A STUDY OF COMMUNITY EDUCATION
IN THE STATE OF TEXAS

DISSERTATION

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DOCTOR OF EDUCATION

By

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The problem of this study was to determine the effectiveness of community education in Texas as perceived by the superintendents, community education directors, and selected laymen in the participating school districts. The sources of data included a review of the literature and supplemental materials. The survey technique, employing a jury-validated questionnaire, was used to collect the perceptions of superintendents, principals, teachers, and college professors in the State of Texas. A total of 121 educators and lay participants responded to the questionnaire.

The development and findings of this study are presented in five chapters. Chapter I presents an introduction to the study. In Chapter II, a survey of the literature is reported. Chapter III contains details of the procedures employed in collecting data for the study. Chapter IV presents the data gathered through the use of the questionnaire. Chapter V presents the summary, findings, conclusions, and recommendations resulting from the study.

The study identified eighteen goals most commonly purported in the nationally circulated literature concerning the community education program. The seven-member jury
panel validated all eighteen goals for inclusion on the survey questionnaire. Fifteen of the eighteen goals submitted to the superintendents, community education directors, and lay participants achieved the criterion level for acceptance. An analysis of variance procedure revealed that no significant differences among group means appeared at the .05 level on any of the eighteen goals.

As a result of the study, it appears that according to the perception of those surveyed, that the community education programs in Texas are accomplishing at least 83 percent of all the goals purported in the nationally-circulated literature. Based on the study, it appears that the ongoing community education programs in Texas are perceived to be effective by those most closely associated with them and therefore deserve to continue to receive special considerations and funding.

The following recommendations resulted from the study:

1. Community education programs should be as varied as community needs and desires and should be limited only by the creativity of people to plan and develop opportunities and their ability to make maximum use of other agencies, organization resources, human talents, and skills.

2. In order to achieve a successful and comprehensive community education program, an understanding of the concept and a commitment to the purpose of community education by
school administrators, the board of education, school faculties, and community leaders are essential.

3. Community education programs should be instituted where the patrons of a school district have a desire to improve the community-school environment by creating opportunities for maximum use of human talents and physical resources.

4. Community education programs should be instituted where the patrons of a school district have a desire to utilize the community as the school and to make education relate to a person-centered society.

5. Community education programs should be instituted where the patrons of a school district have a desire to help to create a life-long living/learning system.

6. The major challenge for community education programs should be to achieve effective utilization of human, physical, and financial resources for both individual needs and the improvement of the total community.
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CHAPTER I

INTRODUCTION

August 21, 1974, marked a beginning of a new era in community education because on that day a new president signed into law legislation which allocated, among other things, funds to support community education (12).

Community education has been an educational reality for a number of years through the funding of private foundations and, in recent years, through the funding of the states, but this financial interest expressed by the federal government is quite recent and definitely welcome. In his 1975 budget message to Congress, President Ford allocated $3,553,000 for community education in fiscal 1975-76, beginning July 1, 1975. This unexpected turn of events makes community education one of the few newly funded education programs in the country and gives the community education movement an opportunity to begin nation-wide implementation (10). In initiating the community school's program, the Congress is recognizing that "the school, as the prime educational institution of the community, is most effective when it involves the people of the community." About seventy projects will be funded to help provide educational, recreational, cultural, and other community services. The United
panel validated all eighteen goals for inclusion on the survey questionnaire. Fifteen of the eighteen goals submitted to the superintendents, community education directors, and lay participants achieved the criterion level for acceptance. An analysis of variance procedure revealed that no significant differences among group means appeared at the .05 level on any of the eighteen goals.

As a result of the study, it appears that according to the perception of those surveyed, that the community education programs in Texas are accomplishing at least 83 percent of all the goals purported in the nationally-circulated literature. Based on the study, it appears that the ongoing community education programs in Texas are perceived to be effective by those most closely associated with them and therefore deserve to continue to receive special considerations and funding.

The following recommendations resulted from the study:

1. Community education programs should be as varied as community needs and desires and should be limited only by the creativity of people to plan and develop opportunities and their ability to make maximum use of other agencies, organization resources, human talents, and skills.

2. In order to achieve a successful and comprehensive community education program, an understanding of the concept and a commitment to the purpose of community education by
program, (3) to provide data for those who are unfamiliar with community education about the comparison between the goals and the perceived accomplishments of the program, and (4) to make the results of the study available to those persons who are interested.

Background and Significance

In a position statement on the community school concept adopted by the Texas State Board of Education on April 8, 1972, the Commissioner of Education was directed to provide leadership, encouragement, and such assistance as is possible in support of the concept of community education (15). In taking such a stand, the State Board of Education was affirming its belief that the program of community education in Texas could, and would, fulfill the goals claimed by its proponents.

In addition to the endorsement from the field of education, the concept of community education has also been advanced by laymen as a cure for many of society's ills. Only recently, Sylvia Porter, the famed economist, advanced the idea that the community school would be a means of satisfying America's educational and financial needs. In addition to providing education for all ages, the community school concept would help reduce our local tax bills by avoiding the need to build and maintain additional expensive facilities, by keeping more real estate from being removed from
the local tax rolls, and by reducing vandalism in and around schools. She further states that "the whole concept of community education is gaining acceptance at the federal, state, and local levels at a speed that may come as a revelation even to the knowledgeable" (14).

Although there is much evidence that both governmental agencies and citizens alike support the concept of community education, there are surprisingly few clearly defined lists of stated goals for the program. Statements of philosophy that imply goals have been formulated by the National Community Education Association (11) and the Texas Education Agency (16), but Larry E. Decker has provided the most thorough, yet concise, list of goals derived from the community education philosophy (2).

In formulating his list of goals, Decker relied on the work of Paul DeLargy, who has done considerable work in ascertaining the "ideal" and "present" goals of community education (3). For example, Decker's list of goals includes the item statement, "Promote social interaction and improved human relationships among people with different cultural backgrounds" (2, p. 7). Apparently this goal statement has been included by Decker because DeLargy concluded, based on the responses of almost two hundred community education directors from across the nation, that "to provide programs that offer opportunities for social interaction between people of
differing backgrounds" ranked fifth on a list of "ideal" goals for community education (3, p. 40).

Julian Morse, speaking from experience with the Florida community education program, has prepared guidelines to assist school districts in deriving statements of purpose for their individual programs. He suggested that the goals could be derived from three general statements of purpose:

1. To strive towards a concept of education which involves all of the learning directed organizations in the community for fostering community development.

2. To develop positive attitudes toward school.

3. To establish the school as a center of services to help meet the basic needs and wants of people (9).

Lebaron and Royster have concluded that although each community program should work in unique ways to meet the specific needs of the community, all projects share certain common concerns and interests. Together they have prepared a list of general objectives for community education programs. Situation-specific objectives are usually created from such general objectives as follows:

1. To broaden and improve the learning environment for children through recognition of community resources and agencies which can work in partnership with the school.

2. To influence the improvement of the operation of the school and its educational program in the direction of meeting specific community needs.
3. To develop in teachers and administrators attitudes about community and techniques for working with and involving community and parents in education programs operated through the school but incorporating community resources (5, p. 54).

Long-recognized leaders in the field of community education have contributed their expertise to the problem of stating goals for the program. Minzey has attempted to define community education by generalizing about the purposes of the program (8). He further attempted to describe the goals by discussing the basic components necessary to all programs:

I. An Educational Program for School Age Children

II. Use of Community Facilities

III. Additional Programs for School Age Children and Youth

IV. Programs for Adults

V. Delivery and Coordination of Community Services

VI. Community Involvement (7)

Totten and Manley, after declaring that "the real goals are in a continuous state of development and they vary from community to community," attempted to list some of the objectives toward which many community school systems work. Some of the objectives on their list are:

1. Make all learning experience relevant.

2. Enable each school facility to serve as a human development laboratory.

3. Eliminate such barriers to social progress as selfishness, bigotry, prejudice, intolerance, and indifference.
4. Help people improve their leadership skills, communication techniques, and human relations practices.

5. Enable adults to meet (on their own time schedules) the requirements for certificates, diplomas, and degrees at elementary, secondary, and college and university levels (17, pp. 2, 4).

Berridge not only commented on the goals but also expounded on the spin-off values that cannot be readily identified or evaluated. His list began:

Communication increases. A two-way flow of communication is established between and among individuals, groups, agencies and organizations. Unity is developed in the community as communication is increased. Ideas are shared, problems are uncovered and people are able to "talk out" and avoid major problems which might arise in the community.

His list ended:

Young people, adults, preschoolers and senior citizens—in fact, all persons in the community—are involved in activities of their choice. Most activities are also located conveniently down the block (1).

One of the more concise statements of goals for community education was prepared by Donald C. Weaver as the National Study of Community Education Goals.

COORDINATING
 Coordinates efforts of community agencies
 Provides effective communication
 Eliminates duplication among agencies
 Assists residents to secure educational services
 Provides forum for community problems

SURVEYING
 Identifies community problems
 Surveys attitudes and interests
 Identifies required resources
DEMONSTRATING
Demonstrates humanistic approach to education
Demonstrates methods of social change
Provides model for community living
Demonstrates principles of educational leadership

PROGRAMMING EDUCATIONAL OPPORTUNITY
Extends use of school facilities
Increase multi-age and cross-cultural contacts
Provides programs for senior citizens
Provides teen-age enrichment and recreation
Provides recreation programs
Provides high school completion program
Improves educational opportunity for minorities

TRAINING
Develops leadership among lay citizens

PROMOTING THE SCHOOL
Increases participation in existing school program
Promotes school as primary educational agency
Improves public image of the school (18)

Goals for community education can be identified; the problem that remains is to determine whether community education programs in Texas are meeting these stated goals.

The Austin, Texas, Independent School District has unhesitatingly declared its confidence in the value of the program. However, their claims for success are stated in such generalized terms as "includes something for the entire family" and "brings school and community resources together" (4), rather than the specific terms that would be more conclusive to the sincerely interested observer.

There needs to be a more thorough examination of the question as to whether or not community education programs in Texas are fulfilling the stated goals of the program.
Definition of Terms

For the purpose of this study, the following definitions have been formulated:

1. Community education enlarges and enhances the role of the public school so that it becomes responsible for all aspects of education as it relates to all citizens of the community (6, p. 152). Community education opens the doors of the school to the full community, bringing adults and even some students back into the classroom and laboratory after the regular academic day is over. It offers a full range of social, educational, and recreational services designed to meet the needs of all the people it serves.

2. The community school is the device through which community needs are matched with community facilities and through which programs are developed either by the school or by other agencies and groups within the community (6, p. 152).

Limitations

This study was limited to the school districts in Texas funding community education programs in 1974-75. The perceptions of the superintendent of schools, the director of community education, and three lay participants selected by each local community education director were included in the study.
Basic Assumptions

It was assumed that the Texas Education Agency could identify all the school districts in Texas funding community education programs. It was further assumed that the survey form in its final condition would realistically survey the proposed question. Finally it was assumed that the participants would respond honestly to the survey instrument.

Instrument

With special attention to the goal's clarification work of Decker, DeLargy, Weaver, and Berridge, a questionnaire was developed to solicit information about the degree of effectiveness of community education in accomplishing the goals it purports to achieve.

The questionnaire and instructions were submitted to a jury of seven members for validation. The jury consisted of one representative of the Texas Education Agency, two representatives of the Texas Association of Community Education, one university professor who specialized in the field of community education, one school superintendent, one community education director, and one lay representative of the local community.

The jury was asked to validate the instrument and to clarify the wording, the interpretation of the item statements, and instructions. For an item statement to be usable,
five of the seven members of the jury needed to indicate that it was acceptable. Jury response was to an opinionnaire illustrating each item statement and indicating "Item Statement is Usable," "Item Statement is Not Usable," "Item Statement is Usable with Modification as Follows." Provisions were made whereby respondents could suggest additional item statements. Modified and additional statements that were being considered for the instrument would have been resubmitted to the jury for final approval. The jury was invaluable in determining the precise areas to be investigated and in the interpretation of the questionnaire. This procedure provided reliability to the study.

Procedures for Collection of Data

A letter and enclosures were sent personally to each of the school superintendents and community education directors of the school districts in Texas which operate a community education program. Each community education director was requested to distribute the material to three laymen in his community who were familiar with the community education program.

Enclosures included a questionnaire, instructions for responding to the questionnaire, and a stamped, self-addressed return envelope. The letter explained the nature and purpose of the study. Instructions and information necessary for completing the questionnaire were attached to the instrument.
Approximately two weeks after the initial mailing, a follow-up letter was mailed to those who had not responded. It contained the same enclosures as the original mailing, and the recipient was asked to respond in order to add validity to the study. A second follow-up letter and enclosures were mailed approximately two weeks later to those who had not responded to the first two mailings. It was anticipated that at least two-thirds of the educators and laymen who were contacted would respond.

Procedures for Analysis of Data

The data from the survey instrument was processed by the North Texas State University Computer Center. The data provided by the survey instrument was compiled, tabulated, and tabled appropriately. The responses to each goal were recorded in percentage form, and comparisons were made among the responses of the superintendents, community education directors, and the laymen. Findings, conclusions, and recommendations were established from the data collected.
CHAPTER BIBLIOGRAPHY


18. Weaver, Donald C., National Study of Community Education Goals, Kalamazoo, Michigan, 1972.
A review of literature and supplemental data was undertaken in order to identify and to understand the goals most commonly purported in the nationally circulated literature concerning the community education program. This understanding was essential to the development of a survey instrument to be used in determining if the goals of community education were being met by those school districts in Texas which had an on-going program.

A Background of Goals Development for Community Education

As community education programs become increasingly numerous and widespread, there seems to be increased interest in reaching consensus on the real meaning of Community Education. In 1971, a symposium was held by a group of community education leaders to determine what research was needed in Community Education. The report of that symposium clearly identified the need to establish goals (5, p. 38).

Recent literature in the field also reflects the need for identifying the goals of Community Education. Christian, Morse, and Nance, Dixon, and Terrell have all contributed
articles to the Community Education Journal which indicated that goals of Community Education need to be developed through research (5, p. 38).

Unanimous interest in the development of community education goals was expressed by the Community Education Directors who met in St. Louis in November, 1972. The directors represented the Community Education Centers located at twenty-four colleges and universities spread geographically throughout the United States (5, p. 38).

The need for the identification of goals is even more apparent when it is noted that there are more than three thousand schools nationwide which have community education programs. According to Peterson, it seems imperative that persons involved in education programs be able to articulate their goals; to give direction to their present and future work; to provide a consensus that can be the basis for cooperation, communication, and trust; to evaluate education as a means to an end; and to establish a basis for public understanding and support. Peterson's statements apply to Community Education as well (5, p. 38).

Although there has been much discussion about the community education concept, in the past there seems to have been some hesitancy to confine the goals of the program to a specific list.
Trotten and Manley phrased their hesitancy as follows:

It would hardly be appropriate to attempt to list the goals of community education. While there are realms of accomplishment as well as specific outcomes expected from the multipurpose approach to learning, the real goals are in a continuous state of development and they vary from community to community. Some of the objectives toward which many community school systems work are listed here. The community education program strives to:

Make all learning experience relevant.

Help people realize their own potential for solving their problems.

Help people establish self-confidence—for many, this means to replace resignation with hope.

Harmonize the contributions to learning of all individuals and agencies in the community for total community education.

Enable each school facility to serve as a human development laboratory.

Create a home-school-community relationship and program which will enable each individual to have the best possible chance to (1) develop an adequate self-image, (2) establish appropriate life goals, and (3) build his personal traits and abilities to the highest possible degree.

Eliminate such barriers to social progress as selfishness, bigotry, prejudice, intolerance, and indifference.

Raise the literacy level of people in the community.

Improve the mental and physical wellbeing of all citizens in the community.

Help people improve their leadership skills, communication techniques, and human relations practices.

Encourage senior citizens to continue active service to their communities and reclaim those who have resigned from active life.
Provide and set in motion all of the personnel, organization, or machinery necessary to assess the learning wants and needs of all persons in the community.

Create, implement, and direct a program of learning which will enable all persons to fulfill their unmet learning needs on a lifetime basis.

Help people prepare to cope with the impact of societal change in a new kind of world.

Enable adults to meet (on their own time schedules) the requirements for certificates, diplomas, and degrees at elementary, secondary, and college and university levels.

Enable people to "retool" and qualify for new jobs or for upgrading in the jobs they hold.

Help those in poverty circumstance gain upward social mobility.

Improve the economy of the community.

Help frustrated people of great affluence experience the joy of sharing their talents, human service, and, as they wish, their means with those in need.

Help people find methods that will bring greater returns from public funds in the form of service to humanity.

Bring about understanding among men and make each community a better place in which to live (11, pp. 2, 4).

Rather than goals, Lebaron and Royster talked in terms of "situation-specific objectives."

Each community education program should work in unique ways to meet the specific needs of the community and the school. All projects, however, share common concerns and interests. Objectives are created out of these concerns, but each project emphasizes the particular concerns within its community. Situation-specific objectives are usually created from such general objectives as follows:
1. To broaden and improve the learning environment for children through recognition of community resources and agencies which can work in partnership with the school.

2. To move parents directly into aide (and other) instructional roles within the classroom and home through parent training (and later, career ladder programs).

3. To involve the community (especially parents) in school activities related to learning and in the education of their children through partnership arrangements.

4. To train teachers to understand how this involvement develops and to know how to operate/impliment the process during their own teaching.

5. To further the socialization process in order that the child (becoming adult) may be able to successfully cope with society, its demands, its obstacles, its restrictions, etc., through realistic interaction of the school and society.

6. To influence the improvement of the operation of the school and its educational program in the direction of meeting specific community needs.

7. To facilitate the parents' sense of influence and impact on their children's education and the institutions providing that education.

8. To develop exemplary programs of cooperative interaction among educators, teachers, and parents which indicate to the child that his education is the concern of all groups, not only the school.

9. To develop in teachers and administrators attitudes about community and techniques for working with and involving community and parents in education programs operated through the school but incorporating community resources.

10. To change communication structures (power elites and role relationships within the school and educational process) in the direction of greater openness and wider involvement of parents and other community forces.
11. To meet specific needs of minority populations (centered around a school within a larger system) including gaining control of their own educational decisions, getting equal educational opportunities from the larger system, etc., through school programs and/specific programs of teacher training.

12. To develop mutual decision-making structures within the community so that the community shares in decisions about the use of educational facilities, resources, and school curriculum (8, pp. 54-55).

Morse has offered his suggestions for purposes of community education in terms of "guidelines."

Guidelines, originally developed to assist school districts plan their community education programs, suggest the following purposes:

1. To strive towards a concept of education which involves all of the learning directed organizations in the community for fostering community development by

   . . . increasing cooperation and coordination of effort between schools and other private and public agencies;

   . . . using public funds appropriated for community services more effectively;

   . . . accepting the community and its culture as a learning laboratory;

   . . . preparing the community for change;

   . . . seeking solutions to social problems such as delinquency, school drop-outs, poverty, human relations, and environmental conditions.

2. To develop positive attitudes toward school by

   . . . increasing community use of the school and its resources;

   . . . encouraging more contact between school personnel and the community;
. . . involving citizens of the community in the development, implementation, and evaluation of the school program;

. . . maximizing the use of community resources in the school in the form of paraprofessional and volunteer aides.

3. To establish the school as a center of services to help meet the basic needs and wants of people by

. . . promoting continuing adult and vocational education;

. . . promoting cultural and recreational experiences for all members of the community;

. . . promoting improved environmental conditions in the home and the community;

. . . establishing procedures for self-generating activities;

. . . enriching the curriculum for children and youth;

. . . promoting and facilitating interaction between various segments of the community;

. . . maximizing the use of school personnel and facilities;

. . . helping to eliminate some of the barriers to social progress;

. . . creating a home-school-community relationship and program which will enable an individual to have the best possible chance to develop an adequate self-image, establish appropriate life goals, and build positive personal traits and abilities (10, p. 17).

A recent study by DeLargy has contributed greatly to the identification of community education goals. DeLargy selected the Delphi technique as an appropriate method of identifying community education goals because it provides (1) a range of
ideas about goals, (2) priority rankings of the goals, and (3) a degree of consensus concerning goals (5, p. 38).

The Delphi technique used consisted of the following steps:

1. The "experts" or respondents were asked to list what they believed should be the goals of Community Education. The researcher reviewed and edited all the responses and used them to construct a check-off type questionnaire.

2. The respondents were asked to evaluate the items on the second questionnaire according to some criterion. For instance, the respondents were asked to rank the essential community education goals in order of importance. This questionnaire also provided an opportunity for respondents to list additional goal statements. The researcher summarized the responses from the second questionnaire and prepared a third questionnaire which included the summary data.

3. Minority respondents were then asked to change their ranking or ordering to agree with the majority and/or state reasons for their minority opinions included.

4. The respondents were given a last chance to revise their opinions using the information on the fourth questionnaire. The final results were expected to show a convergence of opinions and to leave the investigator with a specific set of community education program goals (5, pp. 38-39).

The twenty-four community education directors located at universities and colleges across the nation were initially selected as the "experts." Each center director was asked to nominate from his area at least three community school directors who had active councils. The nominations were to include one rural, one suburban, and one urban community school director, if possible. Each of the community education
directors was in turn requested to nominate five persons who he felt would participate cooperatively in this study (5, p. 39).

The process described above yielded the names of 356 respondents, distributed nationwide. The total sample consisted of respondents holding the following positions: twenty-four center directors, thirteen community education coordinators, eighty-four community school directors, forty-four community school council members, twenty-four board of education members, twenty-four teachers, and forty-three others.

This process generated seventy-five community education goals. The relative importance of the goals was ascertained from respondents' judgments concerning the "present" and "ideal" values of these goals. The "present" goals describe community education programs as they now exist. The "ideal" goals indicate the kinds of programs that are wanted. The discrepancies between the means of the "ideal" and the "present" judgments denote the gap between present programs and desired programs.

There are definite differences between the reported "ideal" goal rankings and the "present" goal rankings. Of the seventy-five goals, only two have the same "ideal" and "present" ranking. Twenty-nine goals have a higher "present" importance than "ideal" importance; this denotes their
overemphasis at the present time and a lack of priority for the future. There are forty-four goals which have a higher "ideal" importance than "present" importance. These goals are the ones to be emphasized according to their priorities (5, p. 39).

**Fifteen Ideal Goals in Rank Order**

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<th>Goal Statement</th>
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<td>To establish public schools as centers for learning for all ages and sections of the community</td>
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<td>2</td>
<td>13</td>
<td>To improve the public image of the school.</td>
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<tr>
<td>3</td>
<td>43</td>
<td>To establish effective communication between individuals, groups and organizations in the community.</td>
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<td>4</td>
<td>26</td>
<td>To coordinate community participation in programs, projects, activities and events.</td>
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<td>5</td>
<td>61</td>
<td>To provide programs that offer opportunities for social interaction between people of different backgrounds.</td>
</tr>
<tr>
<td>6</td>
<td>18</td>
<td>To increase participation by parents in their own and their children's continuing education.</td>
</tr>
<tr>
<td>7</td>
<td>39</td>
<td>To use available resources to provide opportunities for the development of meaningful human relationships.</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>To use community services and resources for needs not met by the present school program</td>
</tr>
<tr>
<td>9</td>
<td>74</td>
<td>To improve and beautify the physical features of the community.</td>
</tr>
</tbody>
</table>
To provide the opportunity for people to use the recreational resources available within the community.

To develop a comprehensive process for identifying individual needs and wants.

To use community resources to meet the people's recreational needs.

To provide adequate funds to carry out the needed community education program.

To provide programs and activities in proportion to needs.

To offer activities to increase involvement in social activities between various age groups.

<table>
<thead>
<tr>
<th>Present Rank Order</th>
<th>Ideal Rank Order</th>
<th>Goal Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>24</td>
<td>To use schools to provide people with an opportunity to complete formal secondary education requirement.</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>To provide the opportunity for people to use the recreational resources available within the community.</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>To use community resources to meet the people's recreational needs.</td>
</tr>
<tr>
<td>4</td>
<td>35</td>
<td>To provide organized physical and recreational activities for community members (if needed).</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>To establish public schools as centers for learning for all ages and sections of the community.</td>
</tr>
</tbody>
</table>
To establish centers for Community Education (usually at public schools).

To provide recreational programs to meet identified needs.

To use the school to promote cooperative home-school-community relations

To use community services and resources for needs not met by the present school program.

To provide programs and activities in proportion to needs.

To coordinate community programs, activities, and projects to avoid unnecessary duplication.

To expand the use of physical and human resources of the school for community purposes.

To improve the public image of the school.

To provide new skills for use of leisure time.

To communicate the "community education" concept to everyone.

Delargy summarized his own research when he declared in the May-June, 1975, issue of Community Education Journal that his study generated seventy-five goals which can be placed within eighteen general areas.

The eighteen goal areas (not in any order of importance) are as follows:

1. Develop needs identification process

2. Provide health programs
3. Gain political awareness
4. Establish coordination and cooperation
5. Provide employment and vocational opportunities
6. Provide social services
7. Offer supplementary education
8. Promote better human relations
9. Identify resources
10. Develop leadership
11. Develop comprehensive educational programs
12. Evaluate programs
13. Gain citizen involvement in community life
14. Provide recreation
15. Provide cultural enrichment
16. Encourage citizen involvement in public schools
17. Provide for self-improvement
18. Promote good citizenship (6, p. 33)

Generally Accepted Goals for the Community Education Program

Two separate statements concerning goals for Community Education have been published by DeLargy in recent months. Taken together, they constitute the most thorough-going statement concerning the matter of goals.

Goals

The community education philosophy stresses developing and strengthening the vital relationship, mutual dependence and fundamental linkage between the home, school and community in all phases of human
growth and community improvement. By utilizing the total community environment, the community becomes a living-learning laboratory for students and adults. Tax dollars as well as private funds are used more effectively and much duplication of services is eliminated.

The following categories of goals have been summarized in a national study for community education goal development:

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 school 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 social 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 interests.

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 sciences.

16. Develop means of assessing and evaluating the extent to which the goals of community education are being met by the program and the processes (4).

After the instrument had been designed and validated for this survey, but prior to its circulation among the respondents, the following list of goals was received through the mail with no source indicated. The similarity of this list to the instrument used in this study is great enough to warrant its inclusion.

COMMUNITY EDUCATION GOALS

*These are not in any order of importance.

DEVELOP NEEDS IDENTIFICATION PROCESS

1. Develop a program to identify the major needs of the overall community

2. Develop a program or process for identifying existing and future general community problems

3. Develop a comprehensive process for identifying individual needs and wants

4. Develop a systematic process for continuing needs identification
PROVIDE HEALTH PROGRAMS

1. Improve the extent and availability of community health services

2. Provide programs to improve general levels of community mental health

3. Increase the level of community knowledge on health matters

4. Identify general areas of mental health problems in the community

GAIN POLITICAL AWARENESS

1. Offer programs designed to increase understanding of political procedures and processes

2. Offer programs designed to increase understanding of political issues

ESTABLISH COORDINATION AND COOPERATION

1. Coordinate community programs, activities and projects to avoid unnecessary duplication

2. Establish effective communication among individuals, groups and organizations in the community

3. Coordinate community participation in programs, projects, activities, and events

4. Promote a cooperative working relationship among institutions

PROVIDE EMPLOYMENT AND VOCATIONAL OPPORTUNITIES

1. Develop programs for meeting the individual's and the community's employment needs

2. Provide job-related enrichment activities

3. Use the schools as centers for training, retooling and upgrading of job skills

4. Develop means of improving the economic well-being of the community
PROVIDE SOCIAL SERVICES

1. Provide child care for working members

2. Offer needed social opportunities to single-parent and poverty families

3. Assist residents in securing needed services (such as transportation or housing) from the appropriate agency

OFFER SUPPLEMENTARY EDUCATION

1. Provide adults the opportunity to complete their formal high school education

2. Provide children the opportunity to extend their particular subject interest (e.g., individual science projects)

3. Offer alternative programs for children unable to function effectively in regular school programs

4. Offer adults the opportunity to improve their basic communication and reading skills

PROMOTE BETTER HUMAN RELATIONSHIPS

1. Increase involvement among various age groups

2. Promote social interaction among people with differing cultural backgrounds

3. Provide opportunities to discuss and analyze present and future social problems

4. Reduce misunderstanding caused by social issues and problems

IDENTIFY RESOURCES

1. List possible uses of community resources capable of affecting appropriate change

2. Conduct regular surveys to establish available community resources
DEVELOP LEADERSHIP

1. Provide increased opportunity for lay and professional people to assume leadership roles

2. Offer leadership training programs for lay and professional persons

3. Establish representative neighborhood councils to provide leadership in developing a broad wants and needs based program

4. Establish representative advisory councils to provide leadership for developing overall community goals and policies

DEVELOP COMPREHENSIVE EDUCATIONAL PROGRAM

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

2. Establish centers for community education

3. Establish public schools as centers for learning for all

4. Use community services and resources for needs not met by present school programs

EVALUATE PROGRAMS

1. Develop means of evaluating the extent to which identified needs are being met by the program

2. Provide programs and activities in proportion to needs

3. Establish ways to increase citizen involvement in the evaluation of community programs

GAIN CITIZEN INVOLVEMENT IN COMMUNITY LIFE

1. Increase the involvement of people both as individuals and members of community groups

2. Help individuals use their abilities to become involved in community life
3. Stimulate interest in areas and concerns usually characterized by public apathy

4. Provide opportunities for more people to participate in community decision-making

PROVIDE RECREATION

1. Use community resources to meet the people's recreational needs

2. Provide organized physical, recreational activities for the community

3. Provide recreational programs to meet identified needs

4. Provide the opportunity to use available recreational facilities within the community

PROVIDE CULTURAL ENRICHMENT

1. Provide activities involving the art, music and dance of local interest

2. Provide activities relating to the domestic arts and sciences

ENCOURAGE CITIZEN INVOLVEMENT IN PUBLIC SCHOOLS

1. Improve the public image of the school

2. Increase parent participation in their own and their children's continuing education

3. Use the schools to promote cooperative home-school-community relationships

4. Increase involvement of people as volunteers, advisory board members, and resource participants in the public schools

PROVIDE FOR SELF-IMPROVEMENT

1. Use available resources to provide opportunities for the development of meaningful human relationships

2. Provide new skills for use of leisure time
3. Offer courses and programs to develop increased understanding of one's self

4. Help people prepare to cope with the impact of change

PROMOTE GOOD CITIZENSHIP

1. Provide alternative activities which could combat vandalism, juvenile delinquency and crime

2. Provide opportunities for children and adults to learn to respect community and personal property

3. Improve and beautify the physical features of the community

A Study of Community Education Programs in Texas in Terms of Goal Achievement

Without mentioning any specific school district, the Texas Education Agency has listed the following accomplishments for the community school:

1. Provides a service that meets not only the educational needs of youth and adults but many other human needs in the community

2. Serves people of all ages

3. Actively involves both parents and people without children

4. Increases use of facilities for meetings and social, cultural, vocational, avocational, and recreational services

   Open 12 to 14 hours a day
   Open 7 days a week
   Open 12 months of the year

5. Enhances continued communication with community through advisory committees and surveys

6. Broadly involves school, parents, students, citizens in the community, and service agencies in a cooperative effort
7. Fosters joint effort between school and community to provide additional facilities that can be shared by all citizens in the community.

8. Provides direct benefit to all taxpayers through wise expenditures of school and community tax dollars to provide a broader range of services for everyone (2).

Minzey described the successful community education program in terms of two main ingredients:

1. First, there would be development of the program aspects of Community Education.
   
   A. There would be maximum use of school building facilities by the community.
   
   B. There would be extended activities for students beyond the regular school day and regular school year.
   
   C. There would be cognizance of the responsibility for the educational needs of the adult portion of the community.

2. Second, there would be development of the process aspect of Community Education. There would be organization of the community into appropriate sizes so that interaction takes place, resources are identified and the community becomes involved in the solution of its own problems and has input into the decision-making process (9, pp. 2-3).

When Berridge discussed the evaluation of a community education program, he spoke in terms of spin-off values. Spin-off values cannot be readily identified or evaluated. But as the process is initiated and is internalized, the spirit of community develops. Thus, there occur many beneficial side effects which become apparent as the "ground swell" develops. Some of the direct and spin-off effects are:
Communication increases. A two-way flow of communication is established between and among individuals, groups, agencies and organizations. Unity is developed in the community as communication is increased. Ideas are shared, problems are uncovered and people are able to "talk out" and avoid major problems which might arise in the community.

Opportunities for involvement occur for all members of the family and for all members of the community. People are asked what they would like to do and facilities or "opportunity centers" are located within walking distance of most people.

Marshaling of all resources of the community is accomplished to better serve individuals in the community. Groups, agencies, organizations and institutions assess their resources and join together to meet the wants and needs of people.

Monies are spent wisely as community groups avoid overlapping and duplication of services. New clients are identified and served as the community education process unfolds.

Unity develops in the community as the common cause, Community Education, is sought by all persons in the community. As people from all walks of life mix together in activities, an understanding is developed and a unifying spirit develops.

New and exciting enrichment programs are added at the request of the citizens to meet their wants and needs. Programs are always interesting for a program is never started until people ask for it. New hobbies and skills are shared by many, while others enjoy seasonal activities in short term classes.

Individuals build self-confidence as they progress at their own rate in classes that they have chosen to attend. There are no tests, no grades, no deadlines, but there is a friendly, cooperative atmosphere in the class and in the school.

Trust builds between individuals and organizations and among all people in the community as they interact with others and communicate with others.
Young people, adults, preschoolers and senior citizens—in fact, all persons in the community—are involved in activities of their choice. Most activities are also located conveniently down the block (1).

Some authorities in the field of community education have been concerned with goal achievement in general, while others are more interested in the achievement of goals within a particular school district.

The Austin, Texas, Community Education program has been credited with providing maximum use of facilities, providing closer ties between the home and the school, and returning the school to its former importance—the center of community life.

The Austin program also purports to include something for the entire family, providing a community center after regular school hours and supplying coordination of needed community services. The program has been instrumental in improving playground facilities, sponsored cultural and citizenship activities, provided a forum for coordination of services and encouraged participation and support. The program now underway provides a better opportunity for improved communication between the school and the community (7).

The Bay City, Texas, School District has acknowledged that Community Education has benefited the regular school program by increasing the school's contact with parents;
by becoming an effective tool for positive communication; 
and, by enriching the curriculum of the regular school pro-
gram (3, p. 29).
CHAPTER BIBLIOGRAPHY


CHAPTER III

COLLECTION OF DATA

The problem of this study was to determine the effectiveness of Community Education in Texas as perceived by the superintendents, community education directors, and selected laymen in the participating school districts. The following procedures were followed in order to obtain appropriate data: (1) a comprehensive review of literature and supplemental data, (2) construction of the initial survey questionnaire, (3) selection of the validation panel, (4) validation of the initial survey questionnaire, (5) printing of the final survey questionnaire, (6) verification of the population, and (7) administration of the final survey questionnaire.

Comprehensive Review of Literature and Supplemental Data

A review of literature and supplemental data was undertaken in order to identify and to understand the goals most commonly advocated in the nationally circulated literature concerning the community education program. This understanding was essential to the development of a survey instrument to be used in determining the effectiveness of
Development of the Initial Questionnaire

A review of literature and consultation with university professors preceded the development of the initial questionnaire. Information from these sources was used to define the generally accepted goals for community education and to formulate item statements for the initial questionnaire.

The tentative questionnaire was examined and discussed in conferences with college professors and with a director of research and evaluation. Several word changes and form changes resulted from recommendations made by these experienced educators. Eighteen goals were selected for inclusion in the initial questionnaire.

Selection of Validation Panel

The validation panel consisting of six educators and one layperson (see Appendix B) was selected for their expertise and/or interest in the field of Community Education.

The panel consisted of (1) the consultant for Community Education for the Texas Education Agency, (2) the president of the Texas Community Education Association, (3) the vice-president of the Texas Community Education...
Association, (4) the associate director for the Community Education Center recognized by the Mott Foundation as the leading center in the State of Texas, (5) the superintendent of one of the first school districts in Texas to institute a community education program, (6) the community education director from a school district recognized as having implemented a superior program, and (7) an active lay-participant in a community education program.

Each prospective panel member was contacted by telephone and requested to participate in the validation process. The role of panel members in approving, disapproving, altering, and suggesting additional items on the survey instrument was explained. Each agreed to participate.

Validation of the Initial Survey Questionnaire

The initial survey questionnaire was mailed to each panel member for validation. A copy of the initial questionnaire (see Appendix C), accompanied by a letter of instruction (see Appendix D), and a self-addressed, stamped envelope was mailed to the members of the panel. Individual panel members were requested to read each item and decide if the item was usable, unusable, or usable with modification. Squares for recording responses were placed in the right margin of the questionnaire. No response was
necessary for items deemed usable. For an item inappro-
priately stated, panel members were instructed to place a
check mark in the square labeled "usable with modification"
and to make the suggested alteration. If the item was
inappropriate for inclusion on the final questionnaire,
the jury members were instructed to place a check mark in
the square labeled "unusable."

Space was provided for the jury member to suggest
additional goals and additional examples for each goal
to be included in the final instrument.

Construction of the Final
Questionnaire

The construction of the final questionnaire (see
Appendix E) was based on the responses of the validation
panel. All eighteen item statements received the approval
of the panel members and were included on the final ques-
tionnaire. No additions were suggested.

A cover letter with instructions for completion was
typed on letterhead stationery. The questionnaires, con-
sisting of four pages, were printed by offset press in
booklet form. Blue paper stock was selected to give the
eight-and-one-half inch by eleven-inch booklets an attrac-
tive and distinctive appearance. The questionnaire was
used to survey the superintendent, the community education
director, and selected laypersons of the total population
of school districts in Texas who participated in the community education program.

Selection of the Sample

The Texas Education Agency advised that the most authoritative school districts participating in the community education program could be obtained from the Center for Community Education at Texas A&M University. The Texas A&M Center provided a list of twenty-eight school districts (see Appendix F).

Administration of the Final Survey Instrument

The validated questionnaire was administered to the total sample of twenty-eight Texas school districts maintaining community education programs. The questionnaire was accompanied by a cover letter appropriately addressed to the superintendent (see Appendix G) and to the community education director (see Appendix H) explaining the purpose of the study, requesting the participation of the recipient, and detailing the procedure for returning the questionnaire. Instructions for completing the questionnaire were printed on the first page of the booklet. A cover letter, a booklet, and a self-addressed, stamped envelope were mailed to each superintendent in the survey population. A cover letter, four booklets, a self-addressed,
stamped envelope were mailed to each community education director in the survey population.

A list was prepared for the superintendent category and for the community education director category. An identification number was assigned to each name on the lists and the numbers affixed to the return envelope prior to mailing. The numbers were checked off the lists as returned questionnaires were received.

Approximately three weeks after the initial mailing, a follow-up telephone call was made to non-respondents. When it was necessary, a second copy of the questionnaire and a self-addressed, stamped envelope were mailed to insure participation.

These procedures resulted in a return of twenty-eight questionnaires from superintendents, or 100 percent, in a return of twenty-seven of thirty directors (one school district operates with three directors and one district no longer employs a director), for a 90 percent return, and in a return of sixty-six of ninety laypersons, for a 73.33 percent return.

After the deadline for returning the questionnaires, the data were recorded on keypunch cards for computer
processing. The results of the data treatment are presented in Chapter IV.
CHAPTER IV

PRESENTATION OF FINDINGS

The data presented in this chapter were obtained by compiling results of the questionnaire "Generally Accepted Goals for Community Education Programs in the State of Texas." The responses of twenty-eight superintendents, twenty-seven community education directors, and sixty-six lay participants in the State of Texas are presented.

The eighteen generally accepted goals included in the questionnaire resulted from an extensive review of educational literature and related material. Data are reported on tables which present the number of respondents, the group mean, the standard deviation, the F-ratio, and the probability of differences among group means for individual goal statements.

Table I presents a distribution of sample returns by respondent categories. A total of 148 Texas superintendents, community education directors, and lay participants were requested to participate in the study. A total of 121 usable instruments was returned for data treatment. Twenty-eight of the twenty-eight superintendents, twenty-seven of the thirty community education directors, and sixty-six of the ninety lay persons responded to the questionnaire.
TABLE I

DISTRIBUTION OF SAMPLE RETURNS BY RESPONDENT CATEGORIES

<table>
<thead>
<tr>
<th>Survey Groups</th>
<th>Number in Sample</th>
<th>Number of Returns</th>
<th>Percent Return</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendents</td>
<td>28</td>
<td>28</td>
<td>100</td>
</tr>
<tr>
<td>Community Education Directors</td>
<td>30</td>
<td>27</td>
<td>90</td>
</tr>
<tr>
<td>Lay Participants</td>
<td>90</td>
<td>66</td>
<td>73</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>148</strong></td>
<td><strong>121</strong></td>
<td><strong>82</strong></td>
</tr>
</tbody>
</table>

The percentage of return from each respondent group and the total return of 82 percent exceeded the 67 percent return considered necessary to support the purposes of the study.

Goals for Community Education

The data presented in Table II report the perceived importance of the eighteen generally accepted goals for community education programs. If a goal statement received a mean score of 3.00 by two of the three respondent groups, it was assumed that the goal is being achieved by the community education programs in Texas.

Item 1, "Make maximum use of community resources to provide a comprehensive educational program for the entire community," received a mean score of at least 3.00 by all respondent groups and was acknowledged as a goal that is being
TABLE II
ANALYSIS OF EIGHTEEN ITEMS RELATING TO GOALS FOR COMMUNITY EDUCATION

<table>
<thead>
<tr>
<th>Item</th>
<th>Superintendents</th>
<th>Com. Ed. Directors</th>
<th>Lay Participants</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>M</td>
<td>SD</td>
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<td>M</td>
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<td>1</td>
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<td>3.96</td>
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generally achieved by the community education programs in Texas. A mean score of 4.08 indicated that lay participants perceived the goal to have a greater level of achievement than did the other respondent groups. Community education directors perceived the goal to have the lowest level of achievement with a mean of 3.81. Superintendents recorded a mean of 3.93. Standard deviations ranged from a high of .69 by lay participants to a low of .60 by superintendents. Community education directors recorded a standard deviation of .62. No significant differences among group means appeared at the .05 level.

Item 2, "Establish coordination and cooperation among individuals, groups, and organizations to avoid unnecessary duplication," received a mean score of at least 3.00 by respondent groups and was acknowledged as a goal that is being generally achieved by the community education programs in Texas. A mean score of 3.80 indicated that lay participants perceived the goal to have a greater level of achievement than did the other respondent groups. Superintendents perceived the goal to have the lowest level of achievement with a mean of 3.54. Community education directors recorded a mean of 3.74. Standard deviations ranged from a high of 1.00 by lay participants to a low of .84 by superintendents. Community education directors recorded a standard deviation of .90. No significant differences among group means appeared at the .05 level.
Item 3, "Develop a program or process for identifying existing and future individual and community needs and wants; and marshal community resources capable of bringing about appropriate change," received a mean score of at least 3.00 by all respondent groups and was acknowledged as a goal that is being generally achieved by the community education programs in Texas. A mean score of 3.63 indicated that community education directors perceived the goal to have a greater level of achievement than did the other respondent groups. Superintendents perceived the goal to have the lowest level of achievement with a mean of 3.43. Lay participants recorded a mean of 3.47. Standard deviations ranged from a high of 1.04 by lay participants to a low of .74 by superintendents. The standard deviation of the community education directors was .88. No significant differences among group means appeared at the .05 level.

Item 4, "Encourage citizen involvement and participation in public school and community affairs," received a mean score of at least 3.00 by all respondent groups and was acknowledged as a goal that is being achieved by the community education programs in Texas. A mean score of 4.00 indicated that both superintendents and community education directors perceived the goal to have a greater level of achievement than did lay participants who perceived the goal to have a lower level of achievement with a mean of 3.97. Standard deviations ranged
from a high of .78 by lay participants to a low of .67 by superintendents. Community education directors recorded a standard deviation of .73. No significant differences among group means appeared at the .05 level.

Item 5, "Provide and develop increased opportunities for lay and professional people to assume leadership roles," received a mean score of at least 3.00 by all respondent groups and was acknowledged as a goal that is being generally achieved by the community education programs in Texas. A mean score of 3.86 indicated that lay participants perceived the goal to have a greater level of achievement than did the other respondent groups. Superintendents perceived the goal to have the lowest level of achievement with a mean of 3.46. Community education directors recorded a mean of 3.63. Standard deviations ranged from a high of 1.04 by lay participants to a low of .64 by superintendents. The standard deviation for the community education directors was .88. No significant differences among group means appeared at the .05 level.

Item 6, "Provide and promote alternative activities which could combat vandalism, juvenile delinquency, crime, and other school-community problems," received a mean score of at least 3.00 by all respondent groups and was acknowledged as a goal that is being generally achieved by the community education programs in Texas. A mean score of 3.77 indicated that lay participants perceived the goal to have a greater level of
achievement than did the other respondent groups. Superintendents perceived the goal to have the lowest level of achievement with a mean of 3.50. Community education directors recorded a mean of 3.74. Standard deviations ranged from a high of 1.03 by lay participants to a low of .17 by superintendents. Community education directors recorded a standard deviation of .86. No significant differences among group means appeared at the .05 level.

Item 7, "Promote social interaction and improved human relationships among people with differing cultural backgrounds," received a mean score of at least 3.00 by all respondent groups and was acknowledged as a goal that is being generally achieved by the community education programs in Texas. A mean score of 3.52 indicated the community education directors perceived the goal to have a greater level of achievement than did the other respondent groups. Superintendents perceived the goal to have the lowest level of achievement with a mean of 3.39. Lay participants recorded a mean of 3.48. Standard deviations ranged from a high of 1.00 by lay participants to a low of .85 by community education directors. Superintendents recorded a standard deviation of .99. No significant differences among group means appeared at the .05 level.

Item 8, "Offer supplementary and alternative opportunities for adults and children to extend their skills and
interests," received a mean score of at least 3.00 by all respondent groups and acknowledged as a goal that is being generally achieved by the community education programs in Texas. A mean score of 4.33 indicated that both community education directors and lay participants perceived the goal to have a greater level of achievement than superintendents who perceived the goal to have a lower level of achievement with a mean of 4.32. Standard deviations ranged from a high of .97 by lay participants to a low of .61 by superintendents. Community education directors recorded a standard deviation of .62. No significant differences among group means appeared at the .05 level.

Item 9, "Provide health programs to improve the extent and availability of community health services," received a mean score of less than 3.00 by all respondent groups and indicated that this item was not acknowledged as a goal that is being achieved by the community education programs in Texas. A mean score of 2.25 indicated that lay participants perceived the goal to have a greater level of achievement than did the other respondent groups. Community education directors perceived the goal to have the lowest level of achievement with a mean of 1.96. Superintendents recorded a mean of 2.11. Standard deviations ranged from a high of 1.21 by lay participants to a low of .88 by superintendents. Community education directors recorded a standard deviation of 1.09. No significant differences among group means appeared at the .05 level.
Item 10, "Provide and develop employment and vocational opportunities for meeting the individual's and the community's employment needs without relinquishing responsibility," received a mean score of at least 3.00 by all respondent groups and was acknowledged as a goal that is being achieved by the community education programs in Texas. A mean score of 3.43 indicated that superintendents perceived the goal to have a greater level of achievement than did the other respondent groups. Community education directors perceived the goal to have the lowest level of achievement with a mean of 3.22. Lay participants recorded a mean of 3.29. Standard deviations ranged from a high of 1.29 by lay participants to a low of .84 by superintendents. Community education directors recorded a standard deviation of 1.01. No significant differences among group means appeared at the .05 level.

Item 11, "Provide or assist residents in securing needed social services from an appropriate agency," did not receive a mean score of at least 3.00 by any of the respondent groups and was not acknowledged as a goal that is being achieved by the community education programs in Texas. A mean of 2.56 indicated that community education directors perceived the goal to have a greater level of achievement than did the other respondent groups. Superintendents perceived the goal to have the lowest level of achievement with a mean of 2.29. Lay participants recorded a mean of 2.52. Standard deviations ranged from a high of 1.12 by community education directors
to a low of .98 by superintendents. The lay participants recorded a standard deviation of 1.11. No significant differences appeared among group means at the .05 level.

Item 12, "Offer programs designed to increase understanding of political procedures, processes, and issues," did not receive a mean score of at least 3.00 by all respondent groups and was not acknowledged as a goal that is being achieved by the community education programs in Texas. A mean of 2.51 indicated that lay participants perceived the goal to have a greater level of achievement than did the other respondent groups. Community education directors perceived the goal to have the lowest level of achievement with a mean of 2.37. Superintendents recorded a mean of 2.39. Standard deviations ranged from a high of 1.19 by lay participants to a low of .92 by superintendents. Community education directors recorded standard deviations of 1.11. No significant differences among group means appeared at the .05 level.

Item 13, "Provide, develop, or use available community resources to meet the people's recreational and leisure time interests," received a mean score of at least 3.00 by all respondent groups and was acknowledged as a goal that is being achieved by the community education programs in Texas. A mean score of 3.85 indicated that both community education directors and lay participants perceived the goal to have a greater level of achievement than did superintendents who perceived the goal to have a lower level of achievement with a mean of
3.71. Standard deviations ranged from a high of 1.08 by lay participants to a low of .82 by community education directors. Superintendents recorded a standard deviation of 1.01. No significant differences among group means appeared at the .05 level.

Item 14, "Encourage processes and programs for community development and environmental improvements," received a mean score of at least 3.00 by two of the three respondent groups and was acknowledged as a goal that is being achieved by the community education programs in Texas. A mean score of 3.04 indicated that superintendents perceived the goal to have a greater level of achievement than did the other respondent groups. Lay participants, with a mean of 2.83, perceived the goal to have the lowest level of achievement. Community education directors recorded a mean of 3.00. Standard deviations ranged from a high of 1.12 by lay participants to a low of .92 by superintendents. Community education directors recorded a standard deviation of 1.04. No significant differences among group means appeared at the .05 level.

Item 15, "Provide activities relating to cultural enrichment and domestic arts and sciences," received a mean score of at least 3.00 by all respondent groups and was acknowledged as a goal that is being achieved by the community education programs in Texas. A mean score of 3.56 indicated that lay participants perceived the goal to have a greater level of
achievement than did the other respondent groups. Community education directors, with a mean of 3.33, perceived the goal to have the lowest level of achievement. Superintendents recorded a mean of 3.46. Standard deviations ranged from a high of 1.00 by superintendents to a low of .92 by community education directors. Lay participants recorded a standard deviation of .98. No significant differences among group means appeared at the .05 level.

Item 16, "Increase participation by parents in their own and their children's continuing education," received a mean score of at least 3.00 by all respondent groups and was acknowledged as a goal that is being achieved by the community education programs in Texas. A mean score of 3.52 indicated that community education directors perceived the goal to have a greater level of achievement than did the other groups. Superintendents, with a mean of 3.29, perceived the goal to have the lowest level of achievement. Lay participants recorded a mean of 3.50. Standard deviations ranged from a high of 1.06 by lay participants to a low of .89 by community education directors. Superintendents recorded a standard deviation of .90. No significant differences among group means appeared at the .05 level.

Item 17, "Develop means of measuring the extent to which the goals of community education are being met," received a mean score of at least 3.00 by all respondent groups and was
acknowledged as a goal that is being achieved by the community education programs in Texas. A mean score of 3.64 indicated that lay participants perceived the goal to have a greater level of achievement than did the other respondent groups. Superintendents, with a mean of 3.29, perceived the goal to have the lowest level of achievement. Community education directors recorded a mean of 3.44. Standard deviations ranged from a high of .99 by lay participants to a low of .75 by community education directors. Superintendents recorded a standard deviation of .85. No significant differences among group means appeared at the .05 level.

Item 18, "Improve the public image of the school," received a mean score of at least 3.00 by all respondent groups and was acknowledged as a goal that is being achieved by the community education programs in Texas. A mean score of 3.96 indicated that superintendents perceived the goal to have a greater level of achievement than did the other groups. Community education directors, with a mean of 3.89, perceived the goal to have the lowest level of achievement. Lay participants recorded a mean of 3.92. Standard deviations ranged from a high of .85 by lay participants to a low of .79 by superintendents. Community education directors recorded a standard deviation of .80. No significant differences among group means appeared at the .05 level.
CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The Community Schools Act of 1974 offers federal financial assistance to local school districts, state departments of education, and institutions of higher education interested in the development of community education. The financial aid has been provided in the form of grant awards to programs submitting the best "proposals."

Awards have been made to local and state educational agencies on a matching fund basis to allow them to plan, establish, improve, and maintain community education programs. Institutions of higher education have received funds to educate persons to plan and operate such programs.

Community education programs, according to the legislation, provide a variety of cultural, educational, recreational and other related services to community members of all ages, according to their specific needs.

Seven states have passed legislation supporting the development of community education, and thirteen more states are considering such bills. Alaska, Florida, Michigan, Minnesota, Utah, Washington, and Maryland have state laws
which make money available for programs which fall under the "community education umbrella." Funding legislation is being prepared in the following states, some of which have bills before their legislatures: Arizona, California, District of Columbia, Illinois, Maryland, Massachusetts, Missouri, Nevada, New Hampshire, Oregon, Pennsylvania, South Carolina, and Texas.

Such federal and state financial commitments seem to indicate that federal and state legislators perceive the concept of community education to be worthy of continued support. This seemed a wise time to take a careful look at the community education program in Texas to determine if the program was indeed reaping the benefits and rewards for the community and the school district that its supporters had promised.

The problem of this study was to determine the effectiveness of community education in Texas as perceived by the superintendents, community education directors, and selected laymen in the participating school districts.

The purposes of the study were (1) to identify the goals most commonly purported in the nationally circulated literature concerning the community education program, (2) to determine if the goals of community education are being met by those school districts in Texas which now have an on-going program, (3) to provide data for those who are unfamiliar
with community education about the comparison between the goals and the perceived accomplishments of the program, (4) to make the results of the study available to those persons who are interested.

A review of literature and supplemental data was undertaken in order to identify and to understand the goals most commonly purported in the nationally circulated literature concerning the community education program. This understanding was essential to the development of a survey instrument to be used in determining if the goals of community education are being met by those school districts in Texas which now have an on-going program. A jury consisting of seven Texas educators and lay persons familiar with the community education program in Texas was selected to assist with clarification of wording and for validation of the goals indentified. A final survey instrument included the goals validated by the panel of jurors.

Using the eighteen validated goals, a survey questionnaire was developed and copies mailed to 148 Texas school superintendents, community education directors, and lay participants. The return of 121 usable survey instruments represented 82 percent of the sample selected. The return for each respondent category exceeded the 67 percent standard considered sufficient to support the purposes of the study.
The data presented in this study represent the perceptions of 121 educators and lay participants familiar with the community education program in Texas. The data accumulated through the use of the survey instrument are presented in Chapter IV of the study.

Findings

In regard to the generally accepted goals for community education programs in the State of Texas, the data from the survey instrument revealed the following:

1. The superintendents, community education directors, and lay participants agree to a large degree upon the apparent achievement or lack of achievement of the various goals of the community education program because no significant differences appeared among group means at the .05 level on the eighteen goals included on the survey instrument.

2. In considering all eighteen goals, lay participants were more positive than the other respondent groups. Group mean scores indicated that superintendents were the least positive of the groups.

3. In regard to the eighteen goals, all groups combined perceived the goal, "To offer supplementary and alternative opportunities for adults and children to extend their skills and interests," as the goal most often achieved by community education programs in Texas. All groups combined perceived the goal, "To provide health programs to improve
the extent and availability of community health services," as
the goal least often achieved by community education programs
in Texas.

4. In regard to group response to all items, standard
deviations revealed that the superintendents were nearer
agreement as to the attempt to achieve the goals of the com-
munity education program than the other groups.

5. Each group, the superintendents, the community
education directors, and the lay participants, perceived the
goal, "To offer supplementary and alternative opportunities
for adults and children to extend their skills and inter-
est," as the goal most often achieved by community education
programs in Texas.

6. Each group, the superintendents, the community
education directors, and the lay participants, perceived the
goal, "To improve the extent and availability of community
health services," as the goal least often achieved by com-
munity education programs in Texas.

7. In regard to the eighteen goals, the lay participants
recorded a higher mean score more often than either the super-
intendents or the community education directors.

8. In regard to the eighteen goals, the superintendents
recorded a lower mean score more often than either the com-
munity education directors or the lay participants.
9. The goal, "To encourage processes and programs for community development and environmental improvements," was accepted by two groups, the superintendents and community education directors, with a mean score of 3.04 and 3.00, respectively. However, a mean score of 2.83 by lay participants resulted in an average mean score of 2.96.

10. Of the eighteen goals included on the survey instrument, fifteen met the criteria for acceptance as generally accepted goals for community education programs in the State of Texas. These goals are as follows:

   (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 bringing about appropriate change.

   (4) Encourage citizen involvement and participation in public school 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 social interaction and improved human relationships among people with differing cultural backgrounds.
Offer supplementary and alternative opportunities for adults and children to extend their skills and interests.

Provide or develop employment and vocational opportunities for meeting the individual's and the community's employment needs.

Provide, develop, or use available community resources to meet the people's recreational and leisure time interests.

Encourage processes and programs for community development and environmental improvements.

Provide activities relating to cultural enrichment and domestic arts and sciences.

Increase participation by parents in their own and their children's continuing education.

Develop means of measuring the extent to which the goals of community education are being met.

Improve the public image of the school.

Of the eighteen goals included on the survey instrument, three did not meet the criteria for acceptance as generally accepted goals for community education programs in the State of Texas. These goals are as follows:

Provide health programs to improve the extent and availability of community health services.

Provide or assist residents in securing needed social services from an appropriate agency.

Offer programs designed to increase understanding of political procedures, processes, and issues.

Conclusions

In regard to the generally accepted goals for community education programs in the State of Texas, the survey of
literature and the results of the survey questionnaire revealed the following:

1. Community education is a concept that stresses an expanded role for public education and provides a dynamic approach to individual and community improvement.

2. Inherent in the community education philosophy is the belief that each community education program should reflect the needs of its particular community.

3. Community schools offer lifelong learning and enrichment opportunities in education, recreation, social, and related cultural services with the programs and activities coordinated and developed for citizens of all ages, ethnic backgrounds and socio-economic groups.

4. The community education philosophy stresses developing and strengthening the vital relationship, mutual dependence and fundamental linkage between the home, school, and community in all phases of human growth and community improvement.

5. Community education is a concept that is gaining increasing acceptance at the local, state, and federal level.

Recommendations

On the basis of the literature and the findings, the following recommendations are made:

1. Community education programs should be as varied as community needs and desires and should be limited only by
the creativity of people to plan and develop opportunities and their ability to make maximum use of other agencies, organization resources, human talents, and skills.

2. In order to achieve a successful and comprehensive community education program, an understanding of the concept and a commitment to the purpose of community education by school administrators, the board of education, school faculties, and community leaders are essential.

3. Community education programs should be instituted where the patrons of a school district have a desire to improve the community-school environment by creating opportunities for maximum use of human talents and physical resources.

4. Community education programs should be instituted where the patrons of a school district have a desire to utilize the community as the school and to make education relate to a person-centered society.

5. Community education programs should be instituted where the patrons of a school district have a desire to help to create a life-long living/learning system.

6. The major challenge for community education programs should be to achieve effective utilization of human, physical, and financial resources for both individual needs and the improvement of the total community.
APPENDIXES
APPENDIX A

GENERALLY ACCEPTED GOALS FOR COMMUNITY EDUCATION PROGRAMS

1. Make maximum use of community resources to provide a complete 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 organizing community resources capable of bringing about appropriate change.

4. Encourage citizen involvement and participation in public school 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 social interaction and improved human relationships among people with differing cultural backgrounds.

8. Offer supplementary and alternative opportunities for adults and children to extend their skills and interests.

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 sciences.

16. Increase participation by parents in their own and their children's continuing education.

17. Develop means of measuring the extent to which the goals of community education are being met.

18. Improve the public image of the school.
APPENDIX B

JURY PANEL FOR INSTRUMENT VALIDATION

Dr. Bill Pounds
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Texas Education Agency
201 East Eleventh Street
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Community Education
Grapevine I.S.D.
405 Austin Street
Grapevine, Texas 76051

Mrs. Sue Lasater
P. O. Box 688
Crowley, Texas 76036
APPENDIX C

GENERAL ACCEPTED GOALS FOR COMMUNITY EDUCATION PROGRAMS

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

   Enlists the talented, knowledgeable people of the community to share their talents and skills with the community at large.

   Participates in the coordination of public lands for best utilization.

   Broadens the range of the people who use the facilities of the school.

2. Establish coordination and cooperation among individuals, groups and organizations to avoid unnecessary duplication.

   Avoids duplication of expensive buildings. (Example: Senior citizens meet at school rather than constructing or renting a meeting place.)
Avoids a duplication of equipment and facilities. (Example: Build one tennis complex rather than having city-owned courts and school-owned courts.)

Avoids duplication of services and personnel. (Example: One supervisor of tennis courts rather than one for city courts and one for school courts.)

3. Develop a program or process for identifying existing and future individual and community needs and wants; and marshal community resources capable of bringing about appropriate change.

Offers citizens the opportunity to share ideas about community needs.

Provides the opportunity for people to "talk out" potential problems in the community.

Identifies resources in the community available for solving problems.
4. Encourage citizen involvement and participation in public school and community affairs.

- Creates a noticeable increase in the awareness of the general public in school activities.

- Creates a noticeable increase in the awareness of the general public in community affairs.

- Expands the use of physical and human resources of the school for community purposes.

5. Provide and develop increased opportunities for lay and professional people to assume leadership roles.

- Develops leadership among lay citizens.

- Offers greater opportunity for professional people to share their knowledge.

- Gives some members of the community a chance to share their skills and talents who have heretofore been unnoticed by the general public.
6. Provide and promote alternative activities which could combat vandalism, juvenile delinquency, crime and other school-community problems.

   Increases hours buildings are occupied.

   Increases opportunities for young people to use recreational facilities.

   Increases number of activities available to young children in the community.

7. Promote social interaction and improved human relationships among people with differing cultural backgrounds.

   Increases the contact of people of different cultural backgrounds.

   Offers activities to increase the involvement in social activities and learning activities between various age groups.

   Develops an understanding and a unifying spirit as people from all walks of life mix together in activities.
8. Offer supplementary and alternative opportunities for adults and children to extend their skills and interests.

Provides high school completion course.

Improves educational opportunity for minorities.

Provides opportunity for sharing of new hobbies and skills.

9. Provide health programs to improve the extent and availability of community health services.

Schedules mobile health units (Chest x-ray) on a regular basis.

Encourages free health care (Dental examinations for children) for those who need it.

Provides special health programs as appropriate (cancer detection information).
10. Provide or develop employment and vocational opportunities for meeting the individual's and the community's employment needs.

   Provides classes which develop specific job skills.

   Develops job skills that are needed in the local job market.

   Increases chances of employment of local citizens.

11. Provide and assist residents in securing needed social services from an appropriate agency.

   Offers information concerning counseling services.

   Offers information concerning legal aid available.

   Offers information concerning health services available.
12. Offer programs designed to increase understanding of political procedures, processes, and issues.

Encourages voter registration.

Aids in distributing non-partisan information about issues.

Encourages voter participation in elections.

13. Provide, develop, or use available community resources to meet the people's recreational and leisure time interests.

Provides recreation programs for various age groups.

Provides new skills for use of leisure time.

Coordinates the planning for new recreational facilities.
14. Encourage processes and programs for community development and environmental improvement.

Provides a forum for discussing community needs.

Attempts to improve and beautify the physical features of the community.

Provides an advisory organization for analyzing solutions for community problems.

15. Provide activities relating to cultural enrichment and domestic arts and sciences.

Initiates or expands programs for those already interested in art, music, or drama.

Offers opportunity to increase homemaking skills.

Increases appreciation in the community for such activities.
16. Increase participation by parents in their own and their children's continuing education.

Makes parents more familiar with and at ease with the education experiences of their children.

Inspires parents to be more interested in increasing their own knowledge.

Inspires parents to encourage their children to participate in and to respect the educational process more.

17. Develop means of measuring the extent to which the goals of community education are being met.

Provides evidence that the programs offered are really the programs the community desires.

The council is truly representative of the community.

Provides effective communication between school and community.
18. Improves the public image of the school.

Citizens without school age children express pride in the school.

Citizens without school age children are involved in the activities of the school.

Parents feel involved with their children.

Students express pride in the total program of the school.

Voter attitudes seem improved when school bond elections are needed.

Citizens exhibit increased pride in the school buildings.

________________________________________

________________________________________

________________________________________

Signature

Date
Dr. Arlen Tieken, Director
Community Education
Comal ISD
1421 Highway 81 East
New Braunfels, TX 78130

Dear Dr. Tieken:

Thank you for serving as a member of the committee to validate the attached instrument. The seven-member committee is composed of one representative of the Texas Education Agency, two representatives of the Texas Association of Community Education, one university professor who specializes in the field of education, one school superintendent, one community education director, and one layman. Certainly all the members represent segments of the community who are interested in expressing their perception about the degree to which the community education program in Texas is accomplishing the goals it purports to achieve.

After the instrument is returned by each committee member, the boxes that presently appear beside each goal will be replaced by a five-point rating scale. The superintendent, the community education director and three laymen from the thirty-two Texas school districts who presently engage in the community education program will be asked to participate. The numbered statements represent the generally accepted goals of the community education program. The unnumbered statements are intended to help clarify the meaning of the goal or to suggest ways by which the goal could be achieved. The following is an example of an item statement as it will appear on the instrument submitted to the participants.
6. Provide and promote alternative activities which could combat vandalism, juvenile delinquency, crime and other school-community problems.

Increases hours buildings are occupied.

Increases opportunities for young people to use recreational facilities.

Increases number of activities available to young people in the community.

You are requested to read each item and decide if the item is "usable," "unusable," or "usable with modification." If the item is usable in its present form, no mark is necessary. If the item, in your opinion, needs some modification, please place a check mark (v) in the appropriate box and make the needed modification to the item. If you feel that the item is not usable in any form, place a check mark in that box. You are encouraged to suggest additional goals and additional examples for each goal.

All major modifications to existing items and all completely new items suggested will be resubmitted to the committee for validation.

Again, thank you for assisting in this most important endeavor.

Sincerely,

Sidney H. Poynter

SHP/mh
The numbered statements below represent the generally accepted goals of the community education program. The three statements which follow each numbered statement are intended to help clarify the meaning of the goal or to suggest ways by which that goal could be achieved. After considering the goal and the ways it might be attained, would you please circle the number to the right which indicates the degree to which that goal has been achieved by your local community education program.

A mark of 1 indicates that there has been no apparent attempt to achieve that goal in your district; 2 denotes that there is only slight evidence of achievement; 3 indicates moderate achievement; 4 indicates that you have seen considerable evidence that the goal has been achieved; 5 will indicate that you have observed overwhelming evidence that the goal is being met by your local program.

In no way will you be personally identified in this study. This questionnaire will be tallied with other questionnaires and only the total response of the sample group will be reported.
GENERALLY ACCEPTED GOALS
FOR COMMUNITY EDUCATION PROGRAMS

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

- Enlists the talented, knowledgeable people of the community to share their talents and skills with the community at large.
- Participates in the coordination of public lands for best utilization.
- Broadens the range of the people who use the facilities of the school.

( ) 2. Establish coordination and cooperation among individuals, groups and organizations to avoid unnecessary duplication.

- Avoids duplication of expensive buildings. (Example: Senior citizens meet at school rather than constructing or renting a meeting place.)
- Avoids a duplication of equipment and facilities. (Example: Build one tennis complex rather than having city-owned courts and school-owned courts.)
- Avoids duplication of services and personnel. (Example: One supervisor of tennis courts rather than two.)

( ) 3. Develop a program or process for identifying existing and future individual and community needs and wants; and marshal community resources capable of bringing about appropriate change.

- Offers citizens the opportunity to share ideas about community needs.
- Provides the opportunity for people to "talk out" potential problems in the community.
- Identifies resources in the community available for solving problems.

( ) 4. Encourage citizen involvement and participation in public school and community affairs.

- Creates a noticeable increase in the awareness of the general public in school activities.
- Creates a noticeable increase in the awareness of the general public in community affairs.
- Expands the use of physical and human resources of the school for community purposes.

( ) 5. Provide and develop increased opportunities for lay and professional people to assume leadership roles.

- Develops leadership among lay citizens.
- Offers greater opportunity for professional people to share their knowledge.
- Gives some members of the community a chance to share their skills and talents who have heretofore been unnoticed by the general public.
Provide and promote alternative activities which could combat vandalism, juvenile delinquency, crime and other school-community problems.

- Increases hours buildings are occupied.
- Increases opportunities for young people to use recreational facilities.
- Increases number of activities available to young people in the community.

Promote social interaction and improved human relationships among people with differing cultural backgrounds.

- Increases the contact of people of different cultural backgrounds.
- Offers activities to increase the involvement in social activities and learning activities between various age groups.
- Develops an understanding and a unifying spirit as people from all walks of life mix together in activities.

Offer supplementary and alternative opportunities for adults and children to extend their skills and interests.

- Provides high school completion course.
- Improves educational opportunity for minorities.
- Provides opportunity for sharing of new hobbies and skills.

Provide health programs to improve the extent and availability of community health services.

- Schedules mobile health units (Chest x-ray) on a regular basis.
- Encourages free health care (Dental Examinations for children) for those who need it.
- Provides special health programs as appropriate (Cancer detection information).

Provide or develop employment and vocational opportunities for meeting the individual’s and the community’s employment needs.

- Provides classes which develop specific job skills.
- Develops job skills that are needed in the local job market.
- Increases chances of employment of local citizens.

Provide or assist residents in securing needed social services from an appropriate agency.

- Offers information concerning counseling services.
- Offers information concerning legal aid available.
- Offers information concerning health services available.

Offer programs designed to increase understanding of political procedures, processes, and issues.

- Encourages voter registration.
- Aids in distributing non-partisan information about issues.
- Encourages voter participation in elections.
13. Provide, develop, or use available community resources to meet the people's recreational and leisure time interests.

- Provides recreation programs for various age groups.
- Provides new skills for use of leisure time.
- Coordinates the planning for new recreational facilities.

14. Encourage processes and programs for community development and environmental improvements.

- Provides a forum for discussing community needs.
- Attempts to improve and beautify the physical features of the community.
- Provides an advisory organization for analyzing solutions for community problems.

15. Provide activities relating to cultural enrichment and domestic arts and sciences.

- Initiates or expands programs for those already interested in art, music, or drama.
- Offers opportunity to increase homemaking skills.
- Increases appreciation in the community for such activities.

16. Increase participation by parents in their own and their children's continuing education.

- Makes parents more familiar and at ease with the education experiences of their children.
- Inspires parents to be more interested in increasing their own knowledge.
- Inspires parents to encourage their children to participate in and to respect the educational process more.

17. Develop means of measuring the extent to which the goals of community education are being met.

- Provides evidence that the programs offered are really the programs the community desires.
- The council is truly representative of the community.
- Provides effective communication between school and community.

18. Improves the public image of the school.

- Citizens without school age children express pride in the school.
- Citizens without school age children are involved in activities of the school.
- Parents feel involved with their children.
- Students express pride in the total program of the school.
- Voter attitudes seem improved when school bond elections are needed.
- Citizens exhibit increased pride in the school buildings.
APPENDIX F

TWENTY-EIGHT SCHOOL DISTRICT DIRECTORS

Mr. Rich Blythe, Director
Community Education
Waxahachie ISD
411 Gibson
Waxahachie, TX 76165

Mr. Richard M. Bryan, Director
Community Education
Burleson ISD
316 W. Thomas
Burleson, TX 76028

Mr. Hugh Campbell, Director
Community Education
Granbury High School
P. O. Box 520
Granbury, TX 76048

Mr. Larry Claflin, Director
Community Education
Kingsville ISD
P. O. Box 87
Kingsville, TX 78363

Mr. Paul Cox, Director
Community Education
Crowley ISD
1005 West Main
Crowley, TX 76036

*Mr. Carlos deAnda, Director
Community Education
Rosemont Community School
1501 West Seminary
Fort Worth, TX 76115

*Mr. Lee M. Echols, Jr. Director
Dunbar Middle School
5100 Willie
Fort Worth, TX 76100

*Mr. S. R. Roberson, Coordinator
Community Schools--Dunbar
5700 Ramey
Fort Worth, TX 76107

Dr. Ken Hart, Director
Vocational Education
Canyon ISD
Drawer 899
Canyon, TX 79015

Mr. Jack Harris, Director
Community Education
Alice ISD
200 North Reynolds
Alice, TX 78332

Mr. Charles Greenwalt, Director
Community Education
A&M Consolidated ISD
1300 Jersey Street
College Station, TX 77840

Mrs. Jo Ann Houston, Director
Community Education
Grapevine ISD
405 Austin Street
Grapevine, TX 76051

Mr. Harry Meyer, Director
Community Education
Lockhart ISD
P. O. Box 120
Lockhart, TX 78644

Ms. Pat Otis, Director
Community Education
Becker School
Austin ISD
906 West Milton
Austin, TX 78704

*Indicates all in one ISD.
APPENDIX G

COVER LETTER TO SUPERINTENDENTS

Dear Fellow Superintendent:

Because you are the superintendent of a school district which currently supports a Community Education program, I would like to solicit your expertise in a study to evaluate the Community Education program as it is currently operated in the state of Texas.

Would you please, at your earliest convenience, complete the enclosed questionnaire and return it to me in the stamped, addressed envelope which is enclosed.

Thank you for participating in this most worthwhile undertaking. Hopefully, the results of this survey will lead to a better understanding of the Community Education concept as it actually functions in Texas.

Sincerely yours,

Sidney H. Poynter

SHP/mh

Enclosures
Dear Community Education Director:

I would like to solicit your expertise and cooperation in a study to evaluate the Community Education program as it is currently operated in the state of Texas.

Enclosed you will find four questionnaires designed to survey the goals of your local program. Would you please complete one of the questionnaires, and then would you distribute the other questionnaires to any three laymen in your community who are participating in the local program. Would you then return all four questionnaires to me in the stamped, addressed envelope which is enclosed.

Thank you for using your valuable time and energy to participate in this most worthwhile undertaking. Hopefully, the results of this survey will lead to a better understanding of the Community Education concept as it actually functions in Texas.

Sincerely yours,

Sidney H. Poynter

SHP/mh

Enclosures
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