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**THE OPINIONS OF MICHIGAN COMMUNITY EDUCATION DIRECTORS
ABOUT SELECTED COMPONENTS OF COMMUNITY EDUCATION**

Michigan State University

Ph.D. 1982

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THE OPINIONS OF MICHIGAN
COMMUNITY EDUCATION DIRECTORS
ABOUT SELECTED COMPONENTS
OF COMMUNITY EDUCATION

By

LeRoy A. Mabery

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ABSTRACT

THE OPINIONS OF MICHIGAN COMMUNITY EDUCATION DIRECTORS ABOUT SELECTED COMPONENTS OF COMMUNITY EDUCATION

By

LeRoy A. Mabery

The purpose of the study was to measure the opinions of Michigan community education directors concerning the extent to which selected components of community education existed in Michigan community school districts according to five community types. The community types selected were: Type I (Urban), Type II (Cities), Type III (Towns), Type IV (Urban Fringe) and Type V (Rural).

The selected components of the study were: (1) Educational programs for school age children (K-12); (2) Use of community facilities; (3) Additional programs for school age children and youth; (4) Programs for adults; (5) Delivery of community services; and (6) Community involvement.

The population studied consisted of a universe of 221 community school directors in Michigan. A return rate of 94.1 percent was achieved or 208 community education directors.

A One-way Analysis of Variance with unequal populations (ANOVA) was used to analyze the results. The chi square test of significance

was used to measure relationships of items characterizing the components and to detect any item differences between community types. A significant level of $\alpha = .05$ was used.

The findings of the study tended to indicate community education directors in Michigan had similar opinions about the selected components and ranked "program for adults" as the most important component.

The community types appearing to have comparable opinions were: cities and urban fringe directors, towns and urban directors, with urban directors being somewhat different from the other community types.

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CHAPTER I

INTRODUCTION TO THE STUDY

Background of the Study

The community education concept continues to grow and evolve. Since 1969 the number of school districts in Michigan having community education programs have increased from an estimated 141 school districts to 332 in 1981 (Michigan Department of Education, 1981). The Michigan Legislature, with the exception of 1971 when Governor William G. Milliken line item vetoed "Grants for Community School Programs," has appropriated monies under Section 96 of the State School Aid Act to support Community Education (Appendix A).

In 1975 the Michigan State Board of Education adopted the Position Paper on Community Schools Within the Philosophical Concept of Community Education. The State of Michigan, for the first time, had a statement on the definition of Community Education. The State Board of Education's definition is as follows:

The State Board of Education recognizes the community school as a catalytic agent for implementing within a community the philosophical concept called Community Education. The State Board supports the community school in its effort to improve opportunities for its community residents and recognizes its catalytic role in working with citizens and agencies for the purpose of relating community conditions to human and material resources.

The State Board of Education supports the four-fold role of a community school which is to: (1) make its facilities available for citizen use; (2) organize local residents

to assess local conditions, set priorities, and identify program planning; (3) identify and utilize resources, facilities through joint planning by local agencies; and (4) assist in the initiating of new and/or improved programs . . . in an effort to improve opportunities for all community residents.

Community Education has grown in Michigan because of the financial and technical assistance provided by institutions of higher education, the Michigan Department of Education, the Mott Foundation and other supportive agencies.

Community Education has generated, however, disagreement among opponents and proponents concerning the direction Community Education should take.

Minzey and LeTarte (1979) describe the arguments as emphasizing the fact that there is a vast difference between the philosophical claims of community education and the actual programs that are in operation. More specifically, that much of what is called community education is, in reality, programs in adult education or recreation, and as such are neither unique nor capable of accomplishing all that community educators claim can be accomplished by means of the community education concept. (p. 38)

A major element contributing to the misunderstanding is the historical development of community education. Community education has been an evolving concept for many years. The historical and developmental aspects of community education have been changing its status as an add-on program to the K-12 school program to a program oriented toward adult education, recreation, and extra-curricular activities for youth.

The current developmental status of community education has evolved into a philosophy about the role of public schools. Public schools, in the past, were primarily concerned with the schooling of

youth from age six to seventeen years of age. The public schools, as currently perceived by many educational leaders, have become involved with the educational development of all community members.

The increased responsibility of public schools, Minzey and LeTarte (1979) write:

does not mean that schools are to be all things to all people. However, it does imply that community schools should provide a catalytic and coordinating role for the community, acknowledging a responsibility to see that community needs are identified and dealt with more effectively. In addressing the need to be community oriented the schools have become involved with the problems of community service and community involvement. (p. 39)

The responsibility for public schools being oriented toward community needs and problems appear difficult for school officials to accept. To better understand the role of the community school one must examine the six components of community education identified by Minzey. The components may vary by community type and may be at different levels of development but they are necessary, Minzey perceives, for all programs.

The six components are:

I. An Educational Program for School Age Children

This is the traditional K-12 program. The school, being a product to the surrounding community, is greatly influenced by the parents, non-parents, and children of the community. The school must have community involvement in the classroom and in the decision-making processes.

II. Use of Community Facilities

The school facilities are built and supported by community residents. The schools, with community facilities, are a natural community focus point for neighborhood activities. The unused space in schools is appropriate for community organizations and groups to use. The unused space of schools should be used for recreational sites, community centers and other community activities rather than remain idle.

III. Additional Programs for School Age Children and Youth

The reduction in public school finances and the need to have students exposed to as much knowledge and training as possible creates a need for supplemental learning by youth and children. It is important that schools use community educational resources to supplement the recreational, cultural and enrichment growth of students through the community education concept.

IV. Programs for Adults

Programs for adults are recognized as part of the total educational community. These programs include high school completion, adult basic education, vocational education, enrichment, cultural, recreation and job training program. The development of adult programs adds a dimension to community education that extends learning into a lifelong pursuit.

V. Delivery and Coordination of Community Services

The delivery and coordination of community services is valuable toward helping community residents solve their problems and meet needs. There are, in most communities, many community oriented agencies. The school, by using area human and physical resources, can help coordinate and deliver the services provided by others.

VI. Community Involvement

Community education supports and encourages community residents to become involved in identifying their problems and seeking solutions. The creation of neighborhood advisory councils is a typical process used to develop two-way communication to help community residents solve problems.

The six components developed by Minzey (1978) portray two aspects of community education - program and process. The components I-IV tend to develop first and be oriented toward a series of programs for children, youth, and adults. The components V-VI are more process oriented, concerning community involvement and change, and tend to be more difficult to develop.

Need for the Study

The need for the study is illustrated by the confusion in the literature relative to the lack of common agreement of the major components of community education. Minzey (1978) writes that the components of community education are important for understanding the concept.

The study is further needed because the Michigan State Legislature eliminated the position of community school evaluator in 1977 and the Michigan Department of Education has not filled the Community Education Specialist positions due to financial constraints. Thus, the State of Michigan does not have an individual to collect data, analyze, and evaluate information about community education in Michigan.

At the school district level this study should be recognized by local school district administrators who wish to improve their existing community education program or establish a new program. The local board of education should take note to examine their responsibilities toward the goal that the components of community education are being implemented in their school district.

This study will attempt to obtain information that will help determine whether a local community education program is implementing the major components of community education.

It is further believed that community education directors will respond differently according to the community type he or she represents. The community types used in this study were developed and classified by the Michigan Department of Education (1971)

according to the following types: Type I - Urban (Metropolitan Core Cities), Type II - Cities, Type III - Towns, Type IV - Urban Fringe, and Type V - Rural.

Purpose of the Study

The purpose of the study is to determine if disparities exist between two or more variables. The independent variable is the community type or classification identified by the Michigan Department of Education, 1971. The five community types selected are Type I (Urban), Type II (Cities), Type III (Towns), Type IV (Urban Fringe) and Type V (Rural). The dependent variable, the object of the study is the opinions of Michigan community education directors relative to the major components of community education identified by Minzey. By analyzing the opinions of community education directors it is believed that differences could be detected in the five community types.

In order to meet the objectives of the study it was necessary to ask important research questions concerning the opinions of community education directors in Michigan relative to:

1. Educational programs for school age children
2. Use of community facilities
3. Additional programs for school age children and youth
4. Programs for adults
5. Delivery of community services
6. Community involvement
7. Demographics

Research Questions

The research questions of the study are:

1. Are there any differences among community types in Michigan in terms of an educational program for school age children - K-12?
2. Are there any differences among community types in Michigan in terms of use of community facilities?
3. Are there any differences among community types in Michigan in terms of additional programs for school age children and youth?
4. Are there any differences among community types in Michigan in terms of programs for adults?
5. Are there any differences among community types in Michigan in terms of delivery of community services?
6. Are there any differences among community types in Michigan in terms of community involvement?
7. Are there any differences among community types in Michigan in terms of demographics?

Limitations

There are two possible limitations that could bias the study. They are: population and development of instrument.

The population being studied does not include all district-wide community education programs in Michigan. The population studied are recipients of community school grant monies, of Section 9 and 96 of Act Number 90 of the Public Acts of 1977.

The grant recipients are identified in the 1981-82 Michigan Contact Directory published by the Michigan Department of Education. The state funded community education grant recipients are, however, considered representatives of the five community types receiving state grants.

The second limitation involved instrumentation. The instrument developed for the study was new. A review of the

literature illustrated that no research had been conducted to measure the role of components in community education. The instrument to assure face validity, was critiqued and modified by five community education specialists from four universities and field tested for reliability in each of the five community types.

Assumptions

The study was based upon two assumptions. These assumptions are:

1. The community education directors would be knowledgeable about community education and have opinions concerning the research questions.
2. The community education directors would be open to addressing the questions and not feel threatened.

Explanation of the Terms

Various terms are used throughout this study. The following terms need an explanation in this study:

COMMUNITY: A grouping of residents by village, subdivision, neighborhood, school attendance area, etc. of a size which allows for interaction, involvement and two-way communication. (Michigan State Board of Education Position Paper on Community Schools, 1975)

COMMUNITY EDUCATION: A philosophical concept that recognizes life experiences as being part of one's education and is not limited to formal instruction, certain age classification or attainment of diplomas. Community education further recognizes that a process of involving citizens in identifying the community needs is the central means of improving one's opportunity in life. This process focuses upon every institution, agency, and organization of the community to deliver identified and prioritized services. (Michigan State Board of Education Position Paper on Community Schools, 1975)

COMMUNITY EDUCATION DIRECTOR: The person in the school specifically assigned the task of giving direction to activities that are community centered. The Community Education Director works with the principal, faculty, custodial staff, and lay members of the community. The tasks are as varied as the needs of the community. The director remains at the school after the academic day, and supervises the many activities of a community school. The director is also responsible for activating community participation in the planning of the total program. The director must be skilled in human relations to promote civic education. The Community Education Director, Coordinator, and Community School Director are the same. ("Community Education Dissemination Program Manager," C. S. Mott Foundation) (Update publication, p. 5)

COMMUNITY SCHOOL: A school serving a group of residents in a community that makes its facilities available for citizen use, organizes the participation of citizens in assessing local conditions, setting priorities and program planning, identifies and utilizes resources, facilitates joint planning by local agencies, and initiates new and/or improved programs . . . in an effort to improve the opportunities for all residents. (Michigan State Board of Education Paper on Community Schools, 1975)

OPINIONS: Verbal expressions of an attitude or, in other words, opinions which symbolize attitudes. (Thurstone, 1928)

URBAN METROPOLITAN CORE CITY (TYPE I): These are communities with school districts that are classified by at least one of the following criteria:

1. The community was the central city of a Michigan Standard Metropolitan Statistical Area.
2. The community was an enclave within the central city of a Michigan Standard Metropolitan Statistical Area.
3. The community was previously classified as a Metropolitan Core City. (Michigan Department of Education, 1971)

CITY (TYPE II): These are communities having school districts within it and having a population of 10,000 or more. They have not been classified as Urban Metropolitan Core City or Urban Fringe. (Michigan Department of Education, 1971)

TOWNS (TYPE III): These are communities having school districts within it and with a population of 2,500 to 9,999. (Michigan Department of Education, 1971)

URBAN FRINGE (TYPE IV): These are communities, regardless of their size, having school districts meeting one of the below classifications:

1. The community is within 10 miles of the center of an urban setting.
2. The mailing address is Urban Metropolitan Core City or a City unless it had a RFD route. (Michigan Department of Education, 1971)

RURAL (TYPE V): These are communities having school districts with a population of less than 2,500 or if their address is an RFD route of a Town, City, Urban Fringe, or Urban Metropolitan Core City. (Michigan Department of Education, 1971)

COMMUNITY TYPE CLASSIFICATION: The classification of public school districts by community. Communities are grouped by Type I (Urban or Metropolitan Core City), Type II (Cities), Type III (Towns), Type IV (Urban Fringe), or Type V (Rural). (Michigan Department of Education, 1971)

Structure

In Chapter I the background of the study, need for the study, purpose of the study, research questions, limitations, assumptions, explanation of the terms and structure of the study are examined.

In Chapter II a review of the literature including introduction, the community school movement, the community education concept, the development of components, Minzey's community education components, and summary are presented.

In Chapter III the design of the study includes: introduction, development of instrument, pilot testing, final development of instrument, description of population, data collection procedures, variables, analysis of data and research questions are provided.

The findings are presented in Chapter IV. The findings include the presentation, research question number 1, research question number 2, research question number 3, research question number 4, research question number 5, research question number 6, research question number 7, rank ordering of selected components, as to how important they were in the school district, rank ordering of selected components as to what they ought to be in the school district, comparison of rank ordering of six selected components, general questions of school district support, and summary.

In Chapter V the conclusions and recommendations are discussed. Included in Chapter V are: summary, results from research questions 1 - 7, school district support for community education, rank ordering of components, rank order comparisons, conclusions, and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Community education has had an evolutionary development. The early literature of the 1930s to the 1960s refers to community school movement. The late 1960s and 1970s indicated a change to the broader community education concept. The interchangeability of terms in the literature has led to some confusion. In this literature review the term "community school" will refer to the delivery system by which the institution implements the philosophy of community education.

The Community School Movement

The term "community school" first appears in the literature in 1938 with Samuel Everett. He edited a book which referred to the techniques used by the community-school to solve problems of the community. These reports were attempts to influence educators concerned with the social and economic problems of the 1930s. Everett believed the school with its educated teachers and administrators, was a natural institution to provide leadership and improve the community. The school was centrally located and had facilities and equipment available. The teachers and administrators

were some of the better educated citizens and were in leadership roles.

Elsie R. Clapp in 1939 wrote of her experiences as a principal of Ballard School near Louisville, Kentucky. It was here that Clapp came to understand the functions of a community school. Clapp made the curriculum the living experiences of her students.

Minardo (1972, p. 13) relates that in 1936 Frank J. Manley, a physical education teacher, had observed the closed school doors of the Flint, Michigan public schools. Manley, with the financial assistance of Charles S. Mott, opened the school doors for after-school recreation and enrichment activities for youth and adults. This eventually led, with Mott Foundation support, to Flint's becoming a state and national model for community school education.

The advent of World War II caused the "community school movement" to lose momentum while attention was focused on the war effort.

In 1945 there was a renewed effort by educators to plan ahead and attempt to prevent past errors. The National Society for the Study of Education devoted its publication to American Education in the Postwar Period. Edited by Maurice Seay, the study emphasized school and community cooperative planning to improve the community environment. Community schools had a role in community-school problem solving.

Olsen (1945) wrote that "from many sources one learns that all life is educative" concerning the school and community. This

added the dimension of education's being a lifelong process to the community school movement.

The 1950s witnessed several important developments including a demonstration project sponsored by the W. K. Kellogg Foundation. It was known as the "Michigan Community School Service Program" and involved support to eight local communities from 1945-53. The goal being to demonstrate that schools can play an important role in the development of communities.

Seay and Crawford (1954, pp. 186-190), reported that the demonstrated project illustrated that "the people of these communities showed definite growth during the period of the program in their ability to work together and to use the educative process in relating community problems." The results generated great publicity and showed communities were interested in working with the schools to meet community needs.

The 1950s brought the appointment of the first Community School Service Director in Flint, Michigan. William Minardo was assigned to this position in 1951. Young and Quinn mention his job description as follows:

1. Know and work with the staff of Freeman Community School.
2. Know and work with the total community of Freeman Community School.
3. Teach one-half time at Freeman Community School.
4. Be responsible for the promotion, coordination and administration of all activities, programs, etc., related to Freeman Community School but not part of the K-6 curriculum program.
5. Enroll in one graduate course related to Community School Education each semester.

This was the first time an individual did not have community school activities as an extra responsibility.

Related to this effort was additional C. S. Mott Foundation financial resources to support the community school movement in the Flint Public Schools. By 1959 most schools in Flint had a half-time community school director.

The leadership of Frank Manley lead him to seek leadership development programs through Eastern Michigan University and Michigan State University and later all Michigan public universities. This leadership also lead to greater C. S. Mott Foundation grants to support community schools in Flint. The combination of Mott financial resources, university cooperation, and Frank Manley's leadership lead to the Flint Public Schools' gaining national prominence. As a result many individuals came to visit and study the Flint model of community schools. The idea of the community school's being a possible solution ot solving our social and educational problems was an exciting and innovative concept. It attracted individuals from all walks of life and helped move the community school movement forward.

The 1950s produced three important publications on community schools. These provided greater credibility and publicity for the movement.

Maurice F. Seay and a committee (1953) wrote "The Community School" which was published as a yearbook of The National Society for the Study of Education. They defined the community school "as one which offers suitable educational opportunities to all age

groups and which fashions learning experiences for both adults and young people out of the unsolved problems of community life."

Edward G. Olsen in The Modern Community School (1953)

described the community school as:

a part of the larger pattern of community education in which it is the function of the school to help the whole community intensify its needs, set priorities, and organize appropriate educational measures to achieve the goals sought.

A further significant milestone was the first book on community education administration. Ernest O. Melby produced Administering Community Education (1955). Melby was concerned with the effect the living environment has on the growth and development of the child. He urged educators to develop communities in which they consider the child's environment and community. The environment and community are invaluable for the child's learning and growth.

These publications were important to the community school movement. They were pioneering efforts to define the community school, to relate the community school to the broader community education concept, and to relate the entire environment/community to the growth and development of the individual.

The 1960s were turbulent years. The social disruptions of war, racial conflict, and other social ills caused educators and community leaders to view education as a possible solution to our social ills. The result was a dramatic increase in social, community, and educational agencies seeking solutions to problems. The urbanization of the country created additional social disruptions.

Seay and Associates (1974, pp. 28-29) wrote that:

The community school concept always recognized the programs of other educational agencies in the community, but in the sixties educators began to see the school as one among many educational agencies. Obviously, they said, education is a comprehensive thing, a social institution. Community leaders began to think in terms of community-wide, institutionalized forces which were performing - and could be expected to perform better - the functions society entrusted to education. They saw that the time had come for the school-centered concept to grow into a community education concept.

The community school had developed to help people and communities solve problems. The 1930s to 1960s were decades of growth and development for the community school movement.

The major focus of this development occurred in Michigan. The financial contribution of the C. S. Mott and W. K. Kellogg foundations provided invaluable support and publicity.

Although the major focus of community schools was in Michigan, there were national leaders. Everett, Clapp, Olsen, and Melby were studying and writing about the community school movement in other sections of the country. The movement continued to gain support and broaden its philosophy and scope as a means to achieve solutions, through education to many social and educational problems. The result was a broader and more comprehensive community education concept replacing the community school movement by the late 1960s and early 1970s.

The Community Education Concept

The literature of the 1970s indicated the transition from community school to community education. Seay (1972, pp. 16-19) wrote about the "threads" that related the community school movement and the community education concept.

1. The community school recognized in actual programming the basic fact that education is a continuous process.
2. Educational objectives were stated in terms of desired changes in behavior.
3. Educational activities, supported by appropriate instructional materials, were based upon the problems, needs and interests of those for whom they were planned.
4. The school served the community and the community served the school.
5. A local community provided a focus point for understanding other, larger communities of people.
6. The community school challenged school and community leaders. Van Voorhees (1972, p. 18) further explained the differences between community school and community education. Van Voorhees explains:

'Community schools are program supporting organizational structures, have a curriculum and take place in the schools; Community Education is a process, cannot be reduced to a curriculum and its base is much broader than the school. Community Education is the community involving process through which individuals' needs are identified and met regardless of the area of concern or the organization providing the program.'

The community school in its transition to community education recognized that other agencies, institutions, and organizations were an integrated part of the community and were equally concerned with solving people and community problems. This was a recognition that the school is only one institution involved within the development of the community. It was becoming obvious that the broader concept of community education involved interagency cooperation, planning, and opening up the school's facilities to all community residences.

Jack Minzey (1974, p. 49) further expands this concept by writing:

Community Education is a philosophical concept which serves the entire community by providing for all the educational needs of all of its community members. It uses the local school to serve as the catalyst in bringing community resources to bear on community problems in an effort to develop a positive sense of community, improve community living, and develop a community process toward the end of self-actualization.

Seay (1974, p. 11) viewed the new community education concept as a concept in action. He wrote:

Community education is the process that achieves a balance and a use for all institutional forces in the education of the people - all of the people - of the community.

Kaplan (1974, p. 4) relates community education to effective community involvement and citizen participation. He writes:

The community education concept is made operational through the community school which acts as a catalyst in identifying community resources that can be drawn together and work cooperatively for the solution of problems. Community education encourages an effort to make maximum use of local school facilities and community resources. Community education provides an opportunity for effective community involvement and citizen participation. In addition, programs and activities are expanded to serve to needs of all age groups in the community, from pre-schoolers to senior citizens.

Decker (1976, p. 5) supports this view. He wrote:

Community education is a concept that stresses an expanded role for public education and provides a dynamic approach to individual and community improvement. Community education encourages the development of a comprehensive and coordinated delivery system for providing educational, recreational, and cultural services for all people in a community.

The transition to the community education concept involved researchers' examining the goals of community education. DeLargy (1974) in a national study developed the following goals:

1. Make maximum use of community resources to provide a comprehensive educational program for the entire community.

2. Establish coordination and cooperation among individuals, groups and organizations to avoid unnecessary duplication.
3. Develop a program or process for identifying existing and future individual and community needs and wants; and marshal community resources capable of effecting appropriate change.
4. Encourage citizen involvement and participation in public schools and community affairs.
5. Provide and develop increased opportunities for lay and professional people to assume leadership roles.
6. Provide and promote alternative activities which could combat vandalism, juvenile delinquency, crime and other school-community problems.
7. Promote special interaction and improved human relationships among people with differing cultural backgrounds.
8. Offer supplementary and alternative educational opportunities for adults and children to extend their skills and interest.
9. Provide health programs to improve the extent and availability of community health services.
10. Provide or develop employment and vocational opportunities for meeting the individual's and the community's employment needs.
11. Provide or assist residents in securing needed social services from an appropriate agency.
12. Offer programs designed to increase understanding of political procedures, processes, and issues.
13. Provide, develop or use available community resources to meet the people's recreational and leisure time interests.
14. Encourage processes and programs for community development and environmental improvement.
15. Provide activities relating to cultural enrichment and domestic arts and science.
16. Develop means of assessing and evaluating the extent to which the goals of community education are being met by the program and processes.

Perusal of the literature demonstrates the comprehensiveness of the community education concept. It involves all people of a

community. It uses the school as a delivery system for developing processes that facilitate the solving of social problems. It does not attempt to duplicate community and human resources but uses existing resources in a cooperative fashion to build community. Community education does not necessarily have programs but they are created when there is a vacuum in existing community/human services. Ultimately, community education acts as a catalyst to build a process that facilitates building a sense of community for all people.

The 70s were times of increased state and federal support for community education. The State of Michigan provided, in 1969, \$1,000,000 in categorical funding to support the community school concept. Future funding served to support the expanding role of community education with the exception of 1971 when funding was vetoed. (Table 2.1)

At the federal level a major breakthrough occurred in 1974. The first federal legislation to support community education passed. Funds were appropriated and a national Community Education Advisory Council established.

The Community Schools Act of 1974 stated in part, "The school, as the primary educational institution of the community, is most effective when the school involves the people of that community in a program designed to fulfill their education needs."

The passing of federal legislation brought national recognition. From the early writings of Everett and Clapp in the late 1930s to the recent 1970s the community education concept had evolved.

TABLE 2.1.--Summary of Community School Directors' Reimbursement
Under Section 96 of the State School Aid Act, Michigan
Department of Education, 1981-82.

Appropriation	Fiscal Year	Total Number of School Districts	Total Number of Funding Units	Total Number of Directors Reimbursed
\$1,000,000	1969-70	141*	108	204
\$1,000,000	1970-71	162*	124	206
-0-	1971-72		(Vetoed)	
\$1,000,000	1972-73	233	163	261
\$1,000,000	1973-74	220	180	292
\$1,400,000	1974-75	248	195	327
\$1,300,000	1975-76	263	197	342
\$1,300,000	1976-77	282	198	349
\$1,400,000	1977-78	324	219	364
**\$1,600,000	1978-79	330	234	384
\$3,260,000	1979-80	344	242	403
\$2,282,000	1980-81	359	242	400
\$2,282,000	1981-82	332*	227*	385*

*Estimate

**Formula Change

The early literature mentions a community school movement concerned with solving community problems between the school and the community. It was primarily concerned with bringing people to the school or providing after school educational and recreational activities. Community schools, although innovative for the

times, were limited in scope, comprehensiveness, and public acceptance.

Community education of the 1970s had become a comprehensive concept expected to serve all people of the community. The comprehensiveness had caused community education leaders to examine the components of the concept.

The Development of Components

The literature concerning the components of community education is recent. Kaplan and Warden (1978, p. 4) wrote:

A major trend in the evolution of community education has been toward the development of specific components or thrusts to provide a conceptual handle or tool of common reference. A components approach to community education helps (1) to identify and establish some working territory; (2) to establish a developmental approach; (3) to exemplify an explanation of what constitutes community education.

Kaplan and Warden (1978, p. 4) warned, however, that such an approach may fail to take into consideration a more holistic conceptualization of community education which simply states that:

'the whole of community education cannot be determined by simply looking at the various component parts.' Community education from this perspective is more than a series of components. This dilemma which community educators face is complicated by striving for a balance between a listing of separate components that may be easily understood but lack overall integration.

These concerns illustrate the need to examine in greater depth the literature concerning the components of community education.

Melby and Kerensky (1971, pp. 167-178) mention components can be "misinterpreted as prescriptions for instant success, leaving the true affective meaning waiting in the wings. However, it is equally dangerous to remain too vague."

The twelve components advocated by Melby and Kerensky as crucial to community education are:

1. Maximized use of existing human and physical resources.
2. Establishment of cooperative procedures with governmental service organizations.
3. Establishment of cooperative procedures with volunteers and civic service organizations.
4. The development of cooperative procedures with business and industry.
5. The establishment of cooperative procedures with other educational institutions.
6. The establishment of procedures for self-generating activities.
7. The initiation and coordination of special community events.
8. The establishment of problem solving procedures through the creation of a citizen advisory council.
9. The employment of a community school director or coordinator who serves to tie all of the above together and also serves in the capacity of an ombudsman for his entire community.
10. The establishment of a climate for innovation and change.
11. Provisions for heuristics.
12. Provisions for serendipity.

The original attempt to identify the major components of community education was based on the 1960s. Later literature illustrates attempts to consolidate Melby and Kerensky's components into more precise terms and to adapt them to the emerging community education concept of the mid-seventies.

In Michigan the State Board of Education recognized four basic role expectations or components of community education. These

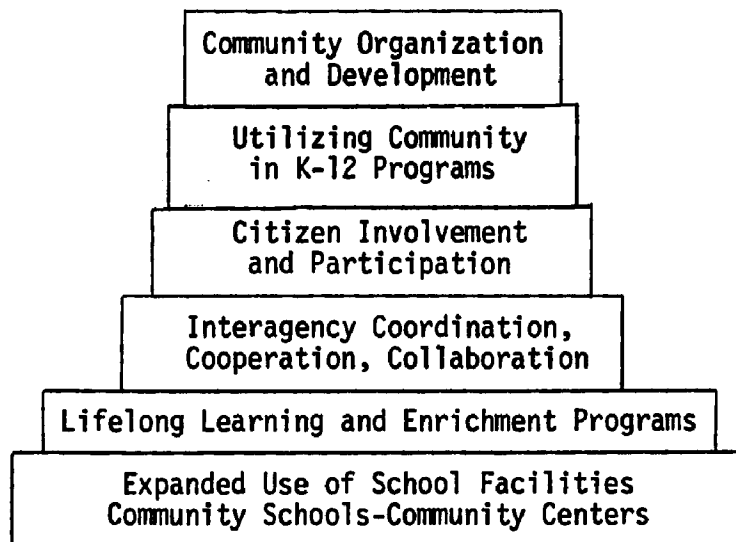
components, adopted August 13, 1975 as part of a Position Paper on the Community School Within the Philosophical Concept of Community Education

are:

1. Making school facilities available for citizen use for academic, cultural, recreation, social, and enrichment endeavors.
2. Organizing the participation of citizens in the community in assessing local conditions, setting of priorities, and program planning.
3. Identifying and utilizing resources and facilitating joint planning by local agencies, institutions, and organizations.
4. Initiating new and/or improved educational programming for all age levels to bring about accomplishment of prioritized needs as determined by a representative group of community citizens.

These components were an attempt to relate the community school, the community resources, and community conditions to improve the educational opportunity for all residents through the community education concept.

Decker (1972, p. 9) refers to the components of Community Education as "building blocks" that evolve in a sequential order. They are:



This study was a first attempt to show the community education concepts as developing in a sequential and evolutionary manner. The components of expanded use of school facilities and lifelong learning and enrichment programs are program components. The components of interagency coordination, cooperation, collaboration, citizen involvement and participation, utilizing community in K-12 programs, and community organization and development are process components. This was a first attempt to recognize the components based on program or process orientation.

McNeil (1976, pp. 1-2) surveyed 90 percent of the Community School Programs in Michigan for 1975-76 and identified thirteen components necessary for successful programs. McNeil identified the necessary components to be:

1. The Board supports community education by opening the school building.
2. The program attracts most segments of the community.
3. Program activities are started as soon as possible after needs have been identified.
4. An advisory committee is formed which helps to determine needs,
 - 5) establish goals, and
 - 6) identify community resources
7. Director regularly attends inservice.
8. Program establishes cooperative efforts with governmental agencies,
 - 9) volunteer and civic service organizations, and
 - 10) other educational institutions
11. Program has activities in the summer.

12. Evaluation of the program is based to some extent on the data collected on participants.
13. The Board passes a resolution supporting community education.

McNeil's survey was unique in that it was based on the practitioner's viewpoint. There is doubt concerning his use of the term "component." It appears to be an all encompassing term.

Kaplan (1977, pp. 41-44) presents a greater understanding of the components of community education. Kaplan identified six major components.

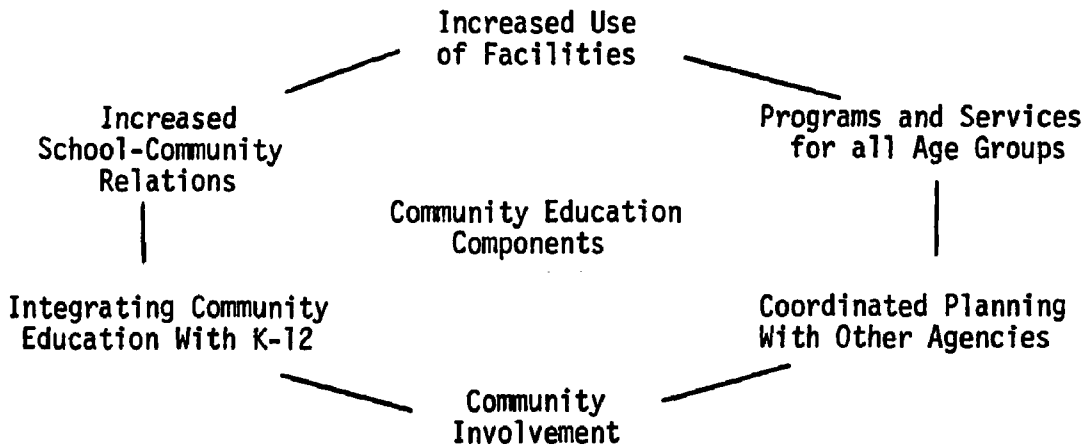


Figure 2.--The Community Education Concept.

Kaplan's six components are the major areas he feels are necessary to develop an understanding of the community education concept. Kaplan stresses that the development process is the heart of successfully developing components in community education.

Clark (1977) has developed five major components of community education. These components have been identified by Clark as being

essential to develop a solid foundation and to make the comprehensive community education philosophy operational.

They are:

1. Lifelong Learning Experiences
2. Community Resource Utilization
 - A. Human
 - B. Physical
 - C. Financial
3. Interagency Cooperation
4. Involving Community Members
5. Core Curricula (Life Centered)

Minzey's Community Education Components

Minzey (1978) has written and demonstrated the important role components play in helping individuals to understand the concept and philosophy of community education.

Minzey mentions there is not universal agreement among educators concerning the necessary components of community education. The six components developed by Minzey, and the focus of the research, are widely recognized by most community educators as being necessary for all community education programs.

Minzey has developed five diagrams to illustrate the typical direction of development encountered by school based models having community education programs.

In the diagram illustrated through Figure 3 the components of community education tend to develop typically from a top to bottom I-VI continuum.

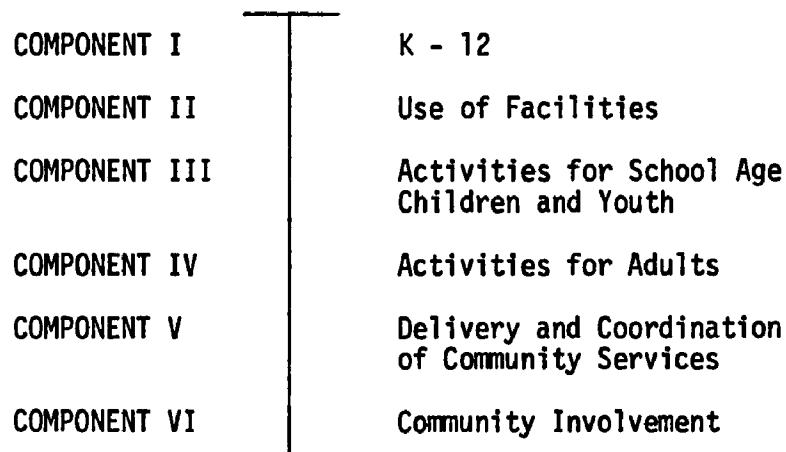


Figure 3.--The Ingredients of Community Education.

Minzey writes that historically school districts appear to develop community education by this top to bottom pattern. The two reasons Minzey gives are: (1) New programs are modeled after models already in existence; and (2) The components I-IV are more traditional and school boards feel more comfortable with them. Components V and VI are less familiar and do not relate easily to school boards used to thinking of education being for children ages five to seventeen.

The fourth diagram demonstrates blockages typically encountered in the development of community education (Figure 4).

Minzey (1978) writes that Community Education typically develops components I-IV but has difficulty moving into components V and VI. The growth of community education slows dramatically at this point or ceases to continue.

The reasons for the blockage is because school districts perceive community education as being components I-IV or the school

district is unwilling to commit the funds necessary to implement components V and VI. The result, Minzey (1978) states, is "most community education programs stop somewhere short of the goals involved in true community education."

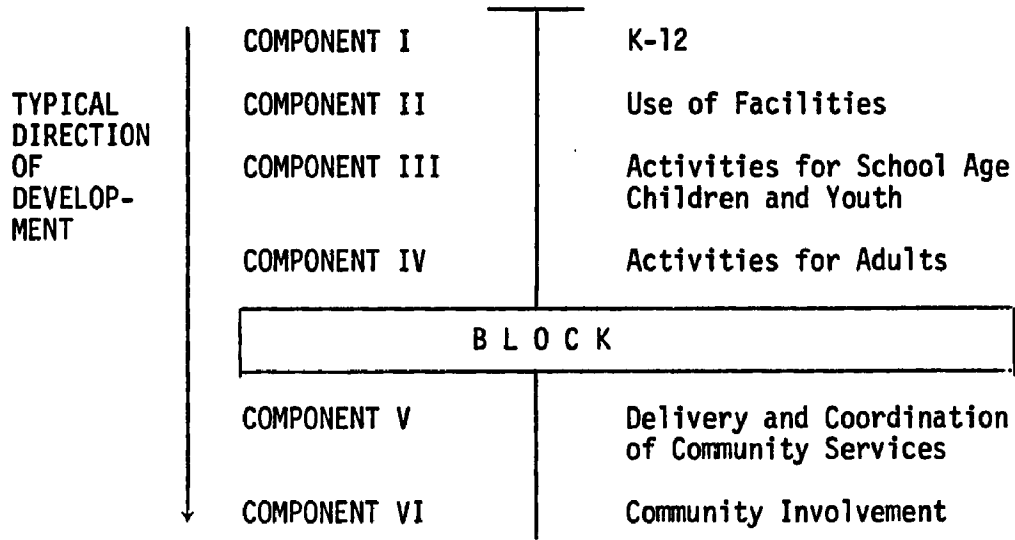


Figure 4.--Blockage of Community Education Development

The components model of community education involves a third dimension. The division of components between I-IV and V-VI are sometimes identified respectively as program or process components. (Figure 5)

It is commonly perceived by many educators that if you have program components you do not have process or if you have process you do not have program components. In most school board community education programs there are program and process components to some degree.

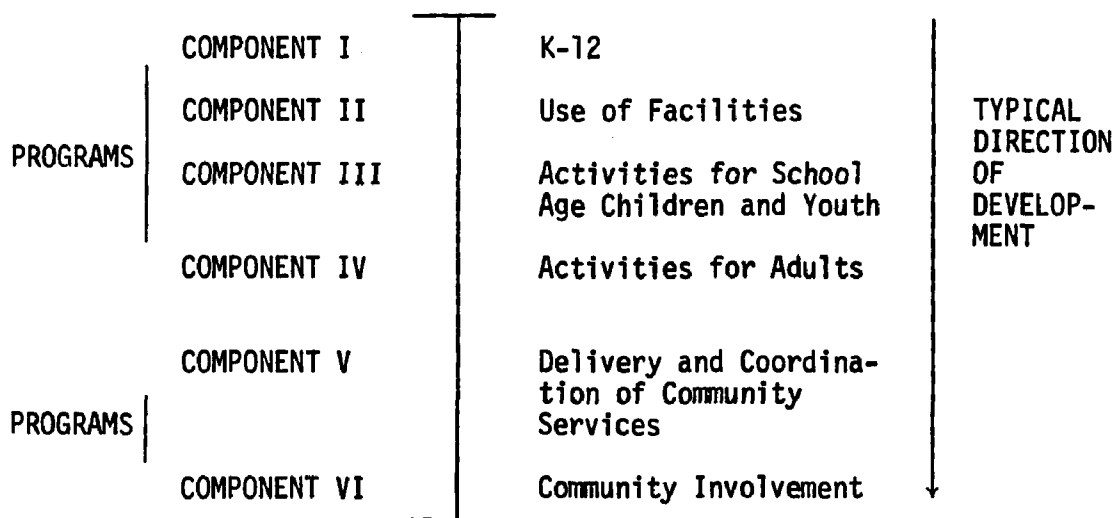


Figure 5.--Program and Process.

The typical direction of development is from program components to process components but the reverse development does occur. The direction of development is not as important as the fact that the school district recognizes its responsibilities and provides leadership to develop a total community education program.

Most school districts have some level of development with the components of community education regardless of whether they are a recognized community education school district.

In the diagram (Figure 6) "Development of Community Education Components in a Typical Community," Minzey illustrates what a typical school district might look like regarding the developmental levels of components. The components I and II are typically 65 to 90 percent developed. The components III and IV are normally 50 to 60 percent developed in a school district. The more difficult process components, V and VI, are usually only 10 to 20 percent developed.

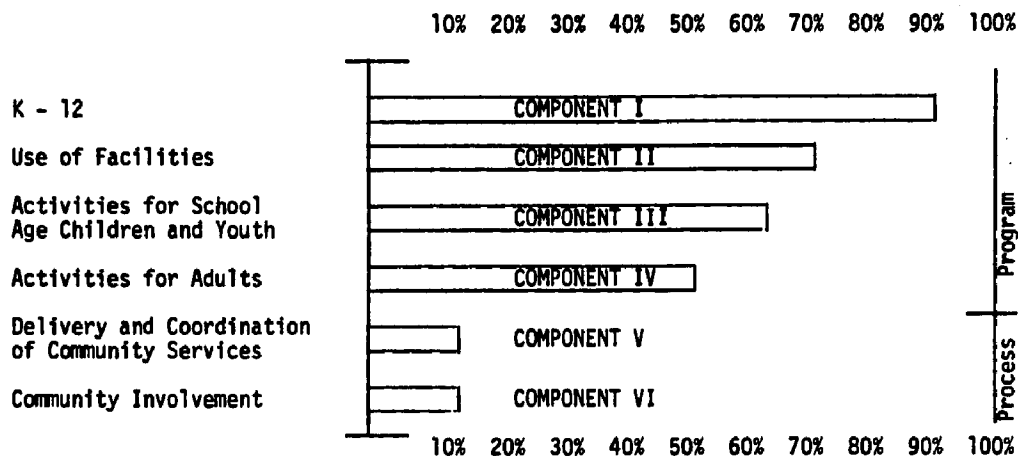


Figure 6.--Development of Community Education Components in a Typical Community.

The typical development of community education components may vary by community. The developmental stage of the components is not as important as the school district's recognition that it has a responsibility to provide leadership and work toward achieving maximum progress with the six components. The recognition of this responsibility is the difference between a school district having Community Education or not having it.

Each school district may be at a different stage of development. One district may be fairly well developed concerning activities for adults while another district may be more developed in use of facilities. Minzey (1978) states there are two cautions that school districts must consider. In the diagram, "Plateauing of a Typical

Community Education Program" (Figure 7), school districts tend to have plateauing or blockage in the development of their community education programs.

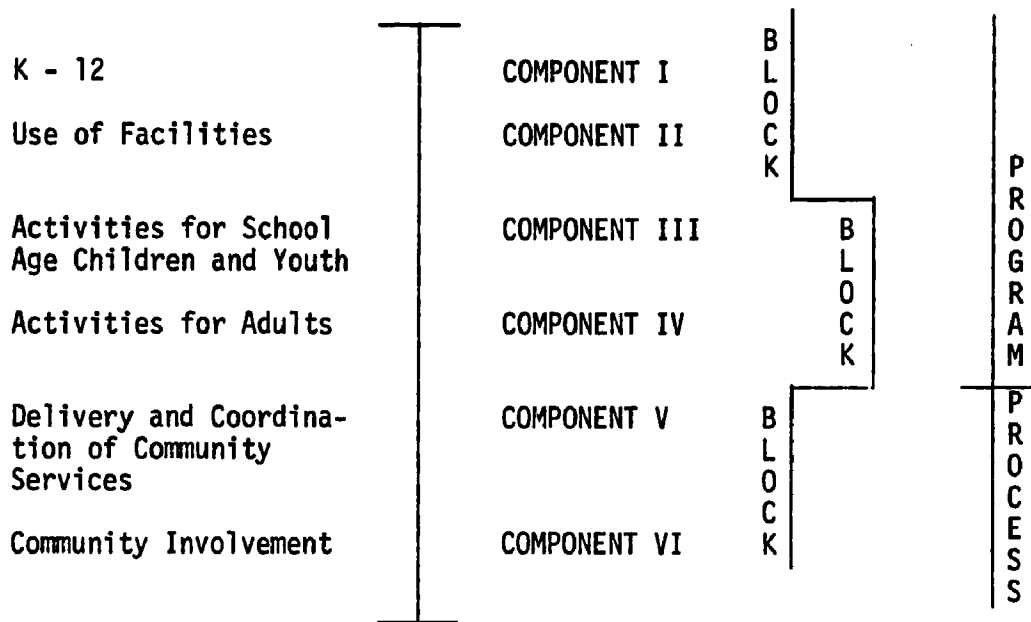


Figure 7.--Plateauing of a Typical Community Education Program.

Minzey believes school districts allow these blockages to occur. The blockages are the results of school districts not having a well defined profile of the development of community education in their community. The school districts have not decided what the priorities are and consequently have no means to evaluate the program adequately.

The second caution that school districts must be aware of involves a time schedule for development and the direction of the development. School districts must recognize that a school district with a long-standing community education program is not at the same

stage as a new program. It may be appropriate for a new program to place development upon adult education activities that generate a financial base while a long standing program should be emphasizing development in delivery and coordination of community services. Thus what is satisfactory for one school district may not be appropriate for another district.

The components Minzey has identified are the result of the continuing evolvement of the community education concept. Previous writers have made various attempts to address the area of community education components. Minzey has emerged as perhaps the first writer to identify the importance of components and to attempt to illustrate the important role components play in the development of the community education concept at the local school district level.

Summary

A review of the literature reveals the emergence of the community school into the concept of community education. The development of community schools in the 1930s evolved into the community education concept of the 1970s.

The emergence of the components of community education in the late 1970s has been a part of helping define community education.

Minzey has identified six components of community education that are necessary if a school district is to have community education. The components are at different levels of development in each community. The different stages of development are natural depending upon whether a school district is just starting or has a long standing community education program.

The important element is whether the school district recognizes its development and accepts responsibility for implementing all components of community education.

CHAPTER III

DESIGN OF THE STUDY

Introduction

The purpose of this study was to measure the opinions of Michigan community education directors concerning the extent to which selected components of community education existed in Michigan community school districts according to five community types. The community types selected being: Type I (Urban), Type II (Cities), Type III (Towns), Type IV (Urban Fringe) and Type V (Rural).

The study was important for local school district administrators and school boards desiring to improve their local community education programs and to examine their responsibilities toward implementing the components of community education within their respective school district.

Development of Instrument

The literature reviewed indicated previous research had not been conducted to measure the role of components in community education programs.

The questionnaire instrument was constructed by the researcher with assistance from the committee chairperson, the doctoral advisory committee, and a research measurement and evaluation specialist from the Michigan State University Office of Graduate Research.

The questionnaire was organized into nine dimensions. The nine dimensions were: (1) Educational Program for School Age Children (K-12); (2) Use of Community Facilities; (3) Additional Programs for School Age Children and Youth; (4) Programs for Adults; (5) Delivery of Community Services; (6) Community Involvement; (7) Ranking of Selected Components of Community Education; (8) General Questions; and (9) Demographic Information.

The instrument was structured to measure each of the dimensions. The instrument consisted of seventy-four questions and were subdivided into nine parts as follows:

1. Part I - "Educational Programs for School Age Children (K-12)." This dimension presented the directors with eleven statements concerning the community education program and the K-12 educational program. The statements related to areas of involvement, planning, meeting jointly to solve educational concerns, working jointly to solve community problems, using the community as an extension of the classroom, involvement of the community in the classroom, financial support and philosophical support by K-12 administrators and teaching staff.
2. Part II - "Use of Community Facilities." This dimension provided four statements concerning the promotion and use of community facilities, use of school facilities, and charging of a fee for week day and weekend use of facilities.
3. Part III - "Additional Programs for School Age Children and Youth." Seven statements were about after-school activities, weekend activities, summer activities, remedial activities, enrichment activities and recreational activities.
4. Part IV - "Programs for Adults." This area presented the directors with six statements about adult basic education, adult high school completion, recreational services, enrichment/leisure time services, cultural activities and vocational skills training services.
5. Part V - "Delivery of Community Services." This dimension had eleven statements concerning delivery of human services, new programs, joint planning with agencies, identification of physical, technical and human resources, promotion,

evaluation, uses of human resources, use of community resources, promotion of community services on a district wide and neighborhood basis, and duplication of community services.

6. Part VI - "Community Involvement." There were seven statements about advisory councils, citizen involvement in problem solving, identification of community problems, development of a problem solving process, identification of resources and school district cooperation toward solving community problems.

The first six parts of the instrument requested the directors to react to a Likert-type four point scale with responses ranging from always, often, occasionally, to rarely. It was decided to omit "undivided" to force the directors to react to an opinion that most closely reflected their situation. The rating scale was:

- 1 = Rarely
- 2 = Occasionally
- 3 = Often
- 4 = Always

7. Part VII - "Selected Components of Community." This area presented three statements. The first statement asked the directors to rank six selected components of community education as to how important they were in the school district. The second statement had the directors ranking the components as to how the components ought to be ranked in the school district. The directors used a scale of 1 - 6 with one being the highest ranking. The third statement had the directors listing any components not mentioned in the survey and which ought to be a part of community education programs.
8. Part VIII - "General Questions." There were four yes or no questions concerning school board/superintendent support of the concept and philosophy of community education and whether the school district had policy statements about the philosophy of community education and use of facilities.
9. Part IX - "Demographic Information." This dimension presented twelve items about the director, program and community. The questions had the directors check off the blank relating to their demographic situation. The demographic questions included population served by the district, years of experience in community education,

administrative experience, degree concentration, experience in public schools, length of community education program in the district, highest degree obtained, formal community education training, age range and sex.

Review of Instrument

The instrument was reviewed by the Directors of the Community Education Centers at Eastern Michigan University, Central Michigan University, and Western Michigan University. Each director was charged to assess the instrument and to make notes of problems of organization, ambiguous terms, comprehensiveness and any other area that would add to the validity of the instrument. Most of the suggestions to improve the instrument were incorporated into the questionnaire after consultation with the researcher's advisor.

Pilot Testing

The instrument was pilot tested to provide further face validity. Five community education directors, one from each community type, were randomly selected to pilot test the instrument and the result was several changes were made. The instrument was revamped four times in consultation with university community education specialists, directors in the field, the research advisor, and a measurement and evaluation specialist in order to improve the validity.

Description of Population

The population studied comprised a universe of the community education directors of public school districts in Michigan. The population was composed of those public schools receiving "community

school" grant funding from the Michigan State School Act - Section 96 on grants for community school programs. Each director contacted was identified by the Michigan Contact Directory for Adult, Community and Continuing Education Programs (1981-82).

Each director was considered the district-wide administrator for the local community school program. These directors were those that submitted applications to receive community school grant monies and total 228 school districts for 1981-82.

A total of 221 school district directors were considered appropriate to survey. The five school district directors involved with pilot testing were omitted, the school district of the writer, and the school district of Detroit. The Detroit School District was considered inappropriate because of the enormous size compared to other districts and the isolation of the community school grant monies from the K-12 program.

The remaining 221 school districts were divided into five community types using the classification system developed by the Michigan Department of Education (1971). The five levels of community type with corresponding school districts were the following: Type I - Urban (8 districts), Type II - Cities (19 districts), Type III - Towns (62 districts), Type IV - Urban Fringe (71 districts) and Type V - Rural (61 districts). (See Appendix C)

Data Collection Procedures

A mail questionnaire (Appendix D) was used to collect the data. Time and expense were the primary reasons for selecting the

mail procedure. An accompanying letter (Appendix E) explaining the purpose, scope, and time sequence of the questionnaire was included. A self-addressed and stamped envelope was included to facilitate the return of the questionnaire. The questionnaire was number coded to identify non-respondents and prepared on goldenrod paper. The colored paper was selected to draw attention to the survey and not have the survey lost among desk top papers. The questionnaire was mailed March 11, 1982 to the 221 school districts. To ensure confidentiality the code numbers were destroyed as soon as the instrument was returned. Thus no director or school district could be identified.

Three weeks later a second letter was mailed to the non-respondents to ensure maximum response to the survey. (Appendix F)

Variables

The dependent variables were the selected components of community education as identified by Minzey. The independent variables were the five community types. The demographic variables were used to provide possible explanations to the results obtained from the study.

Analysis of Data

The One-way Analysis of Variance (ANOVA) with unequal populations was used to detect differences between the six selected components and community types. The chi square test of significance measured relationships of items characterizing the components and to detect any item differences among community types. A significance level of $\alpha = .05$ was used. Frequencies and percentages were used

for meaning for the items indicating significance. Group mean and standard deviations of community types supplemented the analysis to provide greater meaning for the findings.

Research Questions

In order to compare the opinions of community education directors concerning selected components of community education according to community types the following research questions were developed.

1. Are there any differences among community types in Michigan in terms of an educational program for school age children (K-12)?
2. Are there any differences among community types in Michigan in terms of use of community facilities?
3. Are there any differences among community types in Michigan in terms of additional programs for school age children and youth?
4. Are there any differences among community types in Michigan in terms of programs for adults?
5. Are there any differences among community types in Michigan in terms of delivery of community services?
6. Are there any differences among community types in Michigan in terms of community involvement?
7. Are there any differences among community types in Michigan in terms of demographics?

Summary

The purpose of the study was to measure the opinions of Michigan community education directors about selected components of community education according to five community types. The

community types are: Type I (Urban), Type II (Cities), Type III (Towns), Type IV (Urban Fringe) and Type V (Rural).

The population studied consisted of 221 school district directors. A return rate of 94.1 percent was achieved.

It was necessary to develop the instrumentation for the study. The instrument was pilot tested and reviewed by university community education specialists, research advisor, and a measurement and evaluation specialist. The instrument consisted of seventy-four questions.

The findings were analyzed with a One-way Analysis of Variance with unequal populations (ANOVA). A (χ^2) chi square analysis was performed to detect any relationships on items indicating significance. A level of $\alpha = .05$ was used to determine significance. Frequencies and percentages were presented to detect differences among community types. Group means and standard deviations of community types supplemented the analysis to provide greater meaning for the findings.

The results of the study are presented in Chapter IV.

CHAPTER IV

FINDINGS

Introduction

The purpose of this study was to determine if disparities existed in opinions of Michigan community education directors concerning selected components of community education and the relationship between the following community types: Type I (Urban), Type II (Cities), Type III (Towns), Type IV (Urban Fringe) and Type V (Rural).

Presentation

The population surveyed was composed of community education directors from 221 public schools. The directors were from school districts receiving "community school" grant funding from the 1981-82 Michigan State School Act - Section 96.

The response rates are shown in Table 4.1. The initial response rate of the first mailing produced 182 returns or 82.3 percent. The second mailing had 26 additional returns. The sum of the questionnaires returned was 208 or 94.1 percent.

The data collected is presented in relationship to the seven research questions. Items relating to the major research questions followed in order to help assess the opinions of community education directors. A One-way Analysis of Variance with unequal populations (ANOVA) was used to analyze the results. The chi square

test of significance was used to measure relationships of items characterizing the components and to detect any item differences between community types. A significant level of $\alpha = .05$ was used. Frequencies and percentages were presented to detect differences among community types. Group means and standard deviations provided additional meaning for the findings.

TABLE 4.1.--RESPONSE RATE (N = 221).

Mailing	Type I	Type II	Type III	Type IV	Type V	Total	Percent
Surveys mailed by community types	8	19	62	71	61	221	100.0
Response	8	19	58	65	58	208	94.1

The Statistical Package for the Social Science utilizing the Michigan University Cyber 750 computer was used for this descriptive study.

In order to provide research answers the following questions were developed for analysis:

1. Are there any differences among community types in Michigan in terms of an educational program for school age children (K-12)?
2. Are there any differences among community types in Michigan in terms of use of community facilities?
3. Are there any differences among community types in Michigan in terms of additional programs for school age children and youth?
4. Are there any differences among community types in Michigan in terms of programs for adults?
5. Are there any differences among community types in Michigan in terms of delivery of community services?

6. Are there any differences among community types in Michigan in terms of community involvement?
7. Are there any differences among community types in Michigan in terms of demographics?

Two dimensions of the questionnaire were used to enrich the study. The community education directors were asked to rank order the selected components of community education as to: (1) how important the components were in the school district and (2) what rank order the components ought to have in the school district.

The final dimension of the questionnaire had four general questions to help measure the support and written statements the school district has for community education. They were: (1) school board support for the concept and philosophy of community education; (2) superintendent support for the concept and philosophy of community education; (3) written school district statement/policy supporting the philosophy of community education; and (4) school board of education statement on the use of school facilities.

Research Question Number 1

Are there any differences among community types in Michigan in terms of an educational program for school age children (K-12)?

The first major research question had eleven (11) items that asked directors to indicate the appropriateness of the community educational program for school age children (K-12). Respondents indicated for purposes of this study:

- 1 = Rarely
- 2 = Occasionally
- 3 = Often
- 4 = Always

The results of the analysis of variance did not prove significant (see Appendix G for summary table). Thus, any differences among community types were minimal. With the component, "an education program for school age children (K-12)" the directors, as a group, tended to agree and no contrasts among community types will be discussed. Before analyzing the chi square results, the group mean and standard deviation of each community type will be reviewed in Table 4.2 (see Appendix H for item means and standard deviations).

TABLE 4.2.--Group Means, Standard Deviations and Responses for
Question 1 - An Education Program for School Age
Children (K-12).

	Respondents	Mean	Standard Deviation
I Urban	8	2.52	.79
II Cities	19	2.33	.67
III Towns	58	2.46	.56
IV Urban Fringe	64	2.42	.68
V Rural	54	2.42	.57
TOTAL	203	2.43	

The findings of Table 4.1 indicated fairly close homogeneity among the five community type directors with the component, "an educational program for school age children (K-12)." The mean scores ranged from 2.52 for Type I (Urban) directors to a 2.33 mean for Type II (Cities) directors. There does, however, appear to be some

differences of opinion among each of the community type directors since the standard deviation ranged from .79 for Type I (Urban) directors to .57 for Type V (Rural) directors.

The mean scores for each community type group appeared to indicate that all five community type groups are fairly homogeneous and rated themselves between "occasionally" and "often" providing additional programs for school age children and youth (K-12).

The results of the chi square item analysis in Table 4.2 did not demonstrate significant difference. Since the chi square obtained was beyond the .05 level of significance for each item, any difference among the community types was minimal. The community educators, as a group, tended to agree with the items which characterized the component "an educational program for school age children (K-12)."

Research Question Number 2

Are there any differences among community types in Michigan in terms of use of community facilities?

The second major research question had four (4) items that asked directors to indicate the appropriateness of the community education component, "use of community facilities."

The results of the analysis of variance did not prove significant concerning the component, "use of community facilities." Thus, any differences among directors, as a group, are moderate and no contrasts between community types will be discussed.

TABLE 4.3.--Table of χ^2 s of Respondents' Opinion of Educational Programs for School Age Children (K-12).

Number of Respondents	Items	Raw Score	Degrees of Freedom	Significance
203	Our community education program is involved with K-12 educational program.	14.32026	12	.2807
203	The K-12 educational program is involved with our community education program.	13.21220	12	.3536
202	Our community education program and the K-12 administration plan our goals jointly.	5.87893	12	.9221
200	The K-12 administration and our community education program meet jointly to discuss educational concerns.	17.26203	12	.1400
197	The K-12 administration and our community education program meet jointly to solve community concerns.	11.58657	12	.4794
207	The K-12 administration and our community education program work jointly to help solve community problems.	11.74669	12	.4662
203	The K-12 educational program uses the community as an extension in the classroom.	7.33676	12	.8346
203	The K-12 educational program encourages the involvement of community in the classroom.	10.88248	12	.5390
203	The K-12 educational program financially supports our community education program.	11.04939	12	.5247
200	The K-12 school administration supports the philosophy of community education.	14.22813	12	.2864
202	The K-12 teaching staff supports the philosophy of community education.	8.09129	12	.7780

Before analyzing the results of the chi square, the group mean and standard deviation for each community type have been presented in Table 4.4.

TABLE 4.4.--Group Means, Standard Deviation and Responses for Question 2 Concerning Use of Community Facilities.

Community Type		Respondents	Mean	Standard Deviation
I	Urban	8	2.97	.41
II	Cities	19	2.93	.45
III	Towns	58	2.96	.47
IV	Urban Fringe	64	2.97	.40
V	Rural	54	2.85	.44
TOTAL		203	2.93	

The results of Table 4.4 indicated the five community type directors are very similar and homogeneous in their perceptions of the component, "use of community facilities."

The mean scale ranged from 2.97 for Type I (Urban) directors to a mean of 2.85 for Type V (Rural) directors. The standard deviation between .40 and .47 were also very similar and homogeneous.

The mean score scale showed all directors perceived themselves as often providing the component, "use of community facilities" to community groups and agencies.

The results of the chi square analysis in Table 4.5 indicated three items had a level of significance beyond the .05 level. The

item, "our school district facilities are used by community citizens and groups" had a significant level of .0060 indicating differences between community types.

TABLE 4.5.--Table of χ^2 s of Respondents' Opinion of Use of Community Facilities.

Number of Respondents	Items	Raw Score	Degrees of Freedom	Significance
203	Our school district promotes the use of community facilities by the community.	16.12349	12	.1856
202*	Our school district facilities are used by community citizens and groups.	33.65488	16	.0060
203	Our school district charges a fee for week/day use of the school facilities to community groups.	9.83169	12	.6307
203	Our school district charges a fee for weekend use of the school facilities to community groups.	17.40999	12	.1348

In order to determine which group or groups of community types were different, Table 4.6 shows the frequency and percentages of the five community types relative to facility use by community citizens and groups.

The analysis indicated Type I (Urban) directors always (62.5%) or often (37.5%) had their school facilities used by community citizens and groups. Type III (Towns) were very similar. The II (Cities) with 47.4 percent for always and 42.1 percent for often were different from Type I (Urban) and Type III (Town) community types. The Type II (Cities) were similar to Type IV (Urban Fringe) with 52.4 percent

TABLE 4.6.--School District Facilities Used by Community Citizens and Groups.

Community Type			Rarely	Occasionally	Often	Always	Respondents
I	Urban	f	0	0	3	5	8
		%	0	0	37.5	62.5	
II	Cities	f	2	0	8	9	19
		%	10.5	0	42.1	47.4	
III	Towns	f	0	3	20	35	58
		%	0	5.2	34.5	60.3	
IV	Urban Fringe	f	0	2	28	33	63
		%	0	3.2	44.4	52.4	
V	Rural	f	0	2	27	25	54
		%	0	3.7	50.0	46.3	
TOTALS		f	2	7	87	107	202
		%	1.0	3.5	42.6	53.0	

always and 44.4 percent often having their facilities used by community groups and citizens. The Type V (Rural) with 46.3 percent for always and 50.0 percent for often were closely associated with the cities and urban fringe community types. In brief, the Type I (Urban) and Type III (Towns) differed from Type II (Cities), Type IV (Urban Fringe), and Type V (Rural) community types in the use of school facilities by community groups and citizens.

Research Question Number 3

Are there any differences among community types in Michigan in terms of additional programs for school age children and youth?

The third major research question provided seven (7) items for directors to indicate the appropriateness of the community

education component, "additional programs for school age children and youth." The findings of the analysis of variance did not prove significant regarding the component. Therefore, any differences among directors, as a group, are moderate and contrasts will not be made between community types.

Before investigating the findings of the chi square test, the group mean and standard deviation for each community type has been presented in Table 4.7.

TABLE 4.7.--Group Means, Standard Deviations and Responses for Question 3 on Additional Programs for School Age Children and Youth.

Community Type		Respondents	Mean	Standard Deviation
I	Urban	8	2.79	.84
II	Cities	19	2.49	.71
III	Towns	58	2.72	.58
IV	Urban Fringe	64	2.70	.71
V	Rural	54	2.65	.64
TOTAL		203	2.68	

The means appeared to indicate that all five community type directors were fairly homogeneous in their perceptions of providing additional programs for school age children and youth. The directors, as a group, tend to lean toward "often" providing additional programs for school age children and youth.

The findings of the chi square analysis in Table 4.8 illustrated none of the seven (7) items indicated significance. The item,

"our school district provides recreational activities for children," had a significance level of .0577 indicating it was nearly significant and therefore there was the possibility that differences may have existed between community types.

TABLE 4.8.--Table of χ^2 s of Respondents' Opinion of Additional Programs for School Age Children and Youth.

Number of Respondents	Items	Raw Score	Degrees of Freedom	Significance
203	Our school district provides after school activities and experiences for children.	6.50231	12	.8887
203	Our school district provides week-end activities and experiences for children.	7.48720	12	.8238
201	Our school district provides summer activities and experiences for children.	7.74264	12	.8049
203	Our school district provides after school remedial education activities for children.	15.83850	12	.1987
203	Our school district provides enrichment activities for children.	10.76191	12	.5494
202	Our school district provides recreational activities for children.	20.52964	12	.0577
203	Our school district provides cultural activities for children.	18.19246	12	.1100

Research Question Number 4

Are there any differences among community types in Michigan in terms of programs for adults?

The fourth major research question presented six (6) items for directors to indicate the appropriateness of the community education component, "programs for adults." The results of the analysis of variance did not prove significant. Thus, any difference among groups on programs for adults can be considered to be minimal. As a group, directors tended to agree on the component, programs for adults."

The group mean and standard deviation for each community type is presented in Table 4.9.

TABLE 4.9.--Group Means, Standard Deviations and Responses for Question 4 on Programs for Adults.

Community Type		Respondents	Mean	Standard Deviation
I	Urban	8	3.52	.38
II	Cities	19	3.22	.56
III	Towns	58	3.30	.54
IV	Urban Fringe	64	3.21	.51
V	Rural	54	3.19	.54
TOTAL		203	3.24	

The findings in Table 4.9 indicated the directors in Type I (Urban) perceived themselves to be more actively involved with programs for adults than the directors in Type II (Cities), Type III (Towns), Type IV (Urban Fringe) and Type V (Rural) programs. The Type I (Urban) directors with a mean of 3.52 and a standard deviation of only .38 were most homogeneous in their opinions. Type I (Urban) directors rated themselves between "often" and "always" on the survey items and tended to lean toward "always" providing these services. The remaining four community type directors, although rating between "often" and "always," were closer to the "often" rating with a mean of 3.30 for Type III (Towns), a mean of 3.22 for Type II (Cities), a mean of 3.21 for Type IV (Urban Fringe), and a mean of 3.19 for Type V (Rural) directors.

The difference may not be of any educational significance, but the means did indicate the directors in the community type groups vary between three and four which represents the highest point of the scale. In essence, although the directors by groups vary, all directors perceived themselves as being actively involved in providing programs for adults.

The findings of the chi square analysis in Table 4.10 indicated two (2) items had a level of significance at the .05 level. The items, "our school district provides adult basic education services for adults" at the .0224 level of significance and "our school district provides recreational services for adults" at the .0172 level of significance, were significant and that differences between community types existed.

TABLE 4.10.--Table of χ^2 s of Respondents' Opinion of Programs for Adults.

Number of Respondents	Items	Raw Score	Degrees of Freedom	Significance
202*	Our school district provides adult basic education services for adults.	29.24000	16	.0224
203	Our school district provides adult high school completion services to adults.	9.38630	12	.6696
202*	Our school district provides recreational services for adults.	24.53838	12	.0172
201	Our school district provides enrichment/leisure time services for adults.	10.34887	12	.5854
202	Our school district provides cultural activities for adults.	9.24305	12	.6820
199	Our school district provides vocational skills training activities for adults.	16.04668	12	.1891

In order to investigate which group or groups of community types were different the frequency and percentages of the five community types relative to the item, "our school district provides adult basic education services for adults" and "recreational services for adults," were performed.

Table 4.11 indicates the frequency and percentages for "our school district provides basic education services for adults."

TABLE 4.11.--School District Provides Adult Basic Education Services for Adults.

Community Type			Rarely	Occasionally	Often	Always	Respondents
I	Urban	f	0	0	0	8	8
		%	0	0	0	100.0	
II	Cities	f	2	3	0	14	19
		%	10.5	15.8	0	73.7	
III	Towns	f	12	3	13	29	57
		%	21.1	5.3	22.8	50.9	
IV	Urban Fringe	f	19	7	4	34	64
		%	29.7	10.9	6.3	53.1	
V	Rural	f	20	3	6	25	54
		%	37.1	5.6	11.1	46.3	
	TOTAL	f	53	16	23	110	202
		%	26.2	7.9	11.4	54.5	

The findings indicated Type I (Urban) directors and Type II (Cities) directors differed from Type III (Towns), Type IV (Urban Fringe) and Type V (Rural) directors. One hundred (100) percent of the urban directors and seventy-three (73) percent of the cities directors "always" have adult basic education services. The Type III

(Towns) at 50.9 percent, Type IV (Urban Fringe) at 53.1 percent, and Type V (Rural) at 46.3 percent "always" had adult basic education services.

The contrast further differs as Type III (Towns) at 21.1 percent, Type IV at 29.7 percent and Type V (Rural) at 37.1 percent indicated directors "rarely" provided adult basic education services. The Type I (Urban) at zero (0) percent and Type II (Cities) directors at 10.5 percent indicated that "rarely" is this component not provided.

The second item of the component "program for adults" requiring additional analysis was "our school district provides recreational services for adults." The findings of the chi square at the .0172 level indicated significance and that differences among community types existed.

To investigate which group or groups of community types were different, Table 4.12 indicates the frequency and percentages of the five community types relative to the item "our school district provides recreational services for adults."

The findings of Table 4.12 indicated Type I (Urban) and Type II (Cities) directors differed from Type III (Towns), Type V (Rural) and moderately from Type IV (Urban Fringe) directors. The Type I (Urban) at 50 percent and the Type II (Cities) at 42.1 percent "always" provided recreational services for adults. The Type III (Towns), Type V (Rural) and Type IV (Urban Fringe) directors, at a 55.6 percent, indicated the service is "always" provided.

TABLE 4.12.--School District Provides Recreational Services for Adults.

Community Type			Rarely	Occasionally	Often	Always	Respondents
I	Urban	f	2	1	1	4	8
		%	25.0	12.5	12.5	50.0	
II	Cities	f	3	4	4	8	19
		%	15.8	21.1	21.1	42.1	
III	Towns	f	2	4	16	36	58
		%	3.4	6.9	27.6	62.1	
IV	Urban Fringe	f	1	9	18	35	63
		%	1.6	14.3	28.6	55.6	
V	Rural	f	1	2	19	32	54
		%	1.9	3.7	35.2	59.3	
TOTAL		f	9	20	58	115	202
		%	4.5	9.9	28.7	56.9	

The difference is greater upon combining the "often" and "always" categories. The Type III (Towns) at 89.7 percent, Type IV (Urban Fringe) at 84.2 percent, and Type V (Rural) directors at 94.5 percent "often" or "always" provided recreational services for adults. The Type I (Urban) directors at 62.5 percent and Type II (Cities) directors at 63.2 percent were different. The importance in difference was further emphasized by realizing that Type I (Urban) directors at 25 percent and Type II (Cities) directors at 15.8 percent "rarely" provided the service. The Type III (Town) directors at 3.4 percent, Type IV (Urban Fringe) directors at 1.6 percent, and Type V (Rural) directors at 1.9 percent indicated "rarely" was the service not provided.

Research Question Number 5

Are there any differences among community types in Michigan in terms of delivery of community services?

The fifth major search question had eleven (11) items that asked directors to indicate the appropriateness of the community education component, "delivery of community services"

The analysis of variance did not prove significant for the component, "delivery of community services." Directors, as a group, tended to agree on "delivery of community services."

Before examining the findings of the chi square, the group mean and standard deviation for each community type is presented in Table 4.13.

TABLE 4.13.--Group Means, Standard Deviations, and Respondents for Question 5 on Delivery of Community Services.

Community Type		Respondents	Mean	Standard Deviation
I	Urban	8	2.80	.54
II	Cities	19	2.86	.65
III	Towns	58	2.74	.58
IV	Urban Fringe	64	2.62	.66
V	Rural	54	2.60	.55
TOTAL		203	2.68	

The data in Table 4.13 indicated that the directors in Type II (Cities) perceived themselves to be more involved (2.86) in the component, "delivery of community services," than other community type directors although the differences were minor. The mean rating of groups

TABLE 4.14.--Table of χ^2 s of Respondents' Opinion of Delivery of Community Services.

Number of Respondents	Items	Raw Score	Degrees of Freedom	Significance
202	Our school district helps coordinate the delivery of human services to the community.	10.99587	12	.5293
203	Our school district initiates new programs when services are not provided in the community.	7.54501	12	.8196
203	Our school district plans jointly with other agencies to deliver human services to the community.	13.60158	12	.3269
203	Our school district identifies physical, technical, and human resources in the community.	15.50931	12	.2148
202	Our school district promotes the use of human services in the community.	7.43404	12	.8276
202	Our school district evaluates the delivery of human services to the community.	12.95698	12	.3722
202	Our school district uses the human services of other agencies and groups.	13.70316	12	.3201
200	Our school district encourages the use of community resources.	11.30578	12	.5029
202	Our school district promotes the delivery of community services on a district wide basis.	12.27029	16	.7252
203	Our school district promotes the delivery of community services on a neighborhood basis.	16.95578	16	.3885
203	Our school district does not intentionally duplicate the delivery of community services provided by other agencies/groups.	17.38615	12	.1356

were between 2.60 and 2.86 indicating similarity in views. In essence, all directors perceived themselves to "often" or "occasionally" be deliverers of community services.

The results of the chi square analysis in Table 4.12 did not prove significant. Since the chi square obtained for each item was beyond the .05 level of significance for each item any difference between the community types is considered to be minimal. The community education directors, as a group, tended to agree with the items which characterized the component, "delivery of community services."

Research Question Number 6

Are there any differences among community types in Michigan in terms of community involvement?

The sixth major research question had seven (7) items which asked directors to indicate the appropriateness of the community education component, "community involvement."

The findings of the analysis of variance did not prove significant regarding the component, "community involvement." Thus, any differences among community types is considered to be minimal and contrasts will not be made. Directors, as a group, tended to be in agreement.

The group mean and standard deviations for each community type has been presented in Table 4.15.

The findings in Table 4.15 indicated the directors in Type I (Urban) perceived themselves to be more absorbed in "community involvement" than other community type directors. The Type I (Urban)

TABLE 4.15.--Group Means, Standard Deviations and Responses for
Question 6 on Community Involvement.

Community Type		Respondents	Mean	Standard Deviations
I	Urban	8	2.88	.74
II	Cities	19	2.65	.70
III	Towns	58	2.60	.62
IV	Urban Fringe	64	2.60	.69
V	Rural	54	2.39	.56
TOTAL		203	2.56	

directors with a mean rating of 2.88 were closest to the "often" scale. The standard deviation at .74 however indicated the Type I (Urban) directors had the greatest difference in their group with this component.

Type II (Cities) directors with a mean of 2.65, Type III (Towns) directors with a 2.60 mean, and Type IV (Urban Fringe) directors with a group mean of 2.60 were more familiar in their perceived views. The Type V (Rural) directors, although being most homogeneous with a standard deviation of .56, had the lowest mean of 2.39 and tended to lean toward the response of "occasionally" being involved with the component of community involvement.

The mean rating of all directors was between 2.39 and 2.88 indicating basic similarity in views. In essence, all directors viewed themselves as moderately involved with the component on community involvement.

The findings of the chi square analysis have been presented in Table 4.16.

TABLE 4.16.--Table of χ^2 s of Respondents' Opinion on Community Involvement.

Number of Respondents	Items	Raw Score	Degrees of Freedom	Significance
203	Our school district promotes the development of representative community advisory groups/councils.	10.22253	12	.5964
202	Our school district promotes advisory councils at the neighborhood level.	17.83806	12	.1207
203	Our school district facilitates the involvement of the citizens in solving community problems.	10.50490	12	.5718
203	Our school district helps identify community problems.	9.47643	12	.6618
203	Our school district helps develop a process for solving community problems.	13.74777	12	.3171
203	Our school district identifies resources for solving problems.	15.01776	12	.2405
203	Our school district cooperates with the community toward solving community problems not directly related to school operations.	15.68750	12	.2060

The chi square analysis did not prove significant. Since the chi square obtained for each of the seven items was beyond the .05 level of significance, any difference among the community types was minimal. The community education directors, as a group, tended to agree with the items which characterized the component, "community involvement."

Research Question Number 7

Are there any differences among community types in Michigan in terms of demographics?

The seventh major research question listed twelve (12) items for directors to provide appropriate demographic information.

The results of the chi square analysis in Table 4.17 indicated five items had a level of significance at the .05 level. The demographic item, "population of the area" at .0000 level of significance is to be expected since population differences are the essence of community types. The years of experience working in public schools at the .0313 level of significance, years of experience in school administration at .0129, years school district has had a community education program at the .0262 level of significance and age range at the .0042 level of significance were found to be significant at the .05 level and that differences between community types existed. (See Appendix I for non-significant demographic variables.)

In order to investigate which group or groups of community types were different, the frequencies and percentages of the five community types are presented.

Table 4.18 indicates the frequencies and percentages of the five community types relative to the item, "population of the area served by the school district."

The findings indicated that Type I (Urban) community type directors (75%) served population sizes between 50,001 to above 200,000. Type II (Cities) directors (94.5%) serviced population sizes between 14,001 to 100,000. Type III (Towns) directors (82.7%)

TABLE 4.17.--Table of χ^2 s of the Demographics.

Number of Respondents	Items	Raw Score	Degrees of Freedom	Significance
202	*Population of the area	140.35514	28	.0000
203	Years of experience as Community Education Director	20.25529	20	.4421
203	Years of experience as Community Education Director in district	20.18898	16	.2118
203	Years of experience working in community education	14.48637	16	.5618
203	*Years of experience in school administration	31.14049	16	.0129
203	Major areas of concentration in degree training	18.29168	12	.1071
202	*Years of experience in public schools	28.03449	16	.0313
203	*Years school district has had a Community Education Program	28.67384	16	.0262
203	Highest degree held	11.48104	12	.4882
203	Formal training in community education	14.33230	12	.2800
202	*Age range	34.85880	16	.0042
202	Sex	8.56171	8	.3806

tended to service population sizes ranging from 5,001 to 25,000.

The Type IV (Urban Fringe) directors (92.2%) tended to service a population size from 5,001 to 100,000 and Type V (Rural) directors (86.8) tended to service population sizes of 15,000 or less although 9.4 percent have a population service area of the 15,001 to 25,000 range.

TABLE 4.18.--Population of the Area Served by the School District.

Community Type			Under 5,000	5,001 to 10,000	10,001 to 15,000	15,001 to 25,000	25,001 to 50,000	50,001 to 100,000	100,001 to 200,000	Above 200,001	Respondents
I	Urban	f	0	0	0	1	1	2	3	1	8
		%	0	0	0	12.5	12.5	25.0	37.5	12.5	
II	Cities	f	0	0	1	6	6	5	1	0	19
		%	0	0	5.3	31.6	31.6	26.3	5.3	0	
III	Towns	f	3	21	14	13	9	0	0	0	58
		%	5.2	36.2	24.1	22.4	12.1	0	0	0	
IV	Urban Fringe	f	2	8	7	11	22	11	2	1	64
		%	3.1	12.5	10.9	17.2	34.4	17.2	3.1	1.6	
V	Rural	f	13	23	10	5	1	1	0	0	53
		%	34.5	43.4	18.9	9.4	1.9	1.9	0	0	
	TOTAL	f	18	52	32	36	37	19	6	2	202
		%	8.9	25.7	15.8	17.8	18.3	9.4	3.0	1.0	

The chi square item analysis indicated the five community types definitely serviced different population bases although there was some overlapping in community types. Type I (Urban) directors tended to have population sizes most similar to Type II (Cities) and Type IV (Urban Fringe) areas while Type III (Towns) and Type V (Rural) directors had greater similarity in population sizes. In essence, Type I (Urban), Type II (Cities), and Type IV (Urban Fringe) differed in population sizes from Type III (Towns) and Type V (Rural) community types.

The second item of demographics that indicated a level of significance was "years of experience in school administration." The findings of the chi square analysis was at the .0129 level of significance. The .0129 level indicated significance and that differences among types existed.

Table 4.19 illustrates the frequencies and percentages of the five community types relative to the item, "years of experience in school administration."

The findings of Table 4.19 indicated that Type I (Urban) directors (87.5%) had 11 years or longer experience in school administration. The Type I (Urban) director differed from the other four community type directors whom ranged from 22.4 percent to 47.4 percent by having directors with 11 years or more of experience in school administration. The Type II (Cities) director (47.4%) and Type IV (Urban Fringe) directors (51.6%) differed from Type III (Towns) directors (29.3%) and Type V (Rural) directors (22.2%) with 11 years or more experience in public school experience.

TABLE 4.19.--Years of Experience in School Administration.

Community Type		11 Years or Longer	8-10 Years	5-7 Years	3-4 Years	0-2 Years	Respondents
I Urban	f	7	0	0	0	1	8
	%	87.5	0	0	0	12.5	
II Cities	f	9	4	5	0	1	19
	%	47.4	21.1	26.3	0	5.3	
III Towns	f	17	13	11	12	5	58
	%	29.3	22.4	19.0	20.7	8.6	
IV Urban Fringe	f	33	13	12	5	1	64
	%	51.6	20.3	18.8	7.8	1.6	
V Rural	f	12	12	14	10	6	54
	%	22.2	22.2	25.9	18.5	11.1	
TOTAL	f	78	42	42	27	14	203
	%	38.4	20.7	20.7	13.3	6.9	

The Type V (Rural) directors (55.5%) and Type III (Towns) directors (48.3%) with 7 years or less experience in public school administration tended to differ from the three other community types of Urban (12.5%), Cities (31.6%) and Urban Fringe (28.2%).

In essence, the Type I (Urban), Type II (Cities) and Type IV (Urban Fringe) community type directors tended to have longer years of experience in public school administration than Type III (Town) and Type V (Rural) community type directors.

The third item of demographics that showed a level of significance was years of experience working for public schools. The findings of the chi square analysis was at the .0313 level of significance. The .0313 level indicated significance at the .05 level and that differences between community types existed.

The frequencies and percentages of the five community types relative to the item, "years of experience working for public schools" are presented in Table 4.20.

TABLE 4.20.--Years of Experience Working for Public Schools.

Community Type			11 Years or Longer	8-10 Years	5-7 Years	3-4 Years	0-2 Years	Respondents
I	Urban	f	6	1	1	0	0	8
		%	75.0	12.5	12.5	0	0	
II	Cities	f	14	2	3	0	0	19
		%	73.7	10.5	15.8	0	0	
III	Towns	f	35	12	5	6	0	58
		%	60.3	20.7	8.6	10.3	0	
IV	Urban Fringe	f	50	7	5	1	0	63
		%	79.4	11.1	7.9	1.6	0	
V	Rural	f	22	14	13	4	1	54
		%	40.7	25.9	24.1	7.4	1.9	
	TOTAL	f	127	36	27	11	1	202
		%	62.9	17.8	13.4	5.4	.5	

The findings of Table 4.20 indicated Type IV (Urban Fringe) directors (79.4%), Type I (Urban) directors (75.0%) and Type II (Cities) directors (73.7%) differed from Type III (Towns) directors (60.3%) and Type V (Rural) directors (40.7%). The urban fringe, urban, and cities directors tended to have 11 years or more of experience working in public schools while Type III (Towns) directors and Type V (Rural) directors had less experience working in public schools.

Type III (Town) directors, however, had greater experience when the 8-10 years of experience in public schools was included with 11 years or more of experience (81%).

Type V (Rural) directors (50%) tended to have 5-7 and 8-10 years of working experience in public schools.

In essence, Type I (Urban), Type II (Cities) and Type IV (Urban Fringe) directors had the greatest experience closely followed by the Type III (Towns) directors with the Type V (Rural) directors having the least experience.

The fourth item of demographics that indicated a level of significance was "years school district has had a community education program." The results of the chi square analysis was at the .0262 level of significance. The .0262 level showed significance and that differences among community types existed.

Examining which group or groups of community type school districts were different, Table 4.21 indicates the frequencies and percentages of the five community types relative to the item, "years school district has had a community education program."

The results of Table 4.21 illustrated that Type I (Urban) community type differed from Type II (Cities), Type III (Towns), Type IV (Urban Fringe) and Type V (Rural) community types. Type I (Urban) community type school districts had had a community education program for 11 or more years. Type II (Cities school districts (63.2%), although different from Type I (Urban) school districts, also differed from Type III (Towns) school districts (55.2%) and Type IV school districts at 53.1 percent. The Type V (Rural)

TABLE 4.21.--Years School District has had a Community Education Program.

Community Type		11 Years or Longer	8-10 Years	5-7 Years	3-4 Years	0-2 Years	Respondents
I	Urban	f 8 % 100.0	0 0	0 0	0 0	0 0	8
II	Cities	f 12 % 63.2	2 10.5	5 26.3	0 0	0 0	19
III	Towns	f 32 % 55.2	8 13.8	11 19.0	4 6.9	3 5.2	58
IV	Urban Fringe	f 34 % 53.1	20 31.3	4 6.3	1 1.6	5 7.8	64
V	Rural	f 22 % 40.7	12 22.2	9 16.7	5 9.3	6 11.1	54
TOTAL		f 108 % 53.2	42 20.7	29 14.3	10 4.9	14 6.9	203

school districts had the fewest programs (40.7%) that had existed for 11 years or longer. If 8-10 years or more are included, the Type IV (Urban Fringe) school districts (84.4%) started to differ from the other community type school districts of Type II (Cities) at 73.7 percent, Type III (Towns) school districts 69 percent, and Type V (Rural) at 62.9 percent.

The school districts with community education programs the least amount of years (0-4 years) were Type V (Rural) at 20.4 percent, Type III (Towns) at 12.1 percent, and Type IV (Urban Fringe) at 9.4 percent. These three community type school districts differed from Type I (Urban) school districts and Type II (Cities) which have not had new community education programs in the last 0-4 years.

The fifth item of demographics that showed a level of significance was age range of the directors of community education. The findings of the chi square analysis was at the .0042 level of significance. The .0042 level indicated significance and that differences among community type directors existed.

Table 4.22 indicates the frequencies and percentages of the five community type directors relative to the item, "age range" of directors of community education.

TABLE 2.22.--Age Range of Directors of Community Education.

Community Type			Age Range					Respondents
			51 Years and Older	41-50 Years	31-40 Years	26-30 Years	21-25 Years	
I	Urban	f	4	2	1	1	0	8
		%	50.0	25.0	12.5	12.5	0	
II	Cities	f	3	8	6	2	0	19
		%	15.8	42.1	31.6	10.5	0	
III	Towns	f	6	16	27	9	0	58
		%	10.3	27.6	46.6	15.5	0	
IV	Urban Fringe	f	11	22	30	0	0	63
		%	17.5	34.9	47.6	0	0	
V	Rural	f	6	10	23	13	2	54
		%	11.1	18.5	42.6	24.1	3.7	
	TOTAL	f	30	58	87	25	2	202
		%	14.9	28.7	43.1	12.4	1.0	

The data of Table 4.22 indicated that Type I (Urban) directors differed from the community type directors of Type II (Cities), Type III (Towns), Type IV (Urban Fringe), and Type V (Rural) directors. The Type I (Urban) directors had 50 percent of the directors being

51 years of age or older. The other four community types with directors being 51 years of age or older were similar with percentages ranging from 10.3 percent for Type III (Towns) to 17.5 percent for Type IV (Urban Fringe) directors.

The Type II (Cities) director (42.1%) for age range of 41-50 years tended to differ from Type IV (Urban Fringe), Type III (Towns) and Type V (Rural) directors. The Type IV (Urban Fringe) directors at 47.6 percent, Type III (Towns) at 46.6 percent and Type V (Rural) at 42.6 percent tended to be in the 31-40 year range.

The Type V (Rural) directors at 24.1 percent for the 26-30 age range and 3.7 percent for the 21-25 age range differed from the other four community type by having the youngest age range for community education directors.

Rank Ordering of Selected
Components as to How Important
They Were in the School District

An added dimension to enrich the survey and to investigate the importance of the six selected components of community education was included in the study. The community education directors were asked to rank order the importance of the six selected components of community education in the school district. The selected components were grouped by means to determine the rank order and a chi square analysis was used to indicate if any differences existed among the community types.

Table 4.23 indicated the rank order of the six selected components as to how important they were in the school district.

Directors rank ordered the six components using a one to six scale with one being the highest rating and six being the lowest.

TABLE 4.23.--Mean and Standard Deviation of Respondents' Opinion on the Rank Ordering of Selected Components as to How Important They Were in Their School District.

Number of Respondents	Item Number	Overall Rank	Component	Mean	Standard Deviation
208	48	1	Program for adults	2.48	1.22
207	50	2	An education program for school age children (K-12)	2.63	2.04
208	47	3	Additional programs for school age children and youth	3.59	1.48
206	49	4	Community involvement	3.66	1.45
206	51	5	Use of community facilities	3.87	1.41
206	52	6	Delivery of community services	4.77	1.44

The rank ordering of the selected components indicated that "programs for adults" with a mean of 2.48 was the most important. An educational program for school age children (K-12) with a mean of 2.63 had second ranking. The two components were ranked fairly close with "an educational program for school age children (K-12)" having the greatest variation with a standard deviation of 2.04.

The component ranking third was "additional programs for school age children and youth" with a mean of 3.59 and "community involvement" with a mean of 3.66 was the fourth ranked component.

The use of community facilities was ranked fifth in importance with a mean of 3.87. The sixth ranked component was the delivery of community services with a mean of 4.77.

In order to investigate which group or groups were different, a chi square analysis was performed.

Table 4.24 indicated the raw score, degrees of freedom, and the significance each component had relative to the rank ordering of the six components on how important they were in the school district as perceived by community education directors.

The data of Table 4.24 indicated "an educational program for school age children (K-12)" at .0336 had a chi square level of significance. The .0336 level indicated significance and that differences among community type directors existed.

The frequencies and percentages of the five community type directors, relative to the component "an educational program for school age children (K-12)," is indicated in Table 4.25.

The data for Table 4.25 showed that Type I (Urban) at 87.5 percent, Type II (Cities) directors at 73.7 percent, and Type IV (Urban Fringe) directors at 66.7 percent differed from Type III (Towns) directors (53.4%) and Type V (Rural) directors at 37.0 percent in the rank ordering of an educational program for school age children (K-12). Type I (Urban), Type II (Cities) directors and Type IV (Urban Fringe) directors tended to rank the component much higher than Type III (Towns) and Type V (Rural) directors as to their importance to the school district.

TABLE 4.24.--Table of χ^2 s of Rank Ordering of Selected Components as to How Important They Were in the School District.

Respondents	Number	Component	Raw Score	Degrees of Freedom	Significance
203	47	Additional programs for school age children	18.82120	20	.5335
203	48	Programs for adults	22.29503	20	.3247
201	49	Community involvement	22.70267	20	.3036
202*	50	An educational program for school age children (K-12)	33.01192	20	.0336
201	51	Use of community facilities	20.28156	20	.4404
201	52	Delivery of community services	26.58096	20	.1475

TABLE 4.25.--Rank Ordering of Component, "An Educational Program for School Age Children (K-12)" as to How Important They Were in the School District.

Community Type		Rank Ordering							Number of Respondents
		1	2	3	4	5	6		
I	Urban	f	7	0	1	0	0	0	8
		%	87.5	0	12.5	0	0	0	
II	Cities	f	14	0	0	1	3	1	19
		%	73.7	0	0	5.3	15.8	5.3	
III	Towns	f	31	3	2	6	6	10	58
		%	53.4	5.2	3.4	10.3	10.3	17.2	
IV	Urban Fringe	f	42	2	2	8	4	5	63
		%	66.7	3.2	3.2	12.7	6.3	7.9	
V	Rural	f	20	4	1	8	3	18	54
		%	37.0	7.4	1.9	14.8	5.6	33.3	
TOTAL		f	114	9	6	23	16	34	202
		%	56.4	4.5	3.0	11.4	7.9	16.8	

Type V (Rural) directors at 33.3 percent differed considerably from the other four community type directors by ranking "an educational program for school age children (K-12)" as the lowest importance in the school district. Type III (Towns) directors (17.2%) were the only other community type to rank the components at a fairly low importance.

Rank Ordering of Selected Components
as to What They Ought to
be in the School District

A second rank ordering of the six selected components was performed in the study to determine what the component ought to be in the school district. The six components were grouped by means to determine

the rank order and a chi square analysis was used to indicate if any differences existed among the community types.

Table 4.26 indicated the rank order of the components concerning what they ought to be in the school district as perceived by the community education directors. Directors rank ordered the six components using a one to six scale with one being the highest rating and six the lowest.

The rank ordering of the six components indicated "an educational program for school age children (K-12)" with a mean of 2.73 was the most important component. The close ranked second component was "programs for adults" with an overall mean of 2.78. The third ranked component was "community involvement" with a mean of 2.95. The fourth ranked component was "additional programs for school age children and youth" with a mean of 4.02. The fifth ranked component was "delivery of community services" with a 4.12 mean and the sixth ranked component with a mean of 4.36 was "use of community facilities."

To investigate which group or groups were different, a chi square analysis was performed.

Table 4.27 indicates the raw score, degrees of freedom and the significance each component had relative to the rank ordering of the components concerning what the component ought to be in the school district.

The results of Table 4.27 indicated that "community involvement" at .0453 had a chi square level of significance and that differences among community type directors existed.

TABLE 4.26.--Mean and Standard Deviation of Respondents' Opinion on the Rank Ordering of Selected Components as to What They Ought to be in Their School District.

Number of Respondents	Overall Rank	Item Number		Mean	Standard Deviation
207	1	57	An education program for school age children (K-12)	2.73	2.00
208	2	56	Programs for adults	2.78	1.34
208	3	53	Community involvement	2.95	1.54
208	4	55	Additional programs for school age children and youth	4.02	1.44
208	5	54	Delivery of community services	4.12	1.50
208	6	58	Use of community facilities	4.36	1.40

The frequencies and percentages of the five community type directors relative to the component, "community involvement" are presented in Table 4.28.

The data for Table 4.28 indicated that Type III (Towns) directors and Type V (rural) directors differed from Type I (Urban) directors, Type II (Cities) directors, and Type IV (Urban Fringe) directors. The Type III (Towns) directors with a 39.7 percent and Type V (Rural) directors with 27.8 percent placed greater importance to the ranking of "community involvement" than did Type II (Cities) at 15.8 percent, Type IV (Urban Fringe) directors at 14.1 percent and Type I (Urban) directors at zero percent.

Community involvement for Type I (Urban) directors received a second or fourth place ranking (37.5%) each in importance. Type II

TABLE 4.27.--Table of χ^2 s of Rank Ordering of Selected Components as to What They Ought to be in the School District.

Number of Respondents	Item Number	Component	Raw Score	Degrees of Freedom	Significance
203*	53	Community involvement	31.82023	20	.0453
203	54	Delivery of community services	22.67147	20	.3052
203	55	Additional programs for school age children and youth	22.58002	20	.3099
203	56	Programs for adults	19.74461	20	.4740
202	57	An educational program for school age children (K-12)	26.84463	20	.1397
203	58	Use of community facilities	15.13816	20	.7684

TABLE 4.28.--Order Ranking of Selected Components of Community Education as to What They Ought to be in the School District Regarding Community Involvement.

Community Type		Rank Ordering							Number of Respondents
		1	2	3	4	5	6		
I	Urban	f	0	3	0	3	2	0	8
		%	37.5	0	37.5	25.0	0		
II	Cities	f	3	4	5	3	2	2	19
		%	15.8	21.1	26.3	15.8	10.5	10.5	
III	Towns	f	23	6	10	7	12	0	58
		%	39.7	10.3	17.2	12.1	20.7	0	
IV	Urban Fringe	f	9	13	12	14	11	5	64
		%	14.1	20.3	18.8	21.9	17.2	7.8	
V	Rural	f	15	10	8	14	6	1	54
		%	27.8	18.5	14.8	25.9	11.1	1.9	
	TOTAL	f	50	36	35	41	33	8	203
		%	24.6	17.7	17.2	20.2	16.3	3.9	

(Cities) directors at 26.3 percent tended to rank "community involvement" as a component third in importance. Type IV (Urban Fringe) directors at 21.9 percent tended to rank "community involvement" as a component fourth in importance. However, at 20.3 percent a number of Type IV (Urban Fringe) directors gave it a second ranking in importance.

The directors, in all community types, appeared to be uncertain as to the importance of community involvement. The wide-range of ranking indicated that community involvement varied considerably among all directors in rank importance. Overall, 59.5 percent ranked community involvement as a top three component and 79.7 percent ranked it as one of the four most important components.

Comparison of Rank Order
of Six Selected Components

The rank ordering of the six selected components of community education produced differences between how important the components were in the school district and what the components ought to be.

The directors perceived programs for adults as being the most important component in the school district with "an educational program for school age children (K-12)" being the second most important component. The directors, however, upon ranking what ought to be the most important component listed an educational program for school age children (K-12) as the first component and programs for adults as the second component of importance.

The directors perceived additional programs for school age children and youth as being the third important component in the school district with community involvement being the fourth ranked component. The directors, however, upon ranking components as to what ought to be, ranked community involvement as third and additional programs for school age children and youth as fourth.

The fifth and sixth ranked components, the directors perceived as being important in the school district were use of community facilities and delivery of community services. The directors, however, upon ranking the components as to what ought to be, placed delivery of community services as fifth and use of community facilities as the sixth ranked component.

General Questions of Importance

In an effort to determine the support community education has in the school district, directors were asked to respond with a yes or no to the following four questions: (1) Does your school board support the concept and philosophy of community? (2) Does your superintendent support the concept and philosophy of community education? (3) Does your district have a written philosophy or policy statement supporting the philosophy of community education? and (4) Does your district have a board of education policy or statement regarding the use of school facilities?

The chi square analysis was performed to indicate any differences between community types. Table 4.29 indicated none of the four questions or items were significant at the .05 level. The question on "does your district have a board of education policy or statement regarding the use of school facilities?" indicated a trend toward significance at .0520 and that differences may exist between community types.

Summary

The findings of this chapter were addressed through a presentation of the seven major research questions, the rank ordering of the components, and general questions. A One-way Analysis of Variance with unequal populations (ANOVA) was used to analyze the results. The chi square test of significance was performed to measure relationships of items characterizing the components and to detect any item differences between community types. A significance level of $\alpha = .05$ was selected. Frequencies and percentages were presented to detect differences among

TABLE 4.28.--Table of χ^2 s of Respondents' Opinion of General Questions on Community Education.

Respondents		Raw Score	Degrees of Freedom	Significance
203	School Board support for concept and philosophy of community education.	3.91508	8	.8647
203	Superintendent support for concept and philosophy of community education.	1.00211	4	.9095
203	District written philosophy or policy statement supporting community education.	4.09244	4	.3936
203	District Board of Education policy or statement on use of school facilities.	15.38921	8	.0520

community types. Group means and standard deviations provided additional meaning to the findings. Ten items indicated significance.

The first component, "an educational program for school age children (K-12)," did not indicate any differences among community type directors. With the second component, "use of facilities," the item, "facilities are used by community citizens and groups," yielded significance. The third component, "additional programs for school age children," was not significant. In the fourth component, "programs for adults," two items yielded significance concerning "adult basic education" and "recreational services for adults." The fifth component "delivery of community services," did not prove significant. The findings for the sixth component did not yield any significance.

The demographics of the study produced significances for population of the area, years of experience in school administration, years of experience in public schools, years school district has had a community education program and age range of community education directors.

The rank ordering of components as to how important they were in the school district yielded significance for the component, "an educational program for school age children (K-12)." The rank ordering of components as to what they ought to be in the school district produced significance for "community involvement."

Finally, the four general questions on support for community education in the school district did not indicate significance.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter will consist of a summary and explanation of the results, conclusions from the findings and recommendations for future research in community education based on the results of the study.

Summary and Explanation of Results

The study was conducted to measure the opinions of Michigan community education directors concerning the extent to which selected components of community education existed in Michigan community school districts according to five community types. The five community types selected were: Type I (Urban), Type II (Cities), Type III (Towns), Type IV (Urban Fringe) and Type V (Rural), as defined by the Michigan Department of Education (1971).

The first basis for the study emanated from the confusion in the literature relative to the lack of common agreement on the major components of community education. The second basis evolved from the scarcity of research available to local school boards and administrators toward helping them improve their local community education programs. It is anticipated that the findings of this study will be helpful to the local community education director.

The population studied consisted of a universe of the community education directors in Michigan. A total of 221 school district

directors were identified in the Michigan Department of Education directory called Michigan Resource Directory for Adult, Community and Continuing Education Programs (1981-82). A return rate of 94.1 percent was achieved from 208 directors. (A listing of the community school districts by community types appear in Appendix C.)

It was necessary to develop the instrumentation for the study. The instrument was designed to measure opinions of community education directors in Michigan toward selected components of community education. The instrument had seventy-four questions. There were forty-six Likert-type scale items, twelve ranking items, twelve demographic questions, and four general questions seeking yes or no responses. The instrument design evolved around nine dimensions.

There were eleven questions directed at an educational program for school age children (K-12), four questions aimed at use of community facilities; seven questions pertained to additional programs for school age children and youth, six questions were related to programs for adults; eleven questions focused on delivery of community services; seven questions toward community involvement, two rank orderings of the six components; twelve demographic statements and four general questions.

To analyze whether any differences existed between community types concerning the opinions of directors on selected components, a One-way Analysis of Variance with unequal populations was used. The chi square (χ^2) analysis was performed to detect any relationships on the items characterizing the components and community types.

Group means and standard deviations of community types supplemented the results to provide greater meaning to the findings. A level of $\alpha = .05$ was used to determine significance.

There were no significant differences found among community types when the major research questions were tested. However, items characterizing and relating to the major questions did produce significance when tested. Ten of the 74 items were found to be statistically significant. With the component, "use of community facilities," the item on "use of school facilities by community citizens and groups" proved significant. In terms of "programs for adults," the following items indicated significant differences: "Adult basic education services" and "recreational services for adults." With respect to demographics the items, "population of the area," "years of experience in school administration," "years of experience in public schools," "years school district has had a community education program" and "age range" proved statistically significant. In the rank ordering of how important selected components were in the school district the component, "an educational program for school age children (K-12)" had significant findings. The rank ordering of selected components by what they ought to be in the school district found "community involvement" to be significant. With the general questions none of the items indicated significant differences.

The remainder of the discussion on the findings will be presented by the seven research question areas, and the results of the rank ordering of the components. The discussion will focus on the

overall level because no significant differences between community types were found with relation to the selected components. The discussion will include, however, those items relating to the overall research questions which proved statistically significant when differences between community types were found.

Research Question Number 1: Are there any differences among community types in Michigan in terms of an educational program for school age children (K-12)?

The findings indicated close homogeneity among the five community type directors with regard to the component, "an educational program for school age children (K-12)." No significance was found. The directors indicated that from "occasionally" to "often" this component was provided as a part of the community education program. A partial reason for this may be attributed to the belief that K-12 programs are separate from community education and that each has a separate role to play in education. It can be assumed that this distinction, in part, might explain the lower group rating.

Research Question Number 2: Are there any differences among community types in Michigan in terms of use of community facilities?

The findings showed no significant differences between the community type directors with the component, "use of community facilities." The group mean score of 2.93 indicated, however, that directors "often" provide this component as a part of the community education program and are very homogeneous in this viewpoint.

The item analysis of "our school district facilities are used by community citizens and groups" did indicate significant differences.

The chi square analysis revealed difference among the community type directors. Type I (Urban) and Type III (Towns) tended to indicate "always" providing this component service. Type I (Urban) and Type III (Towns) differed from Type II (Cities), Type V (Rural) and somewhat Type IV (Urban Fringe) directors. Type I (Urban) and Type III (Towns) indicated they "always" provide this component service. Type II (Cities) and Type IV (Urban Fringe) "always" provided this component service, but less often. Type V (Rural) was similar, but somewhat different in "often" providing the use of community facilities. In brief, it can be suggested that urban and town directors were more liable to "always" have their school facilities available for community use than cities, rural or urban fringe directors.

Research Question Number 3: Are there any differences among community types in Michigan in terms of additional programs for school age children and youth?

The findings of this research question indicated no significant differences between community type directors regarding the component, "additional programs for school age children and youth." Directors, "occasionally" to "often," provided this component service with leaning toward "often." Community education directors were homogeneous in their viewpoints although Type II (Cities) tended to be less directed toward "often" providing additional programs for school age children and youth than the other four community types. This slight deviation may be somewhat attributable to many citizens having a YMCA, other youth programs and community agency programs in cities and are less liable to duplicate this service.

Research Question Number 4: Are there any differences among community types in Michigan in terms of programs for adults?

The findings did not prove significant for the component, "programs for adults." There were no significant differences between community type directors. Directors indicated "often" to "always" providing this component as a part of the local community education program. It would appear that Type I (Urban) directors are very strong in providing programs for adults. The other four community types, although active in their programs for adults, would appear to not always emphasize adult programs but may be more community and children/youth based in their program and component priorities.

The analysis of items characterizing the component, "program for adults" had two areas of significance. These were "adult basic education services" and "recreational services for adults." The item, "adult basic education" indicated that Type I (Urban) directors differed from Type II (Cities), Type III (Towns), Type IV (Urban Fringe) and Type V (Rural) directors. Type II (Cities) also differed from the other four community types. One hundred percent of the urban directors and 73.7 percent of the cities' directors "always" provided adult basic education services. In contrast, the urban fringe directors at 53.1 percent, towns directors at 50.9 percent and the rural directors with 46.3 percent "always" provided adult basic education services. The town (21.1%), urban fringe (29.7%) and rural (37.1%) directors indicated that "rarely" is this type of service provided.

The Type I (Urban) and somewhat the Type II (Cities) directors tend to have a larger population base, larger organizational base,

more years of experience, and more years of having a community education program. These demographics may help to explain some of the reasons urban and cities differed from towns, urban fringe and rural community type programs. Furthermore, the smaller one-director type programs tend to emphasize adult high school completion programs in contrast to adult basic education programs. It may be that the adult basic education programs are involved with receiving federal funds and the paperwork and reports are time consuming. Most one-director type programs are not willing to deal with the federal rules and regulations for the small financial gain involved with federal funds.

The second item indicating significance concerned "recreational services for adults." When the "always" and "often" categories were combined, Type III (Towns), Type IV (Urban Fringe) and Type V (Rural) community type directors differed from Type I (Urban) and Type II (Cities) directors. The Type III (Towns), Type IV (Urban Fringe) and Type V (Rural) directors "often" or "always" provided recreational services for adults. In contrast, the Type I (Urban) directors and Type II (Cities) indicated they provided recreational services less often.

In essence, the urban and cities directors tend to not provide recreational services for adults at the same level as town, urban fringe, and rural directors. Many urban and cities have parks and recreation programs that provide recreational services for adults and urban and cities programs would be duplicating services if they provided adult recreation. In contrast, the town, urban fringe,

and rural programs tend to not have parks and recreation programs. In addition, the school gyms and ball fields are the primary recreational facilities of the community. Consequently, it would appear that adult recreation plays a greater role in town, urban fringe, and rural community education programs than in urban and cities programs.

Research Question Number 5: Are there any differences among community types in Michigan in terms of delivery of community services?

The results revealed fairly close homogeneity among the five community type directors concerning the component, "delivery of community services." The finding did not prove significant. The directors indicated a leaning toward "often" providing delivery of community services. The Type II (Cities) and Type I (Urban) directors were more favorable toward delivery of community services than the other three community type directors.

The delivery of the community services component tends to be more process than program oriented. Urban and cities directors with larger programs and greater staff tend to have more time for process development. In contrast, the one-director type program found in smaller and more recent programs tend to devote more time to program development and supervision. The rural, town and urban fringe directors are more likely to be found in these community type categories.

Research Question Number 6: Are there any differences among community types in Michigan in terms of community involvement?

The findings of the sixth research question did not indicate significance. The "community involvement" component did not find any

difference between the five community types. The community types tended to be nearly half-way between "occasionally" and "often" providing the community involvement component. A closer review of the community types, however, reveal that Type I (Urban) directors were more favorable toward community involvement than the remaining community types. Urban directors, however, tended to have greater differences with this component than the other community type directors. In contrast, the Type V (Rural) directors tended to be more homogeneous in their views but to lean more toward "occasionally" being involved with community involvement.

The component, "community involvement," as is "delivery of community services," is more process than program oriented. Urban directors with their larger programs and staffs tend to have more time to be process oriented while rural directors are program directed because the one-person director plays a greater role in program development and supervision. The usual result is less time for process development. In general, the five community type directors appear to be moderately involved with the component, "community involvement," and to have homogeneous views between the community types.

Research Question Number 7: Are there any differences among community types in Michigan in terms of demographics?

The seventh research question on demographics had twelve (12) items to be analyzed. The findings indicated five items were significant. The five items were population of the area, years of experience in school administration, years of experience working in public

schools, years school district has had a community education program and age range.

The findings on population of the area showed the five community types definitely service different population sizes although there was some overlapping between community types. Type I (Urban) directors (75%) tended to service population sizes between 50,001 and 200,000. Type II (Cities) directors (94.5%) tended to service population sizes between 15,001 to 100,000. Type III (Towns) directors (82.7%) tended to have population sizes ranging from 5,001 to 25,000. Type IV (Urban Fringe) directors (92.2%) tended to service population sizes from 5,001 to 100,000. Finally, Type V (Rural) directors (86.8%) tended to have population sizes of 15,000 or less.

Type I (Urban) directors tended to have population sizes somewhat similar to Type II (Cities) and Type IV (Urban Fringe) areas. Type III (Towns) and Type V (Rural) directors had greater similarities in population sizes.

The sizes of population can play a role in the expectations of program development. The larger and older programs tend to be found in areas of greater population sizes. The larger the population size of the community the greater potential the community education program to reach the various community groups and audiences.

This potential to reach more people generally leads to more enrollments and programs and consequently more staff to service these programs. The result is a tendency for directors in larger programs with greater population sizes to become further removed from the

programs and their jobs tend to become supervisory in nature. In contrast, community education directors located in smaller population sizes do not have a tendency to develop larger programs needing more staff. The usual tendency is for smaller community type directors to have less time for process development than directors in larger programs because the smaller type director is a one-person program developer.

The second demographic item of significance was years of experience in school administration. The findings showed Type I (Urban) directors, most often, had 11 years or longer experience as a school administration. Urban directors differed from the other four community type directors. The Type IV (Urban Fringe) directors and Type II (Cities) directors were the next experienced community types. The Type III (Towns) and Type V (Rural) directors were the least experienced directors in school administration. In addition, the Type III (Towns) and Type V (Rural) had more directors with four years or less of experience.

The school administrative experience of urban directors and somewhat the cities and urban fringe most likely impacts the persuasion and influence these directors have upon other school administrators and board of education. Directors from these school districts are more liable to be effective in the implementation and development of community education components and programs in the school system. These directors in essence, have a greater opportunity to cause change and influence other administrators toward the development of comprehensive community education programs and processes.

The third demographic item proving significant was "years of experience working for public schools." Type IV (Urban Fringe), Type I (Urban) and Type II (Cities) community type directors differed from Type III (Towns) and Type V (Rural) directors. The Urban Fringe directors (79.4%), Urban (75.0%) and Cities (73.7%) directors had 11 years or longer of experience working in public schools. In contrast, Towns (60.3%) and Rural (46.7%) directors had less experienced directors at 11 years or longer. Town directors, however, if 8 years or longer of experience were included, would have 81 percent with work experience in public schools.

The demographic area of "years school district has had a community education program" was a fourth item of significance.

Type I (Urban) differed from Type II (Cities), Type III (Towns), Type IV (Urban Fringe) and Type V (Rural) programs. One hundred percent of the urban programs had a community education program 11 years or longer. The Cities (63.2%), Towns (55.2%), Urban Fringe (53.1%) and Rural (40.7%) programs had 11 years or more in community education. The rural areas had the newest programs as 20.4 percent of the school districts have had programs four years or less. The town school districts also had 15.1 percent of their programs in existence for 4 years or less.

It is apparent that urban programs are the oldest with cities, towns and urban fringe having slightly more than half of their programs 11 years or more. Rural programs have had community education the least amount of years and have the largest percentage of new programs.

It is most likely that those school districts having community education the most years have developed some institutionalization and consistency in their community education planning and development. This institutionalization, although creating obstacles at times, does tend to allow for consistency in longer term planning and program growth and development. The result should be for greater opportunities to develop components and to be more effective in the program and process areas of community education.

The final demographic item of significance was "age range." The Type I (Urban) directors with 50 percent of the directors being 51 years of age or older were different from the other four community type directors. The other four community type directors were younger groups. In contrast, Type IV (Urban Fringe) at 17.5 percent, Type II (Cities) with 15.8 percent, Type V (Rural) at 11.1 percent and Type III (Towns) with 10.3 percent were the number of directors with 51 years of age or older. The rural and towns' directors were the youngest, with 27.8 and 15.5 percent respectively having directors 30 years of age and under.

The age of directors by community type most likely implies these are individuals with experience in public schools and administration. This experience usually leads to greater consistency and longer term planning for program and process development. There tends to be security and a feeling of competence and direction in individuals with greater age. This would appear to allow greater opportunity for continued growth and development of components in community education.

In summary, the demographic items indicated Type I (Urban) and programs were areas with the greatest population base, longest years of experience in school administration, programs in existence the longest and were older. In years of experience working in public schools urban directors ranked second in experience. These significant demographic items tend to signify why urban community type directors may perceive components differently from other community types.

Cities and urban fringe directors/programs at times appear to be more closely associated with urban directors and programs. This appears to be the case with population size of the community, years of experience in school administration, years of experience working for public schools and years school district has had a community education program. At other times in the cases of older directors there was a closer alliance with towns and rural community types.

The towns and rural community type directors/programs differed from urban directors and generally from cities and urban fringe directors. The differences between cities and urban fringe community types tended to be blurred at times in relationship to towns. The item of years school district has had a community education program illustrates the point. The towns in this case, were very similar to cities and urban fringe community type programs.

In general, with regard to significant items, the study showed Type I (Urban) community type directors differed from the

other four community types. The cities and urban fringe community types tended to differ from Type I (Urban) and Type III (Towns) and Type V (Rural) community type directors. With Type III (Towns) and Type V (Rural) community type directors being different from Type I (Urban), Type II (Cities) and Type IV (Urban Fringe) community types. The exception was Type III (Towns) being closer in similarity to cities and urban fringe community types regarding years school district has had a community education program.

Rank Ordering of Components

The rank ordering of selected components allowed community education directors to indicate the importance of the components to school districts. The first rank ordering was to show how important the components were in the school district. The community education directors ranked programs for adults as the most important component. An educational program for school age children (K-12) was second. The third ranked component was additional programs for school age children and youth. This was followed by community involvement, use of community facilities and delivery of community services.

The component, "an educational program for school age children (K-12)" showed differences between the community types. Type I (Urban), Type II (Cities) and Type IV (Urban Fringe) directors differed from Type V (Rural) directors. The Type III (Towns) were also different in the importance given to the component. Towns and rural directors tended to rank the component the lowest.

It would appear "an educational program for school age children (K-12)" is more dominant in the lives of urban, urban fringe, and cities' community types. This may be attributable to the belief that many of Michigan's best K-12 programs are located in urban cities and urban fringe areas. This feeling may be a constant reminder to directors in these community types that community education exists to serve the K-12 program interests and is not viewed as an educational enterprise of equal importance. The other view could be that community education is much more integrated into the total educational services of the school district and the age and experience of the directors has helped them realize there really is no difference between a K-12 and community education program. The two are serving the same community goals and purposes.

In towns and rural areas the distinction between K-12 and community education appears to be more pronounced. The community education program is liable to be considered an add-on program or has by tradition grown and developed as a separate entity in the school district. The newness of programs and directors in rural and towns has probably not allowed for K-12 and community education to be an integrated concept.

The second rank ordering of components was performed to determine what the components ought to be in the school district. The directors indicated "an educational program for school age children (K-12)" ought to be the most important component in the school district. The second ranked component was a "program for

adults." Community involvement, additional programs for school age children and youth, delivery of community services, and use of community facilities followed.

The component, "community involvement," indicated differences between community types. Type III (Towns) and Type V (Rural) placed greater importance on community involvement. Type II (Cities) and Type IV (Urban Fringe) followed. Type I (Urban) directors rated it lowest in comparison. Type II (Cities) ranked community involvement third as a priority component, Type IV (Urban Fringe) had the highest ranking as a second component, and Type I (Urban) directors were divided by equally placing the component in a second or fourth place ranking.

The ranking of community involvement was spread across the ranking scale. It would appear there is no consistency across community types as to the importance of community involvement in their programs. This may be an indication of the lower importance community involvement is generally given as a component or that there is confusion about what community involvement really means. The fact that community involvement is generally considered a process component and not a program may lower its importance. In addition, the financial reward is low and other components are more visible and usually involve tuition and state aid funded programs.

Rank Order Comparison

The directors ranked programs for adults first and an education program for school age children (K-12) second as the most

important components in the school district. In contrast, when ranking the components as to what ought to be in the district, an educational program for school age children (K-12) was ranked first and programs for adults was ranked second.

It would appear the five community type directors are similar in their viewpoints about the two top ranked components. The difference may be related to perceived philosophical and financial beliefs. The school district, because of the financial gain involved with adult education programs, may be stressing the importance of bringing adults into the local education system and this is viewed as being very important to the district. An additional dimension may be the philosophical belief of directors that adult education programs are more important than other programs or components. In contrast, many community education directors may philosophically believe the total educational program of which an educational programs for school age children (K-12) is at the heart of the local district program is the most important component and adult education is of secondary importance. Aside from the philosophical viewpoint, many directors realize their existence is based upon educational programs for school age children (K-12) and without this component, the other components would probably not exist at the local school district level. The directors, although disagreeing somewhat on what is, and what ought to be, are in agreement about which two components are the most important.

In terms of how important the components were to the district, the directors ranked additional programs for school age children and

youth third and community involvement fourth. In contrast, when ranking the component as to what they ought to be, the order was reversed. In both cases, the directors agreed these two components were third and fourth in importance but differed between how they perceived the district felt about the components and what importance the components ought to have in the district. In essence, directors believed additional programs for school age children and youth are more important to the district than community involvement. This perceived view is probably due to being surrounded by youth oriented staff and having the knowledge that most issues and problems of the district are children and youth oriented. Community involvement is usually not as important to K-12 staff as programs for youth and this belief is constantly reinforced by the K-12 staff around the community education director.

The fifth and sixth ranked components were "use of community facilities" and "delivery of community services." In terms of how the district perceives the importance of the components, the directors ranked "use of community services" as fifth and "delivery of community services" as sixth. The order was reversed concerning how directors believed the components ought to be ranked.

This difference may be related to the concept that the delivery of community services is fairly new to K-12 administrators and is many times a low priority in districts. In contrast, use of community facilities is fairly common in Michigan school districts and is basically accepted as a part of the local educational scene.

Community educators, however, are probably more oriented and trained toward the coordination and delivery of community services on a district-wide basis than K-12 administrators. Community educators tend to be involved with senior citizens, adult skills training programs, social service clients and other related community agencies that involve the delivery of community services. Thus, it can be assumed that delivery of community services would tend to be of higher value than use of community facilities for directors.

In general, the directors were in basic agreement about the ranking of the components. There was some difference about the precise rank order, but the differences were basically similar and any differences are minimal.

Conclusions

The data collected for this study provided the basis for a comparison of Michigan community education directors' opinions relative to selected components. The opinions were viewed and compared according to the following community types: Type I (Urban), Type II (Cities), Type III (Towns), Type IV (Urban Fringe) and Type V (Rural). It was anticipated that differences in opinions in terms of community type could be detected.

The study led to the following conclusions:

1. There are only minor differences among community types about the selected components of community education and directors tend to have similar opinions about components.

2. Community education directors in Michigan appear to have similar opinions about the rank-ordering of selected components in school districts.
3. The component, "program for adults," was consistently ranked the most important in the school districts.
4. The demographics of population of the school district, years of director's experience in school administration, years of experience the director has in public schools, years the school district has had a community education program, and age of the director appear to be items of influence affecting the opinions of the director about community education components.
5. The following community types, appear to have comparable opinions about community education components: cities and urban fringe directors, towns and rural directors, with urban directors being somewhat different from the other community types.

Implications and Recommendations

Based on the findings and the conclusions of this study, the following implications and recommendations are made:

1. Since community education programs are supposed to be based upon the needs of the community then perhaps a different formula for state-wide funding is needed which considers more

than high school completion students. It is recommended that the current state funding formula be revised to more appropriately address specific community needs.

2. The ranking of "programs for adults" as the component of greatest importance to the school district may indicate the community based philosophy of community education in Michigan is becoming more adult education oriented and dominated. It is recommended that future community education researchers study the impact of the Michigan adult education philosophy and funding pattern upon community education.
3. Since the demographic items of the study appear to have greater influence on the opinions of the directors than community types, it is recommended that future research studies address this issue.
4. Because minor differences in community types were found on specific items it is recommended that future studies examine the implications of community types as a likely means for detecting community differences.
5. Since this study was an initial attempt to measure the importance of the six selected community education components, as perceived by directors of community education, it is recommended that future studies examine the opinions of superintendents, boards of education members, and school principals about the importance of components in community education.

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APPENDICES

APPENDIX A

APPENDIX A

STATE SCHOOL AID ACT - SECTION 96

ACT NO. 36

PUBLIC ACTS OF 1981

An act to make appropriations to aid in the support of the public schools and the intermediate school districts of the state; to provide for the disbursement of the appropriations; to supplement the school aid fund by the levy and collection of certain taxes, to prescribe penalties; and to repeal certain acts and parts of acts.

Sec. 96. From the amount appropriated in section 11 there is allocated an amount not to exceed \$2,282,000 for 1981-82 to be used by districts conducting community school programs approved by the department.

APPENDIX B

APPENDIX B

**POSITION PAPER
ON
THE COMMUNITY SCHOOL WITHIN
THE PHILOSOPHICAL CONCEPT OF COMMUNITY EDUCATION**

**Adopted by
Michigan State Board of Education**

August 13, 1975

FOREWORD

Over the years attention has focused upon the community school concept. This attention has come about, first, because of the efforts of the state to reimburse community school directors; second, because the congressional education amendments of 1974 recognize community school education; and finally, because the governor and some legislative and educational leaders have raised questions about the effectiveness of community school education.

In response to the foregoing concerns, this position paper has been prepared. There are three basically new premises contained in this document:

First, the document suggests community education as being a philosophical concept that recognizes life experiences as being an integral part of one's education. In this sense, Community Education realizes that formal schooling and one's education are not synonymous.

Second, the paper recognizes that the concept of the community school is not a concept which is limited to educational opportunity, but one which attempts to have an impact upon the "better life opportunities" of residents of a community in relation to their cultural, recreational, social, and enrichment as well as their academic opportunities. In this sense, the community school serves as a catalytic agent rather than as a delivery system agent.

Finally, the community school concept is clearly distinguishable from other school concepts in that it places the community school as a focal point for the delivery of "better life opportunities" to residents of a community through a program that operates day and night, seven days a week, and year-round.

Thus, within any identifiable community it is possible, by soliciting the opinions of the citizens in that community, to determine whether or not the community school personnel have indeed been effective, if one accepts the above premises.

John W. Porter

HISTORY OF COMMUNITY EDUCATION DEVELOPMENT IN MICHIGAN THROUGH THE PUBLIC SCHOOLS

The community was an essential part of the early schools in Michigan. The school, as a publicly owned facility, often represented the center of the community, being used as the meeting place for civic projects, work bees, and other community activities. The school was also a gathering place of citizens where many of the decisions affecting the community were developed and decided. The school was available for citizen use regardless of age.

Michigan, through the years, developed into an industrial and urbanized society. Accompanying this change, schools became large institutions operated primarily for youth. The community's involvement with the school was gradually minimized.

During the 1940s two steps were taken to rekindle the concept of "community" in Michigan education:

The first was demonstration programs in eight small communities sponsored by the W. K. Kellogg Foundation.

The second was the beginning of a community activities program in Flint sponsored by the Flint Public Schools and the C. S. Mott Foundation. The initial intent of utilizing existing public school facilities was for recreational purposes. Out of this interaction came expressed concerns regarding other school and community-related problems which encouraged citizens to join forces to discuss and plan activities and events which would foster educational improvement.

In 1960 the Detroit Public Schools initiated community involvement through the Great Cities Improvement Project.

In 1969, as more communities established community school programs, the legislature provided state monies which allowed local districts partial reimbursement for community school directors' salaries. This partial reimbursement has varied between \$1,000,000 and \$1,400,000, with the exception of 1971-72 when the item was vetoed.

With the passage of federal legislation focusing upon the community school concept and with the call for a clearer definition of Community Education for evaluation purposes, this paper has been prepared.

Definition of Terms

COMMUNITY	A grouping of residents by village, subdivision, neighborhood, school attendance area, etc., of a size which allows for interaction, involvement and two-way communication.
COMMUNITY EDUCATION	A philosophical concept that recognizes the life experiences as being part of one's education and is not limited to formal instruction, certain age classifications or attainment of diplomas. Community Education further recognizes that a process of involving citizens in identifying the conditions, resources, and priorities of the community is the central means of improving one's opportunity in life. This process focuses upon every institution, agency, and organization of the community to deliver identified and prioritized services.
COMMUNITY SCHOOL	A school serving a grouping of residents in a community that makes its facilities available for citizen use; organizes the participation of citizens in assessing local conditions, setting of priorities and program planning; identifies and utilizes resources; facilitates joint planning by local agencies; and initiating new and/or improved programs . . . in an effort to improve the opportunity for all residents.
RESOURCES	Those individuals, institutions, agencies, organizations, etc., which can be resorted to for aid, service, and support.
OPPORTUNITY	The fostering, initiating, and facilitating of services to all residents to see that adequate food, clothing, shelter, medical care, employment, recreation, schooling, spiritual well-being and personal-social enrichment are being provided community residents.

The Community School Within the Philosophical Concept of Community Education

Introduction

Community Education is a philosophical concept that recognizes all life experiences as being part of one's education toward a better life. Education by this definition is not limited to formal instruction, certain age classification, or attainment of certificates and diplomas.

The policeman, parent, social worker, pastor, druggist, taxi driver, doctor, as well as agencies and institutions account for a sizable amount of an individual's education along with schools, community colleges, and universities supplying additional opportunity towards one's education.

Community Education further recognizes that a process of involving citizens in identifying conditions and resources of the community is the central means of improving the well-being of those persons within the community. This process focuses upon every institution, agency, and organization of the community to deliver identified and prioritized services. No single institution has the capability of delivering "Community Education;" however, the concept assumes the community school as being a catalytic agent to bring about Community Education.

The Role of the Community School

The community school plays a crucial role in implementing Community Education. The role is limited because schools are only one of many substantial "educative" influences of the community, and the schools do not (and cannot) control these other educative influences. However, the community school can seek arrangements that maximize the better life potential for individuals in the community. The community school can play a catalytic role in working with citizens and community agencies to improve opportunities for all age levels. The catalytic role is not reserved exclusively for schools to use. Other community institutions could also be the catalytic agent. But for many communities the schools have the advantages of (1) having the public mandate and some tax resources to "educate;" (2) a physical presence in each neighborhood; (3) direct contact with 25 to 30 percent of the population on a daily basis; and (4) buildings, materials, and equipment that are only partially utilized.

How a community school provides the catalytic role can vary from place to place but the result must be human resources in each school attendance area responsible for working in the community. These persons, and to a lesser extent other members of the school staff, are responsible for bringing human and material resources to bear on community conditions in an effort to improve opportunities for all citizens.

The community school concept, as distinguished from other school concepts, places the community school as the focal point for the delivery of Community Education to Michigan citizens of all ages. This can be accomplished by:

1. Making school facilities available for citizen use for academic, cultural, recreation, social, and enrichment endeavors.

2. Organizing the participation of citizens in the community in assessing local conditions, setting of priorities, and program planning.
3. Identifying and utilizing resources and facilitating joint planning by local agencies, institutions, and organizations.
4. Initiating new and/or improved educational programming for all age levels to bring about accomplishment of prioritized needs as determined by a representative group of community citizens.

The function of personnel assigned to carry forth a community school is simply one of relating available human and material resources to community conditions in an effort to improve the opportunity for all citizens in the community to benefit from a better life. Community school personnel should not be bogged down in programming which is already more effectively done by others.

The role of the community school is best carried out if the community being worked with has a population base and geographic size which allows for community interaction, involvement, and two-way communications. Thus, in some communities it may be a village, in others a neighborhood, while in others a school attendance area.

A community school becomes the brokerage operation for relocating resources to respond to or modify conditions. When a problem or condition is identified, it is to be referred to the appropriate resource for solution. Therefore, a need in adult education may be referred to the YMCA, the community college, the adult education division of the public school, or to any other agency created for that purpose. It becomes the responsibility of these agencies to service the need with existing programs or create new programs when none are present. This aspect of community school operation places the responsibility for addressing community conditions where it belongs. It also encourages community resources into a cooperative stance, while at the same time delineates accountability for service.

In summary, community schools are a partial expression of the overall philosophical concept called Community Education. Community schools act in a catalytic, facilitative, and sometimes in a coordinating manner with citizens, agencies, etc., to relate community resources to community conditions, avoiding duplication of effort, improving existing service, and assisting in creating new programs when needed.

The purpose of a community school is simply one of relating community resources to community conditions in an effort to improve educational opportunity for all citizens.

Conclusions

The State Board of Education recognizes the community school as a catalytic agent for implementing within a community the philosophical concept called Community Education. The State Board supports the community school in its effort to improve opportunities for its community residents and recognizes its catalytic role in working with citizens and agencies for the purpose of relating community conditions to human and material resources.

The State Board of Education supports the four-fold role of a community school which is to: (1) make its facilities available for citizen use; (2) organize local residents to assess local conditions, set priorities, and identify program planning; (3) identify and utilize resources, facilitates through joint planning by local agencies; and (4) assist in the initiating of new and/or improved programs . . . in an effort to improve opportunities for all community residents.

APPENDIX C

APPENDIX C

1981-82

COMMUNITY SCHOOL PROGRAMS ACCORDING TO COMMUNITY TYPE

STATE OF MICHIGAN STATE GRANT PROGRAMS

Community Type I - Metropolitan Core

Ann Arbor Public Schools
*Detroit Public Schools
Flint City School District
Grand Rapids School District
Hamtramck Public Schools
Highland Park City School District
Jackson Public Schools
Lansing School District
*Pontiac City School District
Saginaw City School District

Community Type II - City

Adrian City School District
Albion Public Schools
Alpena Public Schools
Bay City Public Schools
Big Rapids Public Schools
Birmingham City School District
Escanaba Area Public Schools
Garden City Public Schools
Grand Haven Public Schools
Inkster Public Schools
Livonia Public Schools
*Marquette Public Schools
Menominee Area Public Schools
Midland Public Schools
Mt. Clemens Community Schools
Niles Community School District
Plymouth-Canton Community Schools
Port Huron Area Schools
Romulus Community Schools
Sault Area Public Schools

Community Type III - Town

Algonac Community Schools
Allegan Public Schools
Alma Public Schools
Anchor Bay School District
Belding Area School District
Breitung Township Schools
Buchanan Community Schools
Cadillac Area Public Schools
Caro Community Schools
Charlotte Public Schools
Chelsea School District
Chesaning Union Schools
Clare Public Schools
Coldwater Community Schools
Dowagiac Public Schools
Eaton Rapids Public Schools
Fenton Area Public Schools
Flat Rock Community Schools
Frankenmuth School District
Fremont Public Schools
Gibraltar School District
Gladstone Area Schools
Greenville Public Schools
Gwinn Area Community Schools
Hartford Public Schools
Hastings Area Schools
Hillsdale Community Schools
Holly Area Schools
Howell Public Schools
Hudsonville Public Schools
Huron School District
Huron Valley Schools
Ionia Public Schools
Ironwood Area Schools
Ishpeming School District
*Ithaca Public Schools
*Lake Orion Community Schools
Lapeer Community Schools
Ludington Area School District
Manistique Area Schools
Marshall Public Schools
Milan Area Schools
Negaunee Public School District
Oscoda Area Schools
Otsego Public Schools
Oxford Area Community Schools
Paw Paw Public Schools
Petoskey Public Schools

Portage Township Schools
 Richmond Community Schools
 Rochester Community Schools
 Romeo Community Schools
 South Haven Public Schools
 South Lyon Community Schools
 Sparta Area Schools
 St. Ignace Public Schools
 St. Johns Public Schools
 Sturgis Public Schools
 Three Rivers Community Schools
 Vassar Public Schools
 Walled Lake Consolidated Schools
 Whitehall District Schools
 Williamston Community Schools

Community Type IV - Urban Fringe

*Avondale School District
 Bedford Public Schools
 Bendle Public Schools
 Berkley City School District
 Bloomfield Hills Public Schools
 Brandywine Public Schools
 Bridgeport-Spaulding Community Schools
 Carman-Ainsworth Community Schools
 Chippewa Valley Schools
 Clintondale Community Schools
 Comstock Public Schools
 Corunna Public Schools
 Davison Community Schools
 East Detroit Public Schools
 East Lansing City School District
 Essexville-Hampton Public Schools
 Farmington Public Schools
 Ferndale City School District
 Fennville Public Schools
 Flushing Community Schools
 Forest Hills Public Schools
 Fruitport Community Schools
 Galesburg-Augusta Community Schools
 Grand Blanc Community Schools
 Grand Ledge Public Schools
 Grandville Public Schools
 Grosse Point Public School System
 Harper Creek Community Schools
 Haslett Public Schools
 Hazel Park School District
 Holt Public Schools
 Jenison Public Schools

Kenowa Hills Public Schools
 Kentwood Public Schools
 Lakeview-Lakeshore Public Schools
 Lakeview School District (Battle Creek)
 L'Anse Creuse Public Schools
 Lincoln Park School District
 Madison District Public Schools
 Mona Shores Schools
 Mt. Morris Consolidated Schools
 Napoleon Community Schools
 Northview Public Schools
 Northwest Public Schools-Jackson
 Okemos Public Schools
 Orchard View Schools
 Portage Public Schools
 Redford Union School District
 Reeths-Puffer Schools
 Roseville Community Schools
 Royal Oak City School District
 Saginaw Township Community Schools
 Saline Area School District
 Southfield Public Schools
 Southgate Community Schools
 South Lake Schools
 Spring Lake Public Schools
 Swartz Creek Community Schools
 Taylor School District
 Troy School District
 Utica Community Schools
 Van Dyke Public Schools
 Warren Consolidated Schools
 Waterford School District
 Waverly Schools
 Wayne-Westland Community Schools
 West Bloomfield School District
 West Ottawa Public Schools
 Willow Run Community Schools
 Woodhaven School District
 Ypsilanti School District

Community Type V - Rural

Allendale Public Schools
 Armada Area Schools
 Baldwin Community Schools
 Baraga Township Schools
 Bark River-Harris Schools
 Beaverton Rural Schools
 Bellevue Community Schools
 Berrien Springs Public Schools

Brandon School District
Breckenridge Community Schools
Brighton Area Schools
Camden-Frontier Schools
Cass City Public Schools
Cassopolis School District
*Cedar Springs Public Schools
Central Montcalm Public Schools
Clio Area Schools
Coleman Community Schools
Croswell-Lexington Schools
Delton-Kellogg Schools
Dexter Community Schools
Ewart Public Schools
Ewen-Trout Creek Consolidated Schools
Forrest Area Public Schools
Freeland Community Schools
Gladwin Community Schools
Harbor Springs School District
Harrison Community Schools
Hartland Consolidated Schools
Hemlock Public Schools
Johannesburg-Lewiston Schools
Kent City Community Schools
Lakeview Community Schools
Lakeville Community Schools
Lakewood Public Schools
Leslie Public Schools
Marlette Community Schools
Mason County Central Schools
Montabella Community Schools
Newaygo Public Schools
Nice Community Schools
North Dickinson County Schools
Northwest Schools-Bear Lake Public Schools
Olivet Community Schools
Ovid-Elsie Area Schools
Pickford Public Schools
Pinckney Community Schools
Pinconning Area Schools
Pottersville Public Schools
Reed City Public Schools
River Valley School District
Rockford Public Schools
Sandusky Community Schools
Saranac Community Schools
Shelby Public Schools
Springport Public Schools
Standish-Sterling Community Schools

Tawas Area Schools
Union City Community Schools
Wayland Union Schools
West Iron County Public Schools
Whittemore-Prescott Area Schools

*These school districts were not a part of the study. Lake Orion was the author's school district. Detroit was too large for accurate comparison and operates its program differently than other school districts. The remaining five excluded districts were part of the field testing instrumentation.

APPENDIX D

APPENDIX D

THE OPINIONS OF MICHIGAN COMMUNITY EDUCATION DIRECTORS ABOUT SELECTED COMPONENTS OF COMMUNITY EDUCATION

This survey has two parts. The first part requests information concerning Community Education in your school district. The second part requests demographic information. Please answer each statement with only one check (✓) in the appropriate space provided.

Community Education

I. Educational Program for School Age Children (K-12)

1. Our community education program is involved with the K-12 education program.

Always Often Occasionally Rarely

2. The K-12 educational program is involved with our community education program.

Always Often Occasionally Rarely

3. Our community education program and the K-12 administration plan our goals jointly.

Always Often Occasionally Rarely

4. The K-12 administration and our community education program meet jointly to discuss educational concerns.

Always Often Occasionally Rarely

5. The K-12 administration and our community education program meet jointly to solve educational concerns.

Always Often Occasionally Rarely

6. The K-12 administration and our community education program work jointly to help solve community problems.

Always Often Occasionally Rarely

7. The K-12 Educational program uses the community as an extension in the classroom.

Always Often Occasionally Rarely

8. The K-12 educational program encourages the involvement of community in the classroom.

Always Often Occasionally Rarely

9. The K-12 educational program financially supports our community education program.

Always Often Occasionally Rarely

10. The K-12 school administrators support the philosophy of community education.

Always Often Occasionally Rarely

11. The K-12 teaching staff supports the philosophy of community education.

Always Often Occasionally Rarely

II. Use of Community Facilities

1. Our school district promotes the use of community facilities by the community.

Always Often Occasionally Rarely

2. Our school district facilities are used by community citizens and groups.

Always Often Occasionally Rarely

3. Our school district charges a fee for week/day use of the school facilities to community groups.

Always Often Occasionally Rarely

4. Our school district charges a fee for weekend use of the school facilities to community groups.

Always Often Occasionally Rarely

III. Additional Programs for School Age Children and Youth

1. Our school district provides after-school activities and experiences for children.

Always	Often	Occasionally	Rarely
--------	-------	--------------	--------
2. Our school district provides weekend activities and experiences for children.

Always	Often	Occasionally	Rarely
--------	-------	--------------	--------
3. Our school district provides summer activities and experiences for children.

Always	Often	Occasionally	Rarely
--------	-------	--------------	--------
4. Our school district provides after-school remedial education activities for children.

Always	Often	Occasionally	Rarely
--------	-------	--------------	--------
5. Our school district provides enrichment activities for children.

Always	Often	Occasionally	Rarely
--------	-------	--------------	--------
6. Our school district provides recreational activities for children.

Always	Often	Occasionally	Rarely
--------	-------	--------------	--------
7. Our school district provides cultural activities for children.

Always	Often	Occasionally	Rarely
--------	-------	--------------	--------

IV. Programs for Adults

1. Our school district provides adult basic education services for adults.

Always	Often	Occasionally	Rarely
--------	-------	--------------	--------
2. Our school district provides adult high school completion services to adults.

Always	Often	Occasionally	Rarely
--------	-------	--------------	--------
3. Our school district provides recreational services for adults.

Always	Often	Occasionally	Rarely
--------	-------	--------------	--------

4. Our school district provides enrichment/leisure time services for adults.

Always Often Occasionally Rarely

5. Our school district provides cultural activities for adults.

Always Often Occasionally Rarely

6. Our school district provides vocational skills training activities for adults.

Always Often Occasionally Rarely

V. Delivery of Community Services

1. Our school district helps coordinate the delivery of human services to the community.

Always Often Occasionally Rarely

2. Our school district initiates new programs when services are not provided in the community.

Always Often Occasionally Rarely

3. Our school district plans jointly with other agencies to deliver human services to the community.

Always Often Occasionally Rarely

4. Our school district identifies physical, technical, and human resources in the community.

Always Often Occasionally Rarely

5. Our school district promotes the use of human services in the community.

Always Often Occasionally Rarely

6. Our school district evaluates the delivery of human services to the community.

Always Often Occasionally Rarely

7. Our school district uses the human services of other agencies and groups.

Always Often Occasionally Rarely

8. Our school district encourages the use of community resources.
- | | | | |
|--------|-------|--------------|--------|
| Always | Often | Occasionally | Rarely |
|--------|-------|--------------|--------|
9. Our school district promotes the delivery of community services on a district-wide basis.
- | | | | |
|--------|-------|--------------|--------|
| Always | Often | Occasionally | Rarely |
|--------|-------|--------------|--------|
10. Our school district promotes the delivery of community services on a neighborhood basis.
- | | | | |
|--------|-------|--------------|--------|
| Always | Often | Occasionally | Rarely |
|--------|-------|--------------|--------|
11. Our school district does not intentionally duplicate the delivery of community services provided by other agencies/groups.
- | | | | |
|--------|-------|--------------|--------|
| Always | Often | Occasionally | Rarely |
|--------|-------|--------------|--------|

VI. Community Involvement

1. Our school district promotes the development of representative community advisory groups/councils.
- | | | | |
|--------|-------|--------------|--------|
| Always | Often | Occasionally | Rarely |
|--------|-------|--------------|--------|
2. Our school district promotes advisory councils at the neighborhood level.
- | | | | |
|--------|-------|--------------|--------|
| Always | Often | Occasionally | Rarely |
|--------|-------|--------------|--------|
3. Our school district facilitates the involvement of the citizens in solving community problems.
- | | | | |
|--------|-------|--------------|--------|
| Always | Often | Occasionally | Rarely |
|--------|-------|--------------|--------|
4. Our school district helps identify community problems.
- | | | | |
|--------|-------|--------------|--------|
| Always | Often | Occasionally | Rarely |
|--------|-------|--------------|--------|
5. Our school district helps develop a process for solving community problems.
- | | | | |
|--------|-------|--------------|--------|
| Always | Often | Occasionally | Rarely |
|--------|-------|--------------|--------|
6. Our school district identifies resources for solving community problems.
- | | | | |
|--------|-------|--------------|--------|
| Always | Often | Occasionally | Rarely |
|--------|-------|--------------|--------|

7. Our school district cooperates with the community toward solving community problems not directly related to school operations.

Always

Often

Occasionally

Rarely

VII. Selected Components of Community Education

Here are some Community Education components recognized by some writers.

1. Rank order the components as to how important they are in your school district using the scale of 1-6 with one being the highest ranking.

☐ Additional Programs for School Age Children and Youth
☐ Programs for Adults
☐ Community Involvement
☐ An Educational Program for School Age Children (K-12)
☐ Use of Community Facilities
☐ Delivery of Community Services

2. In your judgment rank order the components as to what they ought to be in your school district using the scale of 1-6 with one being the highest ranking.

☐ Community Involvement
☐ Delivery of Community Services
☐ Additional Programs for School Age Children and Youth
☐ Programs for Adults
☐ An Educational Program for School Age Children (K-12)
☐ Use of Community Facilities

3. Are there components not mentioned in this survey that ought to be a part of community education? Please list.

VIII. General Questions

Please indicate by checking (✓) only one space your response to these questions.

1. Does your school board support the concept and philosophy of community education?

☐ Yes
☐ No

2. Does your superintendent support the concept and philosophy of community education?

☐ Yes
☐ No

3. Does your district have a written philosophy or policy statement supporting the philosophy of community education?

☐ Yes
☐ No

4. Does your district have a board of education policy or statement regarding the use of school facilities?

☐ Yes
☐ No

IX. Demographic Information

It is important to have information about you, the program you administer, and your community. Please place a checkmark (✓) in the appropriate space provided. Only one (✓) for each question.

1. What is the total population of the area served by your school district?

<input type="checkbox"/> Under 5,000	<input type="checkbox"/> 25,001-50,000
<input type="checkbox"/> 5,001-10,000	<input type="checkbox"/> 50,001-100,000
<input type="checkbox"/> 10,001-15,000	<input type="checkbox"/> 100,001-200,000
<input type="checkbox"/> 15,001-25,000	<input type="checkbox"/> Above 200,001

2. How many years of experience do you have as a community education director?

<input type="checkbox"/> 0-2 years	<input type="checkbox"/> 8-10 years
<input type="checkbox"/> 3-4 years	<input type="checkbox"/> 11 years or longer
<input type="checkbox"/> 5-7 years	

3. How many years of experience do you have as a community education director in your current district?

<input type="checkbox"/> 0-2 years	<input type="checkbox"/> 8-10 years
<input type="checkbox"/> 3-4 years	<input type="checkbox"/> 11 years or longer
<input type="checkbox"/> 5-7 years	

4. How many years of experience do you have working in the community education field?

<input type="checkbox"/> 0-2 years	<input type="checkbox"/> 8-10 years
<input type="checkbox"/> 3-4 years	<input type="checkbox"/> 11 years or longer
<input type="checkbox"/> 5-7 years	

5. How many years of experience do you have in school administration?
- | | |
|------------------------------------|---|
| <input type="checkbox"/> 0-2 years | <input type="checkbox"/> 8-10 years |
| <input type="checkbox"/> 3-4 years | <input type="checkbox"/> 11 years or longer |
| <input type="checkbox"/> 5-7 years | |
6. What were your major areas of concentration in your degree training programs?
- | |
|--|
| <input type="checkbox"/> Community Education |
| <input type="checkbox"/> Adult-Continuing Education |
| <input type="checkbox"/> General School Administration |
| <input type="checkbox"/> Other |
7. How many years of experience do you have working for public schools?
- | | |
|------------------------------------|---|
| <input type="checkbox"/> 0-2 years | <input type="checkbox"/> 8-10 years |
| <input type="checkbox"/> 3-4 years | <input type="checkbox"/> 11 years or longer |
| <input type="checkbox"/> 5-7 years | |
8. How long has the school district in which you are now employed had a community education program?
- | | |
|------------------------------------|---|
| <input type="checkbox"/> 0-2 years | <input type="checkbox"/> 8-10 years |
| <input type="checkbox"/> 3-4 years | <input type="checkbox"/> 11 years or longer |
| <input type="checkbox"/> 5-7 years | |
9. The highest degree I hold is the:
- | | |
|-----------------------------------|--------------------------------------|
| <input type="checkbox"/> Bachelor | <input type="checkbox"/> Specialists |
| <input type="checkbox"/> Masters | <input type="checkbox"/> Doctorate |
10. My formal training in community education is:
- | |
|--|
| <input type="checkbox"/> academic degree related (e.g., B.A., M.A., Ph.D.) |
| <input type="checkbox"/> through in-service work |
| <input type="checkbox"/> short term workshops |
11. What is your age range?
- | | |
|--------------------------------------|---|
| <input type="checkbox"/> 21-25 years | <input type="checkbox"/> 41-50 years |
| <input type="checkbox"/> 26-30 years | <input type="checkbox"/> 51 years and older |
| <input type="checkbox"/> 31-40 years | |
12. What is your sex?
- | | |
|-------------------------------|---------------------------------|
| <input type="checkbox"/> Male | <input type="checkbox"/> Female |
|-------------------------------|---------------------------------|

Thank you for taking the time to answer the questionnaire. Thank you!

If you would like to receive a summary of the results, please check (✓) the space provided. ()

APPENDIX E

APPENDIX E

LeRoy Mabery, Director
Lake Orion Community Education
315 North Lapeer Street
Lake Orion, MI 48035
February 10, 1982

Dear Fellow Community Educator:

Please consider giving me a few moments of your valuable time with a matter which concerns all community educators in administrative positions.

As part of a state-wide study of community education programs I would appreciate your cooperation in completing and returning the enclosed questionnaire. The questionnaire is designed to take no more than 20 minutes.

In order to assure the representation of the study's findings, it is important that completed questionnaires be received from all schools in Michigan. Your cooperation in completing the questionnaire and returning it in the stamped, self-addressed, enclosed envelope within the next week will be greatly appreciated. Your responses are completely confidential. Neither your name nor that of your school will be identified in the study. A summary of the findings will be shared with those respondents wishing to know the results.

The completed study will provide valuable understanding about the present status of community education in Michigan. For those of us involved in the profession of community education the study will be very useful.

Thank you again for your cooperation.

Sincerely,

LeRoy Mabery, Director
Lake Orion Community Education

APPENDIX F

APPENDIX F

April 1, 1982

Dear Fellow Community Educator:

Several weeks ago I mailed you a questionnaire concerning community education in Michigan. The study is a state-wide study and is part of my doctoral dissertation.

I have received returns from 80 percent of the community education administrators in Michigan. The study, to be as accurate and reliable as possible, needs your opinions. Your opinions will remain confidential.

I have enclosed a second copy of the questionnaire and need your support in filling it out. The questionnaire should not take more than 15-20 minutes of your valuable time and it would be greatly appreciated if you would complete it and return it to me within a week.

I know your time is valuable because being a fellow community educator I know it is easy to lay a questionnaire aside for your many job responsibilities. However, it would be greatly appreciated if you would take some time to fill it out and return it immediately.

In case you did fill one out and already returned it, please disregard this letter.

Sincerely,

LeRoy Mabery, Director
Lake Orion Community Education

APPENDIX G

APPENDIX G

NON-SIGNIFICANT ANALYSIS OF VARIANCE TABLES

TABLE 1.--Research Question: An Educational Program for School Age Children (K-12).

Source	D.F.	SS	MS	F	P
Between	4	.3396	.0849	.225	.9245
Within	198	74.8820	.3782		
Total	202	75.2217			

TABLE 2.--Research Question: Use of Community Facilities.

Source	D.F.	SS	MS	F	P
Between	4	.4995	.1249	.648	.6286
Within	198	38.1317	.4248		
Total	202	38.6312	.1926		

TABLE 3.--Research Question: Additional Programs for School Age Children and Youth.

Source	D.F.	SS	MS	F	P
Between	4	.9801	.2450	.562	.6903
Within	198	86.2872	.4358		
Total	202	87.2673			

TABLE 4.--Research Question: Programs for Adults.

Source	D.F.	SS	MS	F	P
Between	4	1.0419	.2605	.938	.4428
Within	198	54.9666	.2776		
Total	202	56.0085			

TABLE 5.--Research Question: Delivery of Community Services.

Source	D.F.	SS	MS	F	P
Between	4	1.4964	.3741	1.028	.3937
Within	198	72.0360	.3638		
Total	202	73.5224			

TABLE 6.--Research Question: Community Involvement.

Source	D.F.	SS	MS	F	P
Between	4	2.7927	.6982	1.703	.1508
Within	198	81.1815	.4100		
Total	202	83.9743			

APPENDIX H

APPENDIX H

MEAN AND STANDARD DEVIATION OF EACH ITEM

	Item	Mean	S.D.
I EDUCATIONAL PROGRAM FOR SCHOOL AGE CHILDREN (K-12) COMPONENT	1	2.716	.799
	2	2.481	.834
	3	2.251	1.012
	4	2.585	.990
	5	2.569	.956
	6	2.320	.929
	7	2.346	.771
	8	2.418	.794
	9	1.649	.967
	10	2.980	.804
	11	2.531	.762
II USE OF COMMUNITY FACILITIES COMPONENT	12	3.510	.667
	13	3.483	.622
	14	2.024	.930
	15	2.740	.932
III ADDITIONAL PROGRAMS FOR SCHOOL AGE CHILDREN AND YOUTH COMPONENTS	16	2.904	.828
	17	2.404	.938
	18	2.937	.988
	19	1.817	.854
	20	2.837	.858
	21	3.010	.892
	22	2.875	.859
IV PROGRAM FOR ADULTS COMPONENTS	23	2.961	1.299
	24	3.832	.602
	25	3.391	.834
	26	3.660	.618
	27	2.860	.895
	28	2.966	1.033
V DELIVERY OF COMMUNITY SERVICES COMPONENT	29	2.754	.826
	30	2.788	.770
	31	2.707	.826
	32	2.635	.787
	33	2.860	.779
	34	2.159	.853
	35	2.768	.779
	36	3.088	.847
	37	2.855	.847
	38	2.178	.897
	39	2.913	1.122

	Item	Mean	S.D.
VI COMMUNITY INVOLVEMENT COMPONENT	40	3.005	.876
	41	2.082	1.092
	42	2.779	.828
	43	2.639	.810
	44	2.481	.862
	45	2.591	.749
	46	2.438	.796
SIX RANKINGS OF COMPONENTS	47	3.587	1.482
	48	2.476	1.208
	49	3.655	1.446
	50	2.626	2.039
	51	3.869	1.406
	52	4.767	1.440
	53	2.947	1.539
	54	4.120	1.500
	55	4.019	1.441
	56	2.779	1.337
	57	2.725	2.004
	58	4.356	1.490
SUPPORT QUESTIONS	59	1.962	.366
	60	1.933	.251
	61	1.846	.362
	62	1.971	.239
DEMOGRAPHIC VARIABLES	63	5.469	1.666
	64	2.625	1.405
	65	2.822	1.435
	66	2.322	1.215
	67	2.298	1.281
	68	2.707	1.230
	69	1.638	.939
	70	1.918	1.215
	71	2.904	.556
	72	2.438	.765
	73	2.560	.922
	74	1.824	.394

APPENDIX I

APPENDIX I

χ^2 SCORES OF NON-SIGNIFICANT DEMOGRAPHIC VARIABLES

Respondents		Raw Score	Degrees of Freedom	Significance
203	Years of experience as Community Education Director	20.25529	20	.4421
203	Years of experience as Community Education Director in current district	20.18898	16	.2118
203	Years of experience working in community education field	14.49637	16	.5618
203	Major areas of concentration in degree training programs	18.29168	12	.1071
203	Formal training in community education	14.33230	12	.2800
203	Sex of Community Education Director	8.56171	8	.3806