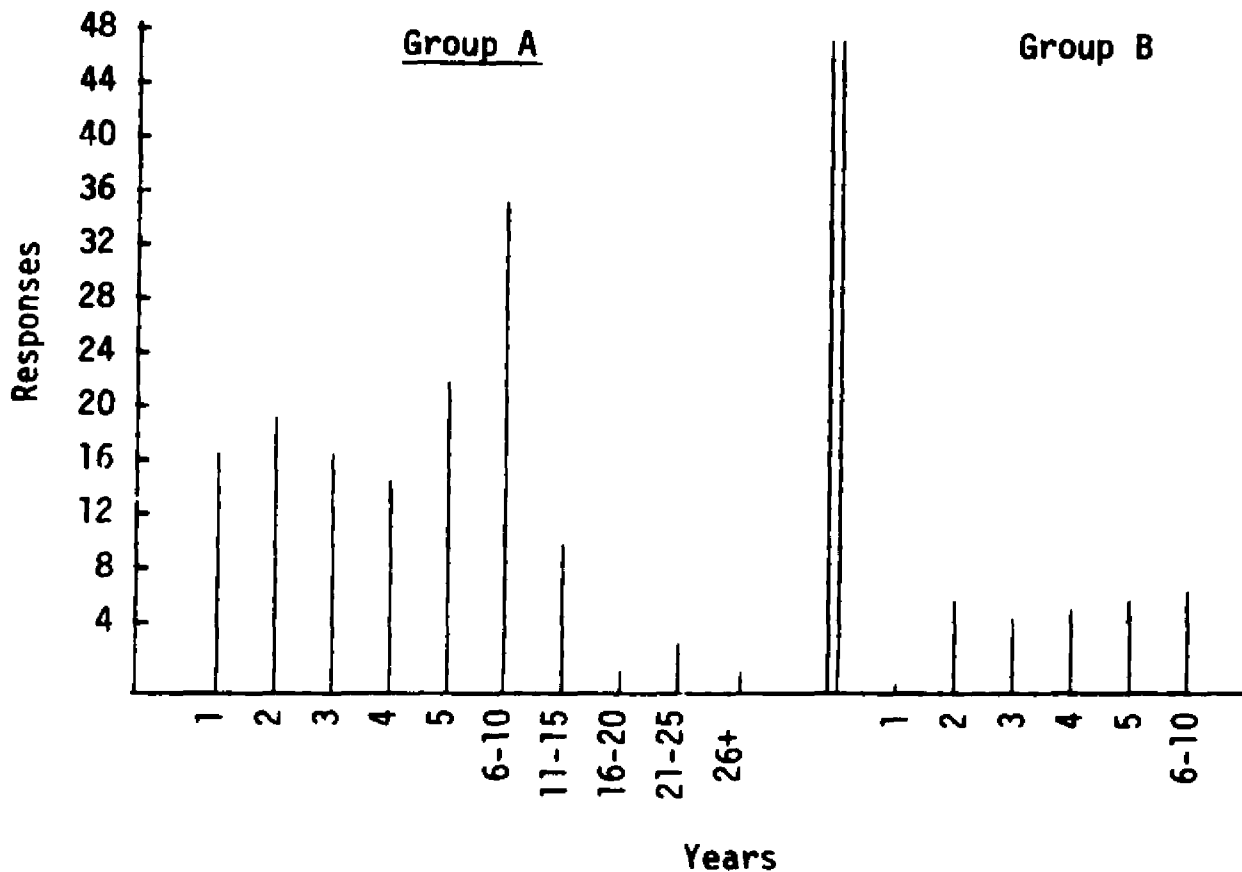
Figure 4.--Years in community-education administration.

Teacher Certification

Are you certified to teach in Michigan? ___*Yes* ___*No*

Certification is not charted. Of Group A, 124 out of 130
respondents have teaching certification. Of Group B, all 25 have
certificates. Only six community-education administrators do not
have teaching certificates.

Teaching Majors and Minors

*What is your teaching major?*_____ *Minor?*_____

Of the 123 respondents from Group A, 28 percent have teaching majors in social science, while 20 percent have physical education or recreation majors. In Group B, 45 percent majored in physical education or recreation, while 12 percent majored in social science.

When the teaching minor is charted, there is some leveling between the top fields. (See Figure 5.) In both groups social science ranked highest as a minor. No other response data are computed.
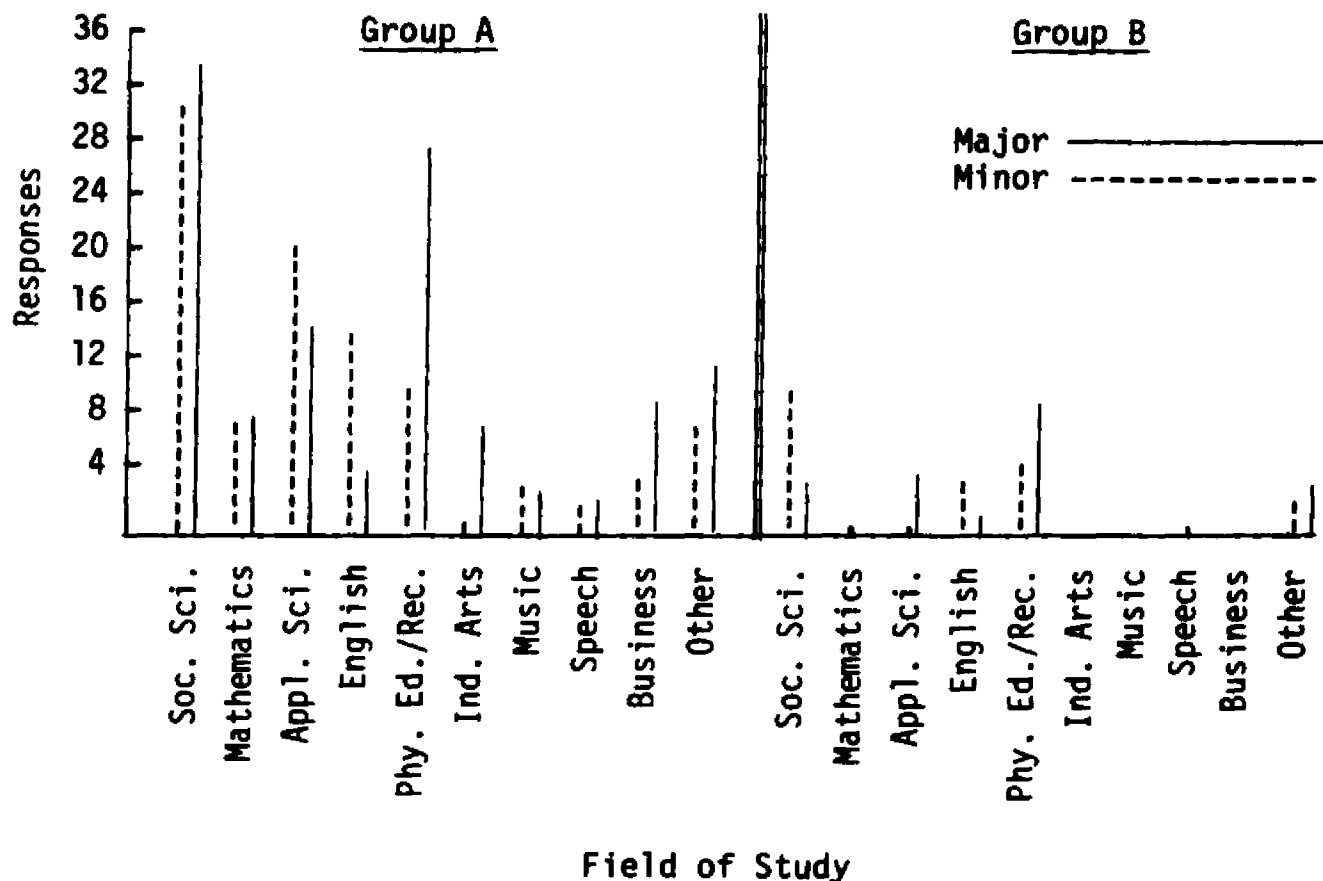
Figure 5.--Teaching majors/minors.

Semester Hours of Training

> 6. *How many semester hours of college training do you have to date in the field of administration or community education?*

The mean semester hours of college training in community-education administration is between 21 and 30 for both Groups A and B. The range is from 1 to over 33 for Group A and 1 to 12 for Group B.
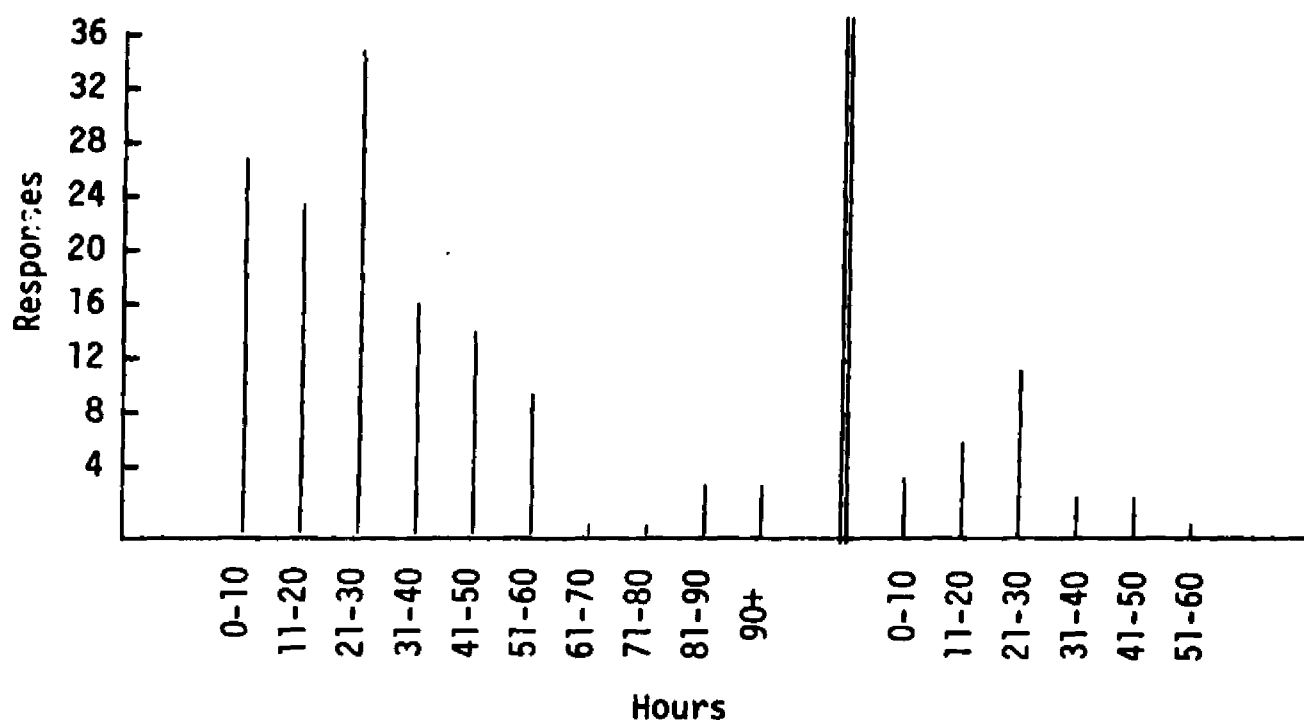
Figure 6.--Semester hours of training.

Policy Statements (Existing/Desired)

> 7. *Please circle the position about a philosophy of education which you think most nearly applies to the community education program(s) in your district.*

There were 100 responses from Group A, with some administrators checking more than one category. Taking the responses as

returned, and using 199 rather than 131 (the statewide respondents), 46 percent have Board policy statements; 32 percent operate from inherent understanding of the concept, community education; 10 percent have verbal definitions; and 10 percent have no definition or, if they do have one, use it only for "effect." (See Table 3.)

Table 3.--Policy status.

	Existing						Desired					
	Inherent Understanding	Board Policy	Verbal Definition	No Definition	Written for Effect	Other	Inherent Understanding	Board Policy	Verbal Definition	No Definition	Written for Effect	Other
Group A	64	91	21	6	9	8	8	21	5	4	4	0
Group B	16	13	4	0	0	4	2	0	0	2	2	0

The desire for a clearer understanding of the concept, either inherent or through Board policy, is evident in 14 percent of the responses from Group A.

Group B follows much the same pattern; however, since this group is from one district and thus might have been expected to have a more uniform idea of what the district's philosophy is, it is noteworthy that differences do exist. Only two members of Group B expressed a desire for written policies. However, in the "desired" category only 6 out of 25 responded. One respondent entered

"all of the above" under "other." Statistical data are not computed for this item.

Definition of Community Education

No. of Responses Group		21. Check the choices which are acceptable to you in defining community education:
A	B	
74	16	a. *Community education includes every degree of skill mastery, from the simplest to the most advanced.*
55	10	b. *Community education is purposeful, systematic learning.*
16	6	c. *Community education is random unexamined experience.*
45	3	d. *Community education is pluralistic.*
5	1	e. *Community education cannot be defined.*
26	7	f. *Like democracy, freedom or justice, community education should not be defined: for to do so would be to confine it.*
9	2	g. *Community education can be defined only in relation to subject matter, methods of instruction, teachers and institutions.*
0	0	h. *American community education is chaotic because American life is chaotic.*
33	6	i. *Other*

There were 262 checks from Group A for all choices in this item. Seventy-four were for choice a; 55 were for b; 16 were for c; and 45 were for d, for a total of 190 for the first four choices. Five checked item e; 26 checked item f; 9 checked g; and no one checked h.

Group B responded in a frequency pattern within 10 percent of Group A, except that choices c and d were reversed and c was more frequently checked by Group B than by Group A.

The "other" category was checked 33 times. A list of these responses is given below:

One teaching another.

Giving the community what they want and sneaking in something they need.

Without community school concepts there would not be a true community education program.

Community education process, recreation, retraining, independent study, all felt to be needs.

Needs to be examined closely when applied to different districts.

Add social contacts to other offerings.

Identify needs and help meet them.

Organized effort to provide educational and recreational outlet for entire community.

Helping people to help themselves.

The school is the education center of all community living and learning experience.

Community education is the process of involving the school community in meeting the needs and desires of the local clientele. This may involve offering programs, coordinating existing programs to improve or eliminate duplication.

Using resources available to meet community needs.

Community education improves community living, achievement of students, self-concept, leisure, etc. Involves all in planning.

Community education is an attempt to use all the resources to provide learning, recreation and enjoyment to all who desire it.

Meet all community needs with alternatives with other communities.

Must incorporate the human potential, self-worth and experience.

Community education is people in catalytic change.

Productive citizenship.

Sources for Planning and Analysis

18. Check the sources on this list from which you have collected data for planning purposes.

The four most frequently used sources of planning data are school drop-out and follow-up data, community resource listings, advisory committees, and learners themselves. The least frequently employed sources are the U.S. Office of Education, commercial listings, ministerial associations, and chambers of commerce. "Other" sources which were rated by respondents include: The Veterans Administration, The State Department of Public Instruction, The County Commission, The North Central Accrediting Association, and the P.Y.A.

A desire to use all additional sources was indicated by nine respondents in Group A and one in Group B. (See Figure 7.)

Nature of Community-Education Programs

Professional Publications
Read Regularly

19. Circle the number of community-education-related periodicals to which you personally subscribe and read regularly.

The majority of administrators responding, 126 in Group A and 23 in Group B, read two community-education-related periodicals regularly. Altogether Group A reads 300 periodicals to Group B's 236 (Group B adjusted by a factor of 5.24). No one in either group reads more than six professional periodicals (Table 4).
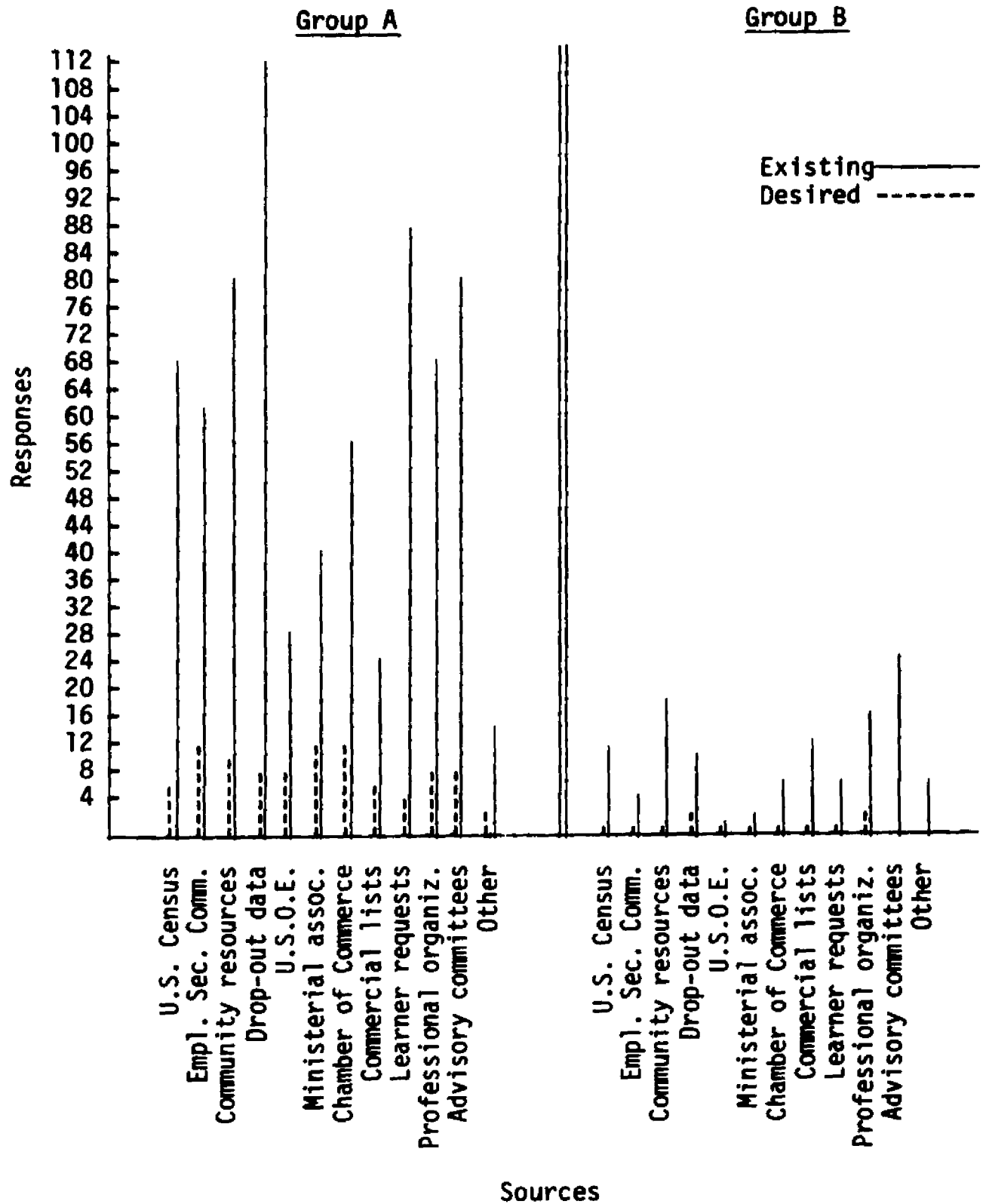
Figure 7.--Sources of planning data.

Table 4.--Periodicals read regularly.

	Number Read										Range	σ
	1	2	3	4	5	6	7	8	9	10		
Group A	31	43	32	14	5	1	0	0	0	0	1-43	15.44
Group B	7	11	4	1	0	0	0	0	0	0	1-11	3.62

Membership in
Professional Organizations

8. *Circle the number of the community-education-oriented professional organizations in which you maintain active membership. (Active means attending some meetings and purchasing literature distributed under the organization's name.)*

The majority (72 percent) of 127 respondents from Group A are members of two, three, or four community-education-oriented organizations. Thirteen (10 percent) belong to one such organization. Seventeen (13 percent) belong to five or more community-education-oriented organizations.

In Group B, 22 responded, 70 percent of whom are members of two community-education-oriented organizations; 14 percent of the respondents have joined one, 9 percent have joined three, one administrator has joined five organizations, and one administrator belongs to eight professional organizations. (See Table 5.)

Table 5.--Membership in organizations.

	Number of Organizations										Mean	Range	σ
	1	2	3	4	5	6	7	8	9	10			
Group A	13	29	31	37	7	7	1	1	0	1	14.1	1-37	13.12
Group B	3	15	2	0	1	0	0	1	0	0	4.5	1-15	5.35

Decision Making

Citizen Advisory Groups

Desired

10. *Do you have a citizen advisory group?* _____

_____ *Yes, it is active.* _____
_____ *Yes, but it is limitedly effective.* _____
_____ *Yes, but it is in name only.* _____
_____ *No.* _____
_____ *No, but we are planning for one.* _____

Thirty-eight percent of Group A and 96 percent of Group B have active citizen advisory groups. Thirty-one percent of Group A and 4 percent of Group B respond that advisory groups exist in their districts with limited effectiveness. Six percent of Group A indicated that advisory groups exist in name only. Twenty-four percent have no advisory group or are planning for one.

The 16 districts that do not have an advisory group also do not want such a group. Since Flint has an advisory group, no administrator from Group B checked the "desire" category for this question. (See Figure 8.)

Group A   Group B

Responses

52
48
44
40
36
32
28
24
20
16
12
8
4

Existing ————————
Desired ----------

Active Limited In Name Only No Planned Active Limited In Name Only No Planned
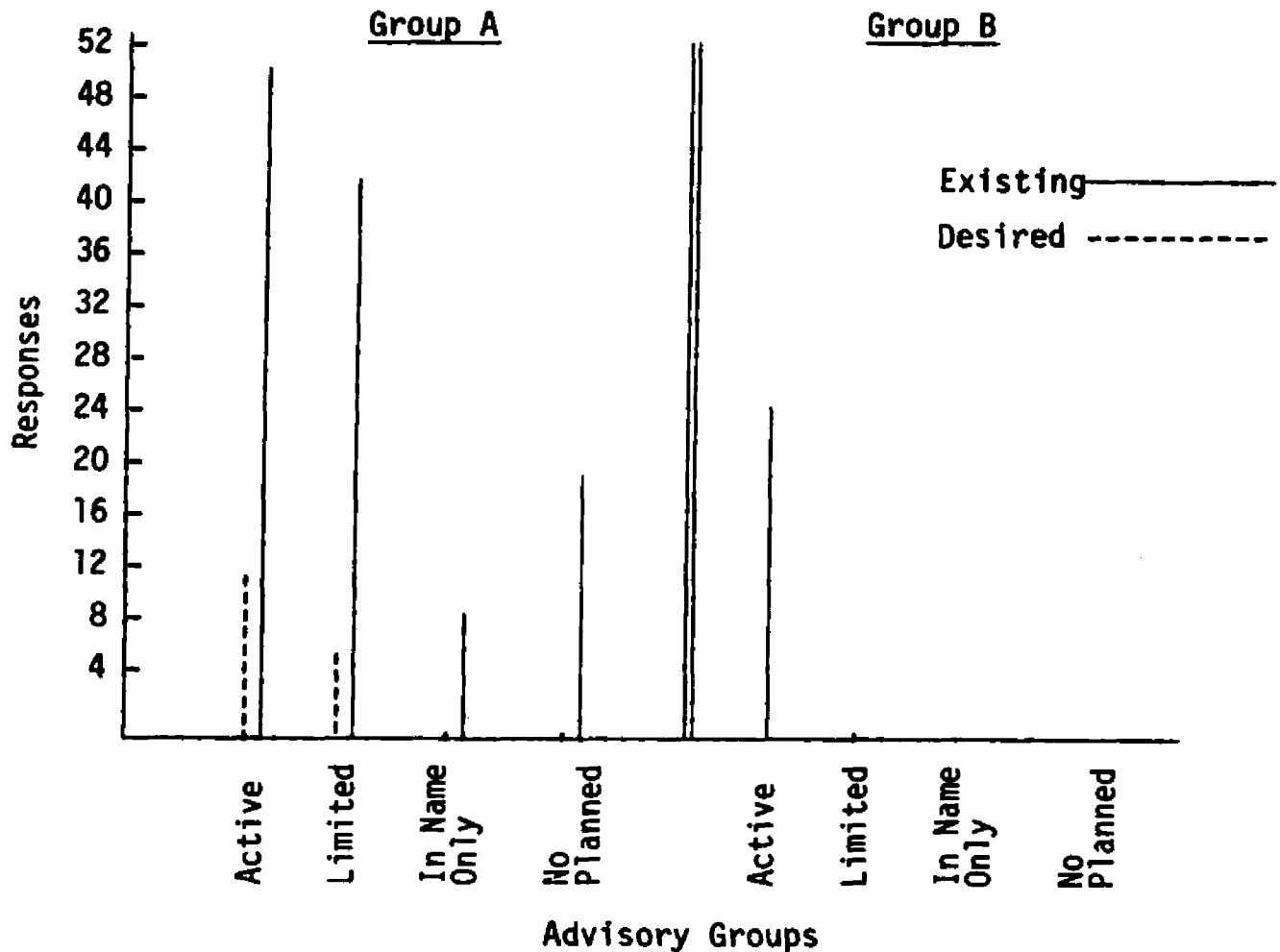
Advisory Groups

Figure 8.--Citizen advisory groups.

How Decisions Are Made

11. Check the response which most nearly describes how decisions are made relative to your programs:

The responses to this item are indicated in the following tabulation. Choices are rank-ordered for Group A, with the number of responses for each item preceding the choice. The responses from Group B are shown next to Group A with the number and the rank. No mean or standard deviation is computed.

Group A	Group B	
68-1	7-2	Requests made by any persons in the district are examined and a recommendation formed by the community education administrator to the superintendent and Board of Education.
49-2	3-4	Recommendations are prepared by the community education administrator and made to the superintendent and Board of Education.
27-3	6-3	Other ("A separate department decides.")
14-4	14-1	Advisory committee actively seeks community input through data collection and channels this through the administrative formation or recommendations to the Board of Education.
10-5	2-5	No structure or stated procedure exists.

Inter-Agency Cooperation

9. *Check the following with which you share or cooperatively operate any programs:*

The agencies with which community-education programs are

operated are rank-ordered as follows:

Group A	Group B
Colleges	Churches
Other K-12 districts	Private persons
Community social clubs	Colleges
Churches	Community social clubs
Private persons	Other K-12 districts
Commercial businesses	Commercial businesses
Industrial enterprises	Industrial enterprises
Unions	Unions
Others--local government	Others

One respondent from Group A indicated no cooperative efforts. (See

Graph I.)
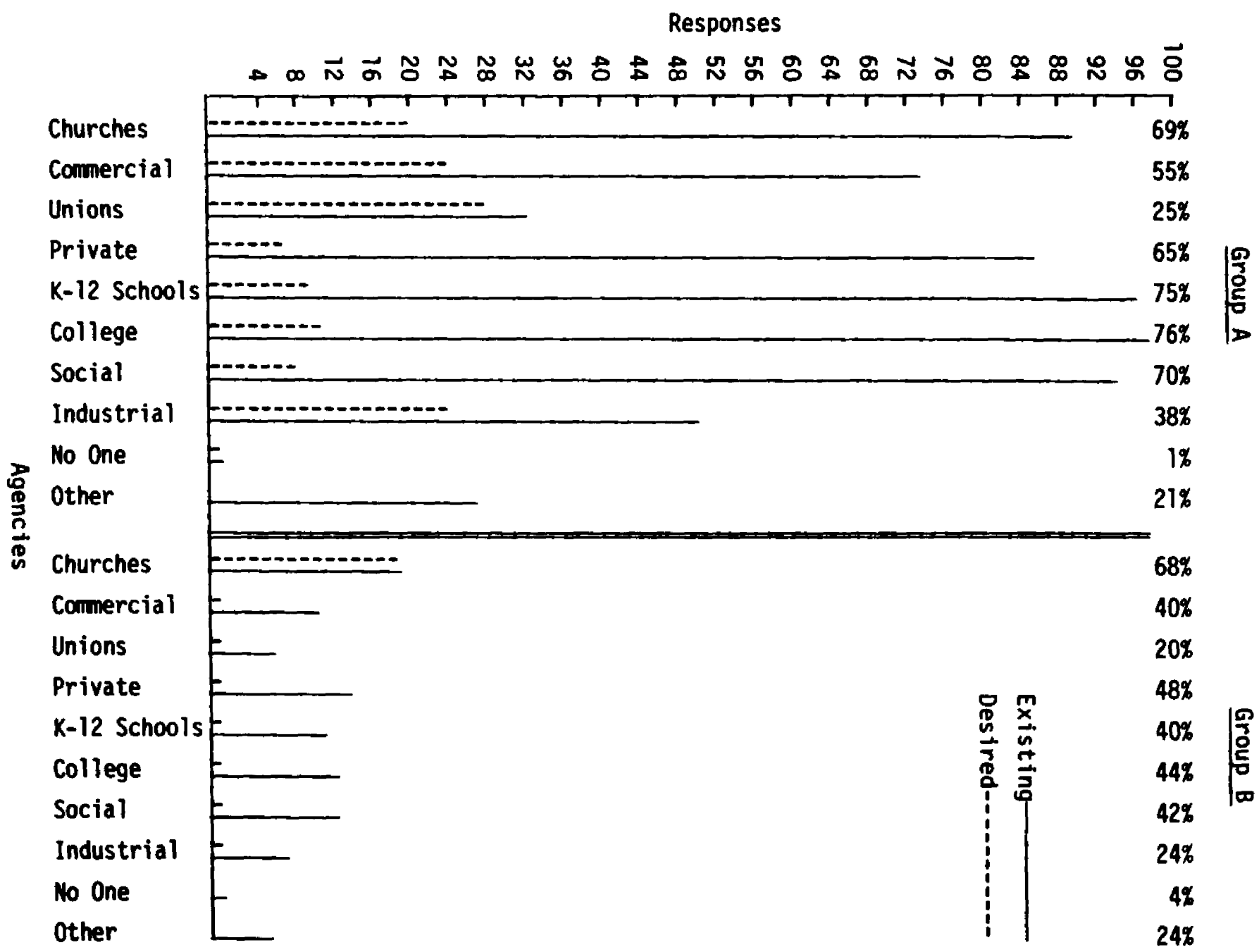
Figure 9.--Agency cooperation.

Responses

Agencies	Group A	
Churches		69%
Commercial		55%
Unions		25%
Private		65%
K-12 Schools		75%
College		76%
Social		70%
Industrial		38%
No One		1%
Other		21%

	Group B	
Churches		68%
Commercial		40%
Unions		20%
Private		48%
K-12 Schools		40%
College		44%
Social		42%
Industrial		24%
No One		4%
Other		24%

Existing———
Desired------

Time of Program Offerings

14. *Check the times of day during which you offer classes.*

The times of day during which classes are offered are displayed in the same manner in which they appeared on the questionnaire. Each time block has a potential of 131 responses for Group A and 25 for Group B. Note that there is no time block in which programs are not offered.

Group A	Group B	
2	0	12 midnight to 3 a.m.
1	0	3 a.m. to 6 a.m.
6	2	6 a.m. to 9 a.m.
63	16	9 a.m. to 12 noon
57	18	12 noon to 3 p.m.
65	22	3 p.m. to 6 p.m.
129	24	6 p.m. to 9 p.m.
45	8	9 p.m. to 12 midnight
32	16	anytime Saturday
17	1	anytime Sunday

Scope of Class Offerings
(Handicapped and Elderly)

15. *Do you offer classes to meet.... Would you like to offer....*

Display of the responses to the scope of program offerings follows the format of this item in the questionnaire. However, the programs are rank-ordered according to Group A responses. Each response is listed with the number, from both groups who checked it,

indicated to the left of the chart. The "desired" responses are
similarly shown on the right. The potential responses are again
131 and 25.

Existing			Desired	
Group A	Group B		Group A	Group B
125	23	...Leisure time interests.......	5	0
120	9	...High school completion.......	7	7
118	24	...Physical fitness.............	9	0
117	18	...Learning for its own sake......	6	1
102	8	...Retraining...................	19	11
54	1	...Americanization...............	27	5
50	10	...Classes designed for persons over 65 years................	33	8
39	4	...Other (not specified though category checked)............	10	0
26	6	...Classes for mentally handi-capped........................	37	7
18	3	...Classes for physically han-dicapped......................	37	5

High School Completion

Credit Allowances

*22. Does your high school completion procedure or
policy allow for....*

An average of 5.6 checks were made by each of the 131
respondents from Group A. Five "other" procedures or policies
for granting credits were given. Categories and number of
responses are given on the following page. The rank order of

responses for Group A is noted by the numbers farthest to the left on the following chart.

Group A		Group B		
4	90	13	a.	Credit waivers of examination?
1	115	11	b.	Credit waivers for work experience?
2	114	8	c.	Credits by transfer from non-accredited and accredited schools?
5	90	5	d.	Credits from home study?
7	68	7	e.	Credits for work done under tutorial assistance?
8	63	15	f.	A diploma through proficiency examination? (GED)
3	102	8	g.	Credit for military service time?
9	26	3	h.	Credit for travel?
6	69	5	i.	Credit through independent study?
10	15	1	j.	Other: (specify) Community service Child care No alternate methods used A limit of six credits granted by waivers A certificate, not a diploma, is given

In-Service Training

12. *Do you provide in-service training or in some way require special teacher training for those persons who teach community education credit classes?*

Do you believe in-service is of value for all teachers working in credit and non-credit classes?

Of 129 Group A respondents for the first part of item 12, 86 (67 percent) indicated that their program provides in-service

or in some way requires special training for persons who teach
community-education credit classes. Eleven of 21 respondents
(52 percent) from Group B also report that their program provides or
requires such training. In Group A, 115 out of 130 respondents value
such training and 15 do not feel it is valuable. All of Group B
value staff in-service training.

Methods of Instruction

13. Check the modes of instruction employed by your staff:

Existing   Desired

_____   1. Group discussion with small amount   _____
               of homework.

_____   2. Lecture.   _____

_____   3. Independent study--partially outside   _____
               of the school.

_____   4. A variety of media (teaching machines,   _____
               TV, etc.)

_____   5. Primarily reading with limited class   _____
               discussions.

_____   6. No identifiable pattern.   _____

_____   7. Other (specify).   _____

The choices above have been rank ordered for Group A responses.
Group discussion with a small amount of homework ranks highest with
both groups as a mode of instruction. Lecture ranks next with
Group A and independent study ranks a close third. In Group B,
independent study ranks second and lecture is third. Both rank
fourth a variety of media such as TV, teaching machines, etc. Both
groups rank reading with limited class discussion fifth. Six percent

of Group A and 12 percent of Group B did not identify patterns of instruction. One "other" response was: "Lectures, discussion, application."

Twenty-three out of 49 respondents in Group A desired a variety of media. Nine desired independent study, eight desired group discussions, and four wanted lecture. Only one from Group B desired any change; that person desired a variety of media.

Use of Computers

20. *Do you use a computer for your program in instructional capacities? Would you like to?*

All 156 individuals from Groups A and B responded to the question regarding the use of computer instruction. Fifteen from Group A and four from Group B use this method. In the combined populations 12 percent now use computers in instruction.

From Group A 44 desire to use computers in instruction, 69 do not, and 18 made no response to this item. Nine from Group B desire to use computers, nine do not, and seven did not respond.

Promotion of Programs

16. Check the outlets used in your promotion.

Existing		*Desired*
_____	Newspaper with local distribution	_____
_____	Newspaper with local and broad distribution	_____
_____	Radio	_____
_____	TV	_____
_____	Handbills	_____
_____	Special mailing	_____
_____	Planned word of mouth	_____
_____	Posters	_____
_____	Professional and business referral	_____
_____	Others (specify)_____	_____

The outlets used for promoting community education, combined for both groups, yield the following totals. Multiplying the population by the number of responses yields 798--out of a possible 1560 (which figure would mean that every administrator used every outlet). All administrators used some means of promotion, and together they used 60 percent of the available types of promotional communication. The four most frequently used outlets are newspapers with local distribution, special mailings, radio, and posters. Newspapers with both local and broad distribution and handbills were next in frequency of usage.

The "desire" for promotional outlets is not greater than what is used. Expressed desire for more promotional outlets is less than 10 percent for both groups, with a desire for TV advertising ranking highest. Radio and professional referrals ranked second and

third as "desired" by both groups. Mean and standard deviations are not computed. (See Figure 10.)

Costs of Promotion

> 17. *Check the amount spent in promotion during the last year; if you are part of a larger district program, limit your response to that spent for th. program you supervise.*

Fifty-three percent of Group A spent less than $1000 for promotion during the year. Eighty-four percent of Group B spent less than $500 for promotion during the same year. It should be noted that all respondents in Group B serve the same city district. Because of the wording in the question, Group B members were expected to choose the amount used in the building program under their direct supervision. This would mean that the Flint district spent over $10,000 for promotion.

The mean dollar expenditure for Group A is between $500 and $1500. Eleven administrators from Group A used more than $4000 for promotion, and five from Group B indicated costs over $4000.

Four from Group A and five from Group B desired an amount in excess of $4000. The mean desire for promotional funds is between $1001 and $1500. (See Table 6.)

Comparison of Variables

The following data display (Table 7) makes it possible to examine some variables comparatively. It was expected that as training increased, variables such as membership in professional organizations, agency cooperation, use of citizen advisory groups, and professional reading would also increase.

Responses

120 116 112 108 104 100 96 92 88 84 80 76 72 68 64 60 56 52 48 44 40 36 32 28 24 20 16 12 8 4

Newspaper--local distribution

Newspaper--local & broad dis.

Radio

TV

Handbills

Special mailing

Planned word of mouth

Posters

Prof./business referrals

Other

Group A

Newspaper--local distribution

Newspaper--local & broad dis.

Radio

TV

Handbills

Special mailing

Planned word of mouth

Posters

Prof./business referrals

Other

Existing ————
Desired --------------

Group B

Outlets

Figure 10.--Outlets for promotion.

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Table 6.--Promotional expenses.

		Under $500	$ 501-$1000	$1011-$1500	$1501-$2000	$2001-$2500	$2501-$3000	$3001-$3500	$3501-$4000	Over $4000
Group A	Spent	35	34	13	11	8	10	5	4	11
	Desired	4	8	7	7	6	2	2	0	4
Group B	Spent	21	1	1	0	0	0	0	0	1
	Desired	1	2	0	1	0	1	0	0	1

Showing the frequency of responses for different variables consistently contradicts any patterns or relationships; consequently to incorporate many tables here would be needlessly repetitious.

Comparing item 2, "How Decisions Are Made," to item 6, "Semester Hours of Training," demonstrates the low correlations between these variables for Group A (see Table 7). Table 8 displays the data comparing training and class offerings of Group A.

Such tables were computed and diagrams plotted for any variable which appeared to offer even a slight correlation with another one. None came closer than those displayed here.

One of the expectations which led to the tabulation of the two groups separately was that patterns of behavior would be more likely in Group B because all of its members belonged to the same school district staff and functioned under one policy and adminis-trative head. Such an expectation has not been justified. (See

Table 7.--Training/decision making.

No.	Semester Hours of Training	Potential Respondents	Decision Response[a,b]				
			A	B	C	D	E
1	1-10	26	12	12	2	3	1
2	11-20	23	10	11	2	4	0
3	21-30	33	12	17	4	11	4
4	31-40	20	4	12	3	4	4
5	41-50	13	7	5	2	1	0
6	51-60	10	2	7	1	2	1
7	61-70	1	0	0	0	1	0
8	71-80	1	0	1	0	0	0
9	81-90	2	1	2	0	0	0
10	over 90	2	1	1	0	1	0
Total		131	49	68	14	27	10

[a]Possible responses (Note that respondents could make more than one choice).

[b]Decision responses A through E are described below in detail:

A. Recommendations are prepared by community-education administrator and made to the superintendent and Board of Education.

B. Requests made by any person in the district are examined and a recommendation formed by community-education administrator to the superintendent and Board of Education.

C. Other: (Describe)

D. Advisory committee actively seeks community input through data collection and channels this through formation or recommendations to Board of Education.

E. No structure or stated procedure exists.

Table 8.--Training/class offerings.

No.	Semester Hours of Training	Potential Respondents	Response[a,b]									
			1	2	3	4	5	6	7	8	9	10
1	0-10	26	23	24	23	18	9	22	6	5	6	2
2	11-20	23	22	22	21	19	11	22	7	9	5	3
3	21-30	33	30	33	29	25	15	32	11	15	6	3
4	31-40	20	17	19	19	13	7	17	7	10	2	3
5	41-50	13	12	12	10	12	5	12	5	6	4	3
6	51-60	10	9	9	9	9	4	9	2	3	2	2
7	61-70	1	1	1	1	1	1	1	1	1	1	-
8	71-80	1	1	1	1	1	-	1	-	-	-	-
9	81-90	2	2	2	2	2	2	2	-	1	-	2
10	over 90	2	1	2	2	2	-	2	-	-	-	-
	Total		118	125	117	102	54	120	39	50	26	18

[a]Possible responses (Note that respondents could make more than one choice).

[b]Responses 1 through 10 are described below in detail:

1. Physical fitness?
2. Leisure time interests?
3. Learning for its own sake?
4. Retraining?
5. Americanization?
6. High school completion?
7. Other: (Specify)_____
8. Do you have classes especially designed for persons over 65 years of age?
9. Do you offer classes that are specifically designed for the mentally handicapped?
10. Do you offer classes that are specifically designed for the physically handicapped?

Table 9, which shows the percentage of each group responding to each response choice.)

Summary of Profiles

A summary for each of the population groups would profile the statewide and Flint community-education administrators as follows:

Group A	Group B
1. Work in 10-15 thousand people communities	1. Flint population 198,000 (1960 Census)
2. Believe growth potential to be 5 percent	2. Same source indicated large growth potential
3. Realize 10 percent growth annually	3. According to central office, growth is 2 percent but varies greatly
4. 55 percent of time in job	4. Most are 50 percent time
5. 31-35 years old	5. 31-35 years old
6. 92 percent male	6. 100 percent male
7. 6-10 years of job tenure	7. 6-10 years of job tenure
8. 96 percent certified	8. 100 percent certified
9. Teaching major is most frequently social science / Teaching minor most frequently is social science	9. Teaching major is physical education/recreation / Teaching minor most frequently is social science
10. 21-30 hours of college training in the field	10. 21-30 hours of training in the field
11. Approximately 50 percent have written policy defining programs	11. Approximately 50 percent have written policy defining programs
12. 67 percent provide in-service	12. 52 percent provide in-service
13. 12 percent use computer-assisted instruction	13. 16 percent use computer-assisted instruction

Table 9.--Percentage of each group responding to each response choice.

Question Item	Percentage of Group A										Percentage of Group B									
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
4c	4	17	26	15	13	12	2	4	2	1	29	16	32	8	0	0	4	0	0	0
5a	12	4	9	11	6	25	14	4	5	5	20	8	8	8	8	37	13	-	-	-
5b	21	22	10	11	17	24	7	1	2	0	4	25	8	13	20	25	0	0	4	-
5d	23	7	11	4	20	6	3	2	7	9	16	4	16	4	41	0	0	0	0	13
5e	23	5	16	11	7	1	3	3	3	5	41	0	4	16	16	0	0	4	0	8
6	20	17	23	15	10	7	1	1	2	2	13	20	50	8	8	4	4	0	0	0
8	10	22	23	25	5	5	1	1	0	1	13	60	8	0	4	0	0	4	0	0
10a	39	32	5	12	12	-	-	-	-	-	95	4	0	0	0	-	-	-	-	-
12a	65	33	-	-	-	-	-	-	-	-	41	40	-	-	-	-	-	-	-	-
12b	88	12	-	-	-	-	-	-	-	-	100	0	-	-	-	-	-	-	-	-
17a	24	23	10	8	6	7	4	4	8	-	83	4	4	0	0	0	0	0	4	-
19	22	28	23	11	4	1	0	0	0	0	29	46	16	4	0	0	0	0	0	0

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	Group A		Group B
14.	Use group discussion most frequently in program delivery	14.	Same
15.	Define community education very diversely	15.	Same
16.	Use limited, largely internal sources of data for planning purposes	16.	Same
17.	Read one to four periodicals in the field regularly	17.	Same
18.	Join one to four professional organizations	18.	Same
19.	38 percent have active citizen advisory groups	19.	96 percent have active citizen advisory groups
20.	Performs a dominant role in decision making	20.	Is less dominant in decision making than are citizens
21.	Cooperate most frequently with in-kind organizations	21.	Same
22.	Offer programs at various times of the day	22.	Same
23.	Offer broad program scope	23.	Same
24.	Allow credit from many sources toward a high school diploma	24.	Same
25.	Use limited funds and informational outlets for promotion	25.	Same

This concludes the display of data. Chapter V will present conclusions, implications, and recommendations which emerge from an examination of the data.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS,

AND RECOMMENDATIONS

This study was conducted: (1) to discover whether there are common demographic as well as functional traits among community-education administrators throughout the state of Michigan; (2) to determine whether the same traits are present among community-education administrators in the Flint, Michigan, district as a separate group; (3) to compare and contrast the statewide population with the Flint respondents; and (4) to ascertain whether such comparisons suggest directions that practitioners might follow in their own training and in other professional pursuits.

Summary of the Study

The Problem

This study sought to develop a personal and program profile of community-education administrators. The items included in the questionnaire were refined to gain answers to questions which would reflect demographic and attitudinal dimensions. These questions follow:

1. What is the demographic description of community-education administrators in Michigan?

2. What is the demographic description of community-education administrators in Flint?

3. Do the districts of community-education administrators in Michigan provide them with policy statements by which to guide their programming?

4. Do the districts of community-education administrators in Flint provide them with policy statements by which to guide their programming?

5. How do community-education administrators in Michigan define community education?

6. How do community-education administrators in Flint define community education?

7. Do community-education administrators in Michigan draw from sources other than themselves for planning and analysis?

8. Do community-education administrators in Flint draw from sources other than themselves for planning and analysis?

9. What is the nature of community-education programs in Michigan?

10. What is the nature of community-education programs in Flint?

11. Do community-education administrators in Michigan provide or require special training for teachers in their programs?

12. Do community-education administrators in Flint provide or require special training for teachers in their programs?

13. What methods of teaching are utilized by faculty super-
vised by community-education administrators in Michigan?

14. What methods of teaching are utilized by faculty super-
vised by community-education administrators in Flint?

15. Do community-education administrators in Michigan pro-
mote their programs? If so, what means of promotion
do they use?

16. Do community-education administrators in Flint promote
their programs? If so, what means of promotion do
they use?

17. What similarities are evident between the state-wide
and the Flint respondents?

18. What differences are evident between the state-wide
and the Flint respondents?

The Study Population

The population of this study consisted of all community-
education administrators in Michigan. Excluded from the sample
were vocational and compensatory education leaders.

Method of Gathering Data

A preliminary questionnaire was sent to 10 respondents who
reacted to the questions for clarity, meaning, and usefulness. This
process was repeated three times.

Data were gathered through a mailing which included an
introductory letter, the questionnaire, and a return envelope
stamped and addressed. Follow-up was done by phone, postal card,

and personal contact. The questionnaire was hand-carried to the Flint population through the assistance of a central office administrative officer.

The questionnaire contained 22 items, some having two or more parts. The items were designed to gather demographic data as well as data which would give insight into the respondent's attitudes about community-education programs and how they function. Analysis of the data included a numerical count of the responses for each choice included with each item. In some cases the choices given were "yes" or "no"; for most questions there were several choices. The responses were also graphed to demonstrate correlations.

Knowing what demographic or operational traits exist in a profile of Michigan community-education administrators, any person interested in measuring and comparing like variables from any other program will now have a reference point.

The objective was to establish a point of comparison, a profile--not to be concerned about whether a given administrator of community-education provides in-service, etc. Data should be viewed collectively if the profile is to be meaningful. It has as its ultimate purpose the formation of a profile which purposely avoids making debatable judgments about their applicability to every program administered. Exhibiting such data has necessitated the avoidance of standard terms such as "average"; consequently, the use of the term profile must be adhered to as defined especially for this study.

Findings

The questionnaire items were carefully designed to represent demographic and attitudinal traits (Group A is statewide, Group B is Flint). The profile summary[1] as described in the following inventory will provide the reader with a reference point against which to compare data in a statistically meaningful way.

Group A

Demographic Data Summarized

Population.--The most common district in which the state-wide community-education administrators function has a population of 5 to 15 thousand people. Approximately one-third fall in this category. From an average population of 20,000 citizens or less, districts enroll an average of 1500 to 2000 pupils and respondents indicated a potential enrollment of 3000 to 4000 or double present enrollments.

Time in job.--Fifty-five percent of all the respondents work 100 percent of their time in community-education administration.

Age.--Slightly over half of the 131 community-education administrators were less than 35 years of age; 10 were over 50 and 1 was 65. The mean age was between 30 and 35.

Sex.--Of 130 respondents from Group A, 120 were men; 10 were women.

District tenure.--The mean number of years in the district in which the respondents were employed was between 6 and 10.

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[1]For detail the reader must refer to Chapter IV.

Administrative tenure.--The mean number of years each respondent had worked in community-education administration was between 12 and 16.

Teacher certification.--Out of 130, 124 had teaching certificates.

Teaching majors/minors.--Major fields of training of the community-education administrators were most frequently social science (26 percent) and physical education/recreation (22 percent). Another 40 percent were educated in the areas of applied science, mathematics, industrial arts, business, and English backgrounds. Music and speech were checked by one and two respondents, respectively. Twelve percent had a variety of disciplines as background training.

Training.--Twenty-one percent of the respondents from Group A had fewer than 10 credit hours of training in the field of community-education administration. Twenty-six percent had 21 to 30 hours. The responses then decreased inversely up to 60 hours. Few respondents had taken more than 60 hours of administrative training.

Statement of Policy

Ninety-one statewide respondents indicated they have written board policy.

Definition of Community Education

Administrators from Group A define community education variously: Twenty-five percent of the respondents gave their own

definitions, which are listed in Chapter IV; 16 percent believe the enterprise should not be defined; 4 percent believe it can not be defined.

Sources for Planning and Analysis

Community-education administrators in Michigan utilize a variety of sources for planning and analysis. Among these are 12, rank-ordered according to frequency of use:

Drop-out data
Learner requests
Community resources
Advisory committees
Professional organizations
U.S. Census data
Employment Security Commission
Chamber of Commerce
Ministerial associations
U.S. Office of Education
Commercial listings (yellow pages, etc.)
Various (limited)
    Veterans Administration
    State Department
    County Commission
    North Central Accreditation Association
    Parent-Teacher Association

Although a variety of sources are used for planning and analysis, approximately 30 percent of the respondents depend on school-related resources. Also, although the total population used a wide variety of sources, individual respondents used only about half of the sources.

Nature of Community-
Education Programs

Periodical reading.--It is interesting to note that every

respondent from Group A read at least one professional periodical.

About 25 percent read no more than one, while about 70 percent

read two to four. Only 5 percent read more than four.

Membership in organizations.--Ten percent of Group A

respondents belong to only one professional organization, while

80 percent belong to from two to four such organizations.

Decision making.--The administrator and his/her professional

colleagues consistently played a major part in community-education

decision making throughout the state. Active citizen input was

indicated by only 14 out of Group A.

Inter-agency cooperation.--Notably restrictive is inter-

agency cooperation. There were striking omissions such as a lack of

cooperative effort between unions and community-education adminis-

trators.

Time of program offerings.--Programs were offered around

the clock, seven days a week by the statewide group. However, the

heavy concentration of program offerings indicates that programs

have not fully utilized the night hours. Week-ends are not heavily

scheduled either.

Scope of class offerings (handicapped and elderly).--The

inclusion of programs for the handicapped or the elderly by some

community-education administrators (20 and 40 percent, respectively)

gives evidence of an awareness of this dimension.

High school completion.--Avenues through which individuals
may complete high school seem comprehensive. By one means or
another, administrators have usually embraced every means of grant-
ing credit toward this objective:

    Credit waivers of examination
    Credit waivers for work experience
    Credits by transfer from non-accredited and accredited schools
    Credits from home study
    Credits for work done under tutorial assistance
    A diploma through proficiency examination
    Credit for military service time
    Credit for travel
    Credit through independent study

In-Service

Two-thirds of the respondents in Group A provided in-service
or in some way required special training for teachers in their
community-education credit classes.

Modes of Instruction

Evidence of traditional approaches to instruction are seen
from the modes of instruction employed. Instruction rests heavily
upon lecture and discussion, not on the use of a variety of media
and independent study as might be expected in programs unhampered
by control and disciplinary considerations. Only 12 percent of
responding administrators indicated that the teachers in their
programs use computer-assisted instruction.

Promotion of Programs

A wide variety of promotional outlets was employed. Newspapers were most widely used, with special mailings, radio, posters, and handbills following closely in that order. Individual administrators usually employed only two or three of these channels. There was a strong expressed desire for more promotion--a desire to use a larger number of outlets, and a desire for funds for this purpose.

Group B

Answers to questionnaire items 1-4b were not required of the Flint respondents because the 25 respondents all work in the same district.

Demographic Data Summarized

Population.--District population and enrollment for Flint are taken from national Census data. Flint's population was 163,000 and community-education enrollments were about 20,000 according to central administration office records.

Time in job.--The questionnaire did not ask the Flint group to respond to this question.

Age.--The mean age of respondents from Group B was similar to Group A. Only one person in Group B was over 40 years of age.

Sex.--All community-education administrators in Group B were men.

District tenure.--The mean number of years in the Flint district was between 6 and 10.

Administrative tenure.--The mean number of years in community-education administration was between four and eight.

Teacher certification.--All 25 respondents from Group B had teaching certificates.

Teaching majors/minors.--Major fields of teaching majors and minors were similar to Group A. Twelve percent were social science and 35 percent were physical education/recreation.

Training.--Nearly half of the Group B respondents had between 21 and 30 hours of training in community-education administration, with approximately one-fourth of the group having fewer and one-fourth having more hours, up to a maximum of 60 hours.

Policy Statements

The Flint district does, in fact, have written policy covering many aspects of its community-education program. In spite of this, approximately half of the respondents do not acknowledge or seem aware of the board policy.

Definition of Community Education

Administrators from Group B define their work as follows: Thirty-five percent define community education as pluralistic, random unexamined experience. Thirty percent believe community education should not be defined; one believes it cannot be defined.

Sources for Planning and Analysis

The Flint group drew from sources of planning similar to Group A in most respects but different in others, i.e., advisory committees were used more; ministerial associations less.

Nature of Community-
Education Programs

Periodical reading.--Periodical literature was not as widely read among Group B. Thirty-two percent read only one periodical and another 48 percent read two. Only 20 percent read more than two.

Membership in organizations.--Membership in organizations was more restricted in Group B than in Group A.

Decision making.--Unlike Group A, in more than 50 percent of the cases reported in Group B, Flint administrators sought active citizen input in the decision-formulation process. Only three members of Group B indicated that recommendations were prepared primarily by administrative personnel.

Inter-agency cooperation.--Although the ratings for agencies with which the Flint group cooperated shifted slightly as compared with Group A, the three agencies least frequently involved in cooperative efforts--unions, industry, and business--were the same as Group A.

Time of program offerings.--The time of program offerings in the Flint program was similar to Group A in all respects except that programs were not offered between midnight and 6 a.m.

Scope of class offerings (handicapped and elderly).--Programs for the handicapped or elderly are offered by 20 percent and 40 percent, respectively, of Flint community-education administrators, similar to those from Group A.

High school completion.--Group B respondents allow for credits from as many different sources as do Group A respondents; however, the frequency of each type of waiver varies somewhat. For

example: only 20 percent of Group allow credit for independent

study while 71 percent of Group A allow this waiver.   Also, 32 per-

cent of Group B allow credit for military service time while 74 per-

cent of Group A allow this waiver.   Conversely, 60 percent of

Group B allow credit through proficiency examination while 51 percent

of Group A accept GED.

In-Service

Just over 50 percent of the Flint administrators provide

in-service staff training.

Modes of Instruction

Flint community-education administrators rank group dis-

cussion, independent study, lecture, various media, and reading,

in that order, as the modes most commonly used in instruction.

About 18 percent of Flint's administrators use computer-assisted

instruction.

Promotion of Programs

The Flint program administrators employed television more

frequently than other media, with radio, referrals, handbills,

word-of-mouth, and special mailing all close together in that order.

Similarities Between Group A and Group B

There are many similarities between the statewide and Flint

administrators of community education.   The similarities between

Group A and Group B are evident from half of the item responses.

These are listed as follows:

1. The number of years each administrator has been in the district in which he/she now works.

2. The number of years administrators have worked in community education.

3. The teaching majors and minors held.

4. The manner of defining community education.

5. The sources from which data for planning and program analysis are obtained.

6. The amount of professional periodical reading done.

7. The numerical volume of professional organizational membership.

8. The clock hours during which programs are offered.

9. The alternatives acceptable for completing requirements for a high school diploma.

10. The degree of cooperation and the type of agency with which community-education administrators work cooperatively.

11. The modes of instruction used by instructors of community-education programs.

12. The percentage of respondents who use computer-assisted instruction.

Differences Between Group A and Group B

The differences between the two populations are listed as follows:

1. Modal statewide districts are smaller than Flint.

2. Statewide district community-education programs were, regardless of size, administered by a single office while Flint's community schools were evidently autonomous on a building level.

3. Flint's administrators were all men.

4. Flint's administrators had slightly more training in community-education administration.

5. Statewide administrators more frequently used citizen advisory groups.

6. Flint's administrators more frequently provided staff in-service.

7. There are differences in the use of promotional outlets and the dollars spent in promotion. Flint administrators use T.V. more frequently and statewide administrators use newspapers more often and utilize more dollars for promotion.

Conclusions/Implications/Recommendations

The conclusions, implications, and recommendations presented in this part of Chapter V are presented here.

Conclusions

1. Numerically, the similarities between the statewide and the Flint groups do not support the contention that the Flint community-education program is a unique model. Only three differences of consequence appear in this study, i.e., use of advisory

groups, professional reading, and membership in professional organizations.

2. Although a profile of community-education administrators with bell-curve frequency was expected to emerge, this appeared only limitedly and demographically. In other respects, community-education administrators appear to be a diverse and heterogeneous group. There was no pattern of results.

3. Community-education administrators define community education variously.

4. Most community-education administrators were not trained to be professional community educators; however, most subsequently sought some such professional training.

5. Most community-education administrators do utilize citizen advisory groups whose input is important in the planning of community-education programs.

6. Most community-education administrators do not appear to cooperate with certain agencies, i.e., unions, industry, and local government.

7. Community-education programs demonstrate little awareness of the unique learning characteristics of adults.

8. Community-education administrators report that instructors depend primarily on lecture and discussion methods. Evidently, other methodologies and pro-active approaches to teaching are not widely utilized.

Implications

1. Hiring of community-education administrators appears to be based on tenure or sheer availability.

2. Heterogeneity of community-education administrators' responses may reflect: (a) heterogeneity of circumstances in various locales where programs function, (b) heterogeneity of education and experience.

3. Community-education programs may reflect the under-graduate training of the administrator. Example: an administrator trained in physical education may emphasize like program dimensions.

4. The scope of community-education programming may be limited by the degree of cooperation between administrators and certain community agencies, unions, industry, and local government.

5. Community-education administrators seem to need a greater awareness of adult development tasks and problems.

6. Community-education administrators should encourage instructors to utilize a greater variety of teaching methods, especially pro-active approaches adaptive to adults.

Recommendations

1. Community-education administrators should be hired on the basis of professional competencies rather than on the basis of availability, tenure, etc.

2. Hiring agencies (boards of education, personnel directors, employment agencies) should seek candidates for community-education administrative posts who have been educated as generalists.

3. Community-education administrators should actively seek cooperation with unions, government, and all community agencies to develop greater scope in their programs.

4. Community-education administrators should heighten their awareness of various community-education definitions to ascertain what is appropriate and relevant for a particular community.

5. Community-education administrators should seek to provide in-service training for instructors in the use of pro-active delivery techniques adapted to adult needs.

Need for Further Study

There are inferences beyond the recommendations in this study which support the need for further research. The results imply the need for some type of licensure; however, the value of existing certification or licensure is not well enough established to support such a recommendation without further investigation. Would forced standards improve performance? Would the same standards satisfy all administrators' needs?

Not only is greater insight needed relative to the administration of community education, but more needs to be known about other partners in community education such as corporations, trade and labor unions, government, churches, and others.

Finally, should the success of a community-education program be measured in terms of commonalities with other districts and/or judged on the basis of each community's local uniqueness and effectiveness?

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Reference is made to contracts negotiated over the past 10 years
throughout the state of Michigan. Copies of these contracts are
filed in many places including the Michigan Education Association,
East Lansing, Michigan.