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## Community Education Directors in Michigan; A Systematic Study of Their Attitudes Relative to Section 96 of the State School Aid Act

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COMMUNITY EDUCATION DIRECTORS IN MICHIGAN:  
A SYSTEMATIC STUDY OF THEIR ATTITUDES  
RELATIVE TO SECTION 96 OF THE  
STATE SCHOOL AID ACT

by

Geoffrey E. Balkam

A Dissertation  
Submitted to the  
Faculty of The Graduate College  
in partial fulfillment  
of the  
Degree of Doctor of Education

Western Michigan University  
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COMMUNITY EDUCATION DIRECTORS IN MICHIGAN;  
A SYSTEMATIC STUDY OF THEIR ATTITUDES  
RELATIVE TO SECTION 96 OF THE  
STATE SCHOOL AID ACT

Geoffrey E. Balkam, Ed. D.

Western Michigan University, 1979

It was the purpose of this dissertation to investigate the relationship between the attitudes of community school directors (community education directors) and their representative community type, utilizing as the independent variable a "urban-rural continuum." By measuring a constellation of attitudes relative to Section 96 of the State School Aid Act, it was believed that variations in the five levels of the independent variable (community type) could be detected. The five community types were defined by the Michigan Department of Education (1971) as: Type I (Urban or Metropolitan Core Cities), Type II (Cities), Type III (Towns), Type IV (Urban Fringe), and Type V (Rural). Section 96 funds were distributed by the Michigan Department of Education to local school districts as partial reimbursement for salaries of community school directors.

The fact that appropriate instrumentation was not available made it necessary to develop a survey instrument which could elicit information relative to the objectives of the study. The instrument was designed to measure the attitudes of community school directors toward various issues revolving around the community school grant

program (Section 96). It consisted of 38 items utilizing a Likert-type scale (five point), four open-ended questions, and five demographic questions. The study had six major themes, of the six themes, six statements were aimed at the role of the community school director; seven statements were related to the role of the Michigan Department of Education in Community Education; five statements were directed at the administrative rules and legislation of the grant program; five statements were concerned with the state's adopted four-fold role of community schools; six statements pertained to the impact of Section 96 monies; and nine statements focused on the evaluation of community school programs.

To ascertain if differences existed between community types with respect to attitudes of community school directors, a One-factor Analysis of Variance (ANOVA) with Unequal  $n$ 's was performed. The exact  $t$  test was used to detect differences among pairs when the  $F$  value was found to be significant. Due to the scope and nature of this study, the level of significance considered for inferring the operation of nonchance factors was .10. Differences between the five levels of the independent variable were found to be statistically significant in 13 of the items.

It can be concluded that the modified version of social systems theory which was alluded to in the study offers the Community Education practitioner and Community Education researcher an alternate

window through which to view school related issues. Further, it appears that community type does make a difference when measuring attitudes of district-wide Community Education directors. For the Community Education researcher, the challenge remains to investigate whether community type or organizational complexity is a more powerful intervening variable.

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Geoffrey E. Balkam

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**COMMUNITY EDUCATION DIRECTORS IN MICHIGAN: A**  
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**WESTERN MICHIGAN UNIVERSITY, ED.D., 1979**

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# TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS . . . . .	ii
LIST OF TABLES . . . . .	vii
LIST OF FIGURES . . . . .	x
Chapter	
I. INTRODUCTION AND STATEMENT OF THE PROBLEM . . . . .	1
Background of the Study . . . . .	1
Statement of the Problem . . . . .	6
Rationale for the Study . . . . .	8
Operational Definition of Terms . . . . .	10
Objectives . . . . .	14
Organization of the Study . . . . .	15
II. CONTEXT OF THE STUDY . . . . .	17
Conceptual/Theoretical Framework . . . . .	19
Modified Version of Social Systems Theory . . . . .	20
Community as an Intervening Variable . . . . .	24
The Practical Component . . . . .	26
Role of the Community School Director . . . . .	26
Role of the Michigan Department of Education in Community Education . . . . .	28
Administrative Rules and Legislation . . . . .	29
State's Adopted Four-Fold Role of Community Schools . . . . .	31
Sufficiency of State Funding and Impact of Section 96 Funds . . . . .	32
Evaluation of Community School Programs . . . . .	33
Summary and Assumptions . . . . .	34
III. DESIGN AND METHODOLOGY . . . . .	36
Instrumentation . . . . .	36
Instrument Plan . . . . .	36
Development Procedures: A Pilot Test . . . . .	39
Final Instrument . . . . .	41
Description of Population and Sampling Plan . . . . .	42

Chapter	Page
Population . . . . .	42
Sample Procedures . . . . .	42
Sample Size by Independent Variable . . . . .	43
Data Collection Procedures . . . . .	45
Respondents . . . . .	46
Response Rates . . . . .	46
Characteristics of the Sample . . . . .	48
Research Hypotheses . . . . .	50
Analysis Procedures . . . . .	53
IV. RESULTS . . . . .	55
Differences by Community Type . . . . .	55
Role of the Community School Director - Theme I . . . . .	55
Role of the Michigan Department of Education in Community Education - Theme II . . . . .	66
Administrative Rules and Legislation - Theme III . . . . .	72
State's Adopted Four-fold Role of Community Schools - Theme IV . . . . .	77
Sufficiency of State Funding and Impact of Section 96 Funds - Theme V . . . . .	82
Evaluation of Community School Programs - Theme VI . . . . .	90
Summary . . . . .	105
V. SYNOPTIC DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS . . . . .	107
Synoptic Discussion . . . . .	107
Analysis of the Efficacy of Community Type as an Intervening Variable . . . . .	110
Research Themes . . . . .	112
Community Type I - The Isolate . . . . .	114
Clusters of Differences . . . . .	118
Ordering of Means . . . . .	119
Summary of the Efficacy of Community Type . . . . .	120
Generic Discussion of Section 96 Funds . . . . .	121
Impact of Funds on Local Programs . . . . .	121
Equity of Section 96 . . . . .	123
Limitations of the Study . . . . .	124
Implications and Recommendations . . . . .	125

REFERENCES . . . . .	Page 128
APPENDICES . . . . .	131
APPENDIX A State School Aid Act - Section 96 . . . . .	131
APPENDIX B Grants for Community School Program . . . . .	132
APPENDIX C Consortium Agreement . . . . .	135
APPENDIX D Survey Instrument, Joint Letter of Introduction and Support and Cover Letter . . . . .	138
APPENDIX E State Reimbursement According to Community Type--Local School District Fiscal Agents . . . . .	146
APPENDIX F Position Paper on the Community School within the Philosophical Concept of Community Education . . . . .	152
APPENDIX G Grand Means and Overall Standard Deviations for Survey Instrument Items 1-38 . . . . .	158
APPENDIX H Non-significant Analysis of Variance Tables . . . . .	159

# LIST OF TABLES

Table	Page
1.1 Information Relative to the "Grants for Community School Program" . . . . .	4
3.1 Sample Size by Community Type . . . . .	44
3.2 Response Rates based on Drawn and Desired Sample Size . . . . .	47
3.3 Length of Directorship and Program Operation . . . . .	49
3.4 Age and Gender of Respondents . . . . .	49
4.1 Group Means, Standard Deviations and Sample Sizes for Hypothesis I: Self-perception of Community School Director's Role . . . . .	57
4.2 Rated Self-perception of Degree of Active Involvement with other Community Agencies . . . . .	59
4.3 Group Means, Standard Deviations and Significant Paired Comparisons: Degree of Active Involvement with other Community Agencies . . . . .	60
4.4 Rated Self-perception with respect to Establishing Yearly Goals and Objectives . . . . .	62
4.5 Group Means, Standard Deviations and Significant Paired Comparisons: Perceived Necessity for Establishing Yearly Goals and Objectives . . . . .	63
4.6 Rated Self-perception of Role Becoming More Diversified . . . . .	64
4.7 Group Means, Standard Deviations and Significant Paired Comparisons: Perceived Diversification of Role in Future . . . . .	65
4.8 Group Means, Standard Deviations and Sample Sizes for Hypothesis II: Community School Director Perception of State Department's Role in Community Education . . . . .	67

Table	Page
4. 9 Rated Perception of Reviewing Criterion for Employment as a Community School Director . . . . .	70
4. 10 Group Means, Standard Deviations and Significant Paired Comparisons: Perceived Necessity for Reviewing Criterion for Employment as a Community School Director . . . . .	71
4. 11 Group Means, Standard Deviations and Sample Sizes for Hypothesis III: Attitudes toward Administrative Rules and Legislation of the Community School Grant Program . . . . .	73
4. 12 Attitudes toward Partial Salary Reimbursement based on Director's Salary Level . . . . .	75
4. 13 Group Size, Means, Standard Deviations, and Significant Paired Comparisons: Extent of Disagreement for Partial Salary Reimbursement based on Director's Salary Level . . . . .	77
4. 14 Group Means, Standard Deviations and Sample Sizes for Hypothesis IV: Perceptions of Achieving Goals of State's Adopted Four-fold Role of Community Schools . . . . .	79
4. 15 Perception of Achieving Facility Usage Goal . . . . .	81
4. 16 Group Means, Standard Deviations and Significant Paired Comparisons: Degree of Achieving Facility Usage Goal . . . . .	82
4. 17 Group Means, Standard Deviations and Sample Sizes for Hypothesis V: Opinions about Sufficiency of State Funding and Impact of Section 96 on Community School Programs . . . . .	83
4. 18 Rated Opinions of the Positive Impact of Section 96 Funds . . . . .	86
4. 19 Group Means, Standard Deviations and Significant Paired Comparisons: Degree of Positive Impact of Section 96 Funds . . . . .	88

Table	Page
4.20 Rated Opinions about Local District Support if Section 96 Funds were Discontinued . . . . .	89
4.21 Group Means, Standard Deviations and Significant Paired Comparisons: Opinions about Local District Support if Section 96 Funds were Discontinued . . . . .	90
4.22 Group Means, Standard Deviations and Sample Sizes for Hypothesis VI: Opinions and Current Practices in Evaluation of Community School Programs . . . . .	92
4.23 Opinions about Citizen Support for Community School Programs . . . . .	94
4.24 Group Means, Standard Deviations and Significant Paired Comparisons: Degree of Citizen Support for Community School Programs . . . . .	95
4.25 Opinions about On-site Evaluation . . . . .	96
4.26 Group Means, Standard Deviations and Significant Paired Comparisons: Degree of Support for On-site Evaluation . . . . .	98
4.27 Opinions about Superintendent Support . . . . .	99
4.28 Group Means, Standard Deviations, and Significant Paired Comparisons: Degree of Superintendent Support . . . . .	100
4.29 Opinions about Local Board of Education Support . . . .	101
4.30 Group Means, Standard Deviations and Significant Paired Comparisons: Degree of Local Board of Education Support . . . . .	103
4.31 Alternative Services Available in School District . . . .	104
4.32 Group Means, Standard Deviations and Significant Paired Comparisons: Alternative Services Available in School District . . . . .	105

## LIST OF FIGURES

Figure	Page
1 The Urban-Rural Continuum . . . . .	7
2 Relationship of the idiographic (personal) and nomothetic (institutional) dimensions of community goal achievement when community type is used as the intervening variable . . . . .	18



## CHAPTER I

### INTRODUCTION AND STATEMENT OF THE PROBLEM

#### Background of the Study

For nearly a decade the Michigan Legislature has appropriated monies for Community Education under Section 96 of the State School Aid Act which appears in Appendix A. With the exception of fiscal year 1971-72, when Governor William G. Milliken vetoed the line item in the budget that pertained to community schools, the Legislature has been successful in appropriating at least \$1,000,000 annually for grants to local school districts operating community school programs. Prior and subsequent appropriations of the "Grants for Community School Program" are listed in Table 1.1.

Because the language of the State School Aid Act contained no specific regulations in terms of disbursement strategies, the State Board of Education determined that the Michigan Department of Education would distribute the monies in the form of grants. Rules governing the "Grants for Community School Program" were developed by the Michigan Department of Education and adopted by the State Board of Education in 1969 with modifications made to them periodically (Columbus, 1978).

The administrative rules governing the conduct of the "Grants for Community School Program" assert the following definition:

"Community school program" means the composite of those services provided to the citizens of a community by a district which has an impact on, or adds to, those services provided through regular instructional activities for children 5 to 18 years of age. A community school program may include, but need not be limited to, preschool activities for children and their parents, continuing and remedial education for adults, cultural enrichment and recreational activities for all citizens, and the offerings of technical services to community groups. The services may be provided at any time during any day of the week throughout the calendar year [Michigan Department of Education, 1978, p. 1].

The purpose of the legislation was to financially assist local school districts in an effort to implement the Community Education concept. To accomplish this task in many cases, community educators had to be hired and trained. Incentives for school districts to become involved in the concept rested in rules promulgated in the document "Grants for Community School Program" (see Appendix B). Section 96 funds were distributed by the Michigan Department of Education as partial reimbursement for salaries of community school directors and coordinators. The rules disseminated to local school districts governing the apportionment of funds read:

A district eligible for funds to support a community school program shall receive not more than \$10,000 for each community school director or coordinator employed, but the state grant shall not exceed 2/3rds of the basic salary of the director or coordinator. An eligible district may apply for and receive funds toward the salary of a director or coordinator plus the salary of 1 additional director or coordinator for each 3,000 students enrolled in excess of 1,800 students in the district or in combination of districts served. In order to provide additional moneys to districts during their first 2 years of participation in the state program, up to 25% of an appropriation shall be to fund these

programs up to the maximum formula costs. If the moneys appropriated are not sufficient to fund all eligible positions in all eligible districts, the funds shall be prorated on a percentage of cost basis among the eligible districts. A district shall not receive funding for more than 15 community school directors or coordinators. Moneys shall be distributed based on an approved application and the number of eligible directors in the previous year. First year applicant districts shall have the number of directors approved by the department [Michigan Department of Education, 1978, pp. 2-3].

It is interesting to note in Table 1.1 that as the number of school districts, fiscal agents, directors, and average salary increased, the proration (i. e., amount of salary based on full funding) decreased during the ten-year period (1969-78). In other words, although the yearly appropriations increased over time, the actual amount of monies received as partial reimbursement for salaries of community school directors decreased by nearly 50 percent during that time. For example, in fiscal year 1969-70, the amount of partial salary reimbursement was \$6,870 per director as opposed to \$3,653 in fiscal year 1978-79. Indeed, the fact that salaries of community school directors have increased over the years (see column D), coupled with the decrease in the prorated amount of salary reimbursement (see column E), clearly indicates that local school districts have had to allocate additional funds to support community school director positions.

Community Education has flourished in Michigan because of the financial and technical assistance offered through the Michigan Department of Education, institutions of higher education, various

Table 1. 1

## Information Relative to the "Grants for Community School Program"

Fiscal Year	Appropriation	A	B	C	D	E	F
1969-70	\$1,000,000	141*	108	204	\$13,804	\$6,870.00	***
1970-71	1,000,000	162*	124	206	10,436	5,624.00	***
1971-72	- 0 -						
1972-73	1,000,000	233	163	261	16,051	4,136.00	921,000
1973-74	1,000,000	220	180	292	16,922	3,681.00	1,113,082
1974-75	1,400,000	248	195	327	18,489	4,389.00	970,860
1975-76	1,300,000	263	197	342	19,043	3,785.00	***
1976-77	1,300,000	282	200	347	19,620	3,907.00	1,400,000
1977-78	1,400,000	324	217	367	***	3,914.00	***
1978-79	1,600,000	325	234	384**	***	3,653.00	***

\*Estimate

\*\*Directors eligible for maximum funding (39/384)

\*\*\*Data unavailable

A = Total number of participating school districts (including consortiums)

B = Total number of local fiscal agents

C = Total number of eligible directors

D = Average salary (total salary/number of directors)

E = Proration (amount of salary to be received per director based on full funding)

F = Total persons served (as reported)

Source: Michigan Department of Education (1979)

philanthropic organizations, and other agencies in the state. The number of participating school districts in the "Grants for Community School Program" has increased from 141 in 1969 to 325 in 1978, as reported in Table 1.1 (see column A). The increase can be explained, in part, by the use of consortium agreements between two or more school districts that are contiguous and cannot, independent of the other, qualify for reimbursement (see Consortium Agreement, Appendix C).

Notwithstanding the fact that more and more local school districts have participated in the grant program over the years, some changes were manifested in fiscal year 1977-78 legislative session. The Legislature eliminated previously mandated annual review and evaluation of the "Grants for Community School Program." Concurrent with that change was the elimination of the position of community schools evaluator within the Michigan Department of Education. Thus, the Michigan Department of Education does not have assigned personnel to collect, analyze, interpret, and document data already generated through the evaluation process (Carmody, 1978).

Future decision-making may very well be hindered in terms of program maintenance and improvement due to a lack of current empirical knowledge about Community Education. This situation is further confounded because no previously in-depth study has been made of the "Grants for Community School Program." This study

will attempt to gather pertinent information, by means of a survey instrument, in order to make determinations about the equity and impact of the grant program. From the outset, it was believed that community school directors would react to certain stimuli according to the type or classification of community that he or she represented.

#### Statement of the Problem

Kerlinger (1964) operationally defined a problem as a sentence or statement that asked: What relationship exists between two or more variables? The independent variable for this study was the community type or classification (Michigan Department of Education, 1971). The dependent variable, viz., the object of study and investigation, was a constellation of attitudes of community school directors relative to Section 96 of the State School Aid Act. Thus the problem is to ascertain whether differences did, in fact, exist when attitudes of community school directors were juxtaposed with the "urban-rural continuum" (see Figure 1), according to the following major themes:

1. Community school directors' perceptions of their roles
2. Community school directors' perceptions of the role of the Michigan Department of Education in Community Education
3. Community school directors' attitudes toward the administrative rules and legislation governing the "Grants for Community School Program"

4. Community school directors' perceptions of their program in relation to achieving the goals of the State's adopted four-fold role of community schools
5. Community school directors' opinions relative to the sufficiency of state funding and the impact of Section 96 monies on local community school programs
6. Community school directors' current practices and opinions in terms of evaluation of community school programs

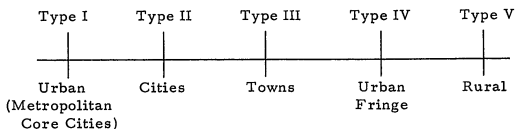


Figure 1. The Urban-Rural Continuum

Source: Adapted from Michigan Department of Education (1971)

Succinctly, the problem is to ascertain answers to several important questions regarding the attitudes, opinions and current practices of community school directors in Michigan. For example, this study attempted to answer such questions as:

1. What are the opinions of community school directors with respect to the adequacy of state funding of community school programs?

2. What kind of impact has Section 96 monies had on local community school programs?
3. How do community school directors perceive the nature and scope of their role?
4. What are their attitudes toward administrative rules and legislation concerning community school programs?
5. How do community school directors view the role of the Michigan Department of Education in Community Education?
6. In their opinion, are their community school programs achieving the goals of the State's adopted four-fold role of community schools?
7. What are their current practices and opinions regarding the evaluation of community school programs?

The study was also designed to find the extent to which the perceptions of community school directors in various types of communities were similar or dissimilar. Therefore, the investigation also addressed this salient issue.

#### Rationale for the Study

For many years, the research thrust in Community Education has been delimited by the identification and explanation of common elements or similarities with respect to program components, role



models, and training packages. Moreover, there appears to have been an oversight in previous empirical research related to Community Education. This oversight has been the use of designs which place too much attention on the interpretation of similarities between variables, while at the same time the designs for detecting differences between and among variables has been virtually ignored.

The Michigan Department of Education (1971) classified school districts according to the following community types: Type I - Urban (Metropolitan Core Cities), Type II - Cities, Type III - Towns, Type IV - Urban Fringe, and Type V - Rural, as previously shown in Figure 1. Within this classification system, it was conjectured that inherent differences in community types may cause community school directors to react diversely with respect to the "Grants for Community School Program."

There are two premises from which the rationale for this study developed, both equally important inasmuch as they are interrelated.

Premise 1. There was at least one practical reason why empirical research was needed in relation to the "Grants for Community School Program." Since 1977, the Michigan Department of Education has been without assigned personnel to conduct research studies due to the removal of certain language (i. e., funds to hire staff) in

the State School Aid Act which explicitly mandated annual evaluation. For this reason alone, when decisions affecting the grant program were made, they were made without a base from which to operate.

Premise 2. It could be inferred from earlier research that community school directors could mold programs, and even their roles, regardless of the type of environment in which they worked. Albeit theoretical in nature, this premise fortified the need for conducting the present investigation. It would seem that directors' attitudes were differentially affected by the community constraints within which he or she worked. (A conceptual/theoretical framework further explaining this premise will be presented in greater detail in Chapter II.)

#### Operational Definition of Terms

Certain terms have been used throughout this document. Hence, in order to provide a common ground of understanding, the following terminology is offered:

Attitudes: refer to "inferred states of readiness to react in an evaluative way, in support of or against a given

stimulus situation" (Schramm, 1954, p. 209).

Operationally, attitudes are assessed and measured according to the responses of community school directors to a survey instrument using a Likert-type scale. The instrument is appended in Appendix D.

Cities: refer to communities with a population of 10,000 or more and have not been classified as an Urban (Metropolitan Core City) or Urban Fringe (Michigan Department of Education, 1971). Cities represent Type II of the independent variable in this study. A list of community school districts classified as City was adapted for the purpose of this study and can be found in Appendix E.

Community Education: is viewed as a philosophical concept that recognizes life experiences as being part of one's education and is not limited to formal instruction, certain age classifications, or attainment of diplomas. Community Education further recognizes that a process of involving citizens in identifying the conditions, resources, and priorities of the community is the central means of improving one's opportunity in life.

This process focuses upon every institution, agency, and organization of the community to deliver identified and prioritized services (see Position Paper, Appendix F).

Community school director: refers to an individual responsible for conducting community school programs. For the purpose of this study, community school director, coordinator, and community education director are used interchangeably.

Community school districts: refer to those public school districts in Michigan that were included in applications to participate in the 1977-78 community school grant program (see Appendix E).

Community type or classification: refers to one of the following: Type I (Urban or Metropolitan Core City), Type II (Cities), Type III (Towns), Type IV (Urban Fringe), and Type V (Rural).

Opinions: refer to verbal expressions of an attitude or, in other words, opinions symbolize attitudes (Thurstone, 1928).

Rural: refers to communities with a population of less than 2,500 or if their address is an RFD route of a Town, City, Urban Fringe, or Urban (Metropolitan Core City), and they lie outside the perimeter defined under Urban Fringe (Michigan Department of Education, 1971). Rural represents Type V of the independent variable in this study. School districts classified as Rural can be found in Appendix E.

Towns: refer to communities with a population of 2,500 to 9,999. Rural communities impacted by large military installations nearby were also classified as Towns (Michigan Department of Education, 1971). Towns represent Type III of the independent variable in this study. School districts classified as Towns can be found in Appendix E.

Urban  
(Metropolitan  
Core Cities): refers to communities that meet at least one of the following criteria:

1. The community was the central city of a Michigan Standard Metropolitan Statistical Area.
2. The community was an enclave within the central city of a Michigan Standard Metropolitan Statistical Area.

3. The community was previously classified as a Metropolitan Core City (Michigan Department of Education, 1971).

Urban represents Type I of the independent variable of this study. School districts classified as Urban can be found in Appendix E.

Urban Fringe: refers to communities regardless of their size, if they meet at least one of the following criteria:

1. The mailing address of the community was an Urban (Metropolitan Core City) or a City unless it was on an RFD route.
2. The community was within 10 miles of the center of an Urban setting. Urban Fringe represents Type IV of the independent variable in this study. School districts classified as Urban Fringe can be found in Appendix E.

#### Objectives

The purpose of this study is to measure attitudes of practicing community school directors relative to Section 96 of the State School Aid Act in an effort to detect variations between directors in the following community types: Type I - Urban, Type II - Cities, Type III - Towns, Type IV - Urban Fringe, and Type V - Rural. Concom-

itant aims of the study are to glean relevant data concerning the equity and impact of the grant program on local school districts.

This study was conducted in cooperation with the Michigan Department of Education and the Michigan Community School Education Association. Data in reference to the aforementioned objectives were deemed important by both organizations (see Cover Letter, Appendix D). Copies of the present investigation will be forwarded to the Michigan Department of Education and Michigan Community School Education Association for their perusal and consideration in future planning efforts for Community Education in the state.

In order to meet the objectives of this enterprise, it was necessary to develop an appropriate survey instrument which could elicit information relative to the six major themes previously listed in the current chapter. A supplemental delineation of the instrumentation procedures used will be discussed at length in Chapter III.

### Organization of the Study

Chapter I incorporated a background to the study, a statement of the problem, the rationale, operational definition of terms, and the objectives of the study.

Chapter II made an attempt to specify the theoretical and practical components of this study. Each of these are discussed individually before listing the assumptions of the study.

Chapter III provides the design and methodology of the study, and will include: an overview of the study, instrumentation procedures, a description of the population and sampling plan, data collection procedures, response rate and description of the respondents, research hypotheses, and the analysis procedures used.

Chapter IV contains a narrative and tabular presentation of the major findings.

Chapter V provides a synoptic discussion of the findings, the limitations of the study, and the implications and recommendations for further research.



## CHAPTER II

### CONTEXT OF THE STUDY

The discussion of this chapter is divided into two principal components. The first component deals with a conceptual/theoretical framework and will be described in relation to the paradigm offered in Figure 2. A conceptual/theoretical framework is offered because of its utility for helping people understand administrative behavior. There are six practical themes which constitute the second component and also serve as the main topics of inquiry in this investigation. The various themes are listed below:

1. Community school directors' perceptions of their roles
2. Community school directors' perceptions of the role of the Michigan Department of Education in Community Education
3. Community school directors' attitudes toward the administrative rules and legislation governing the "Grants for Community School Program"
4. Community school directors' perceptions of their program in relation to achieving the goals of the State's adopted four-fold role of community schools
5. Community school directors' opinions relative to the sufficiency of state funding and the impact of Section 96

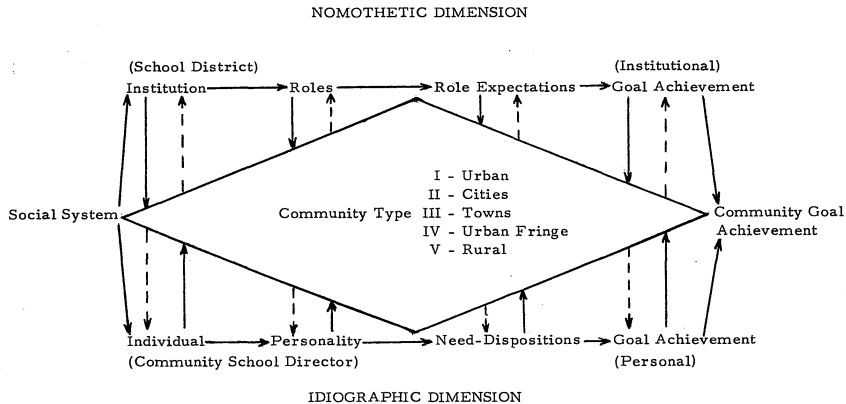


Figure 2. Relationship of the idiographic (personal) and nomothetic (institutional) dimensions of community goal achievement when community type is used as the intervening variable.

Source: Adapted from the Getzels-Guba Social System Model (1957)

monies on local community school programs

6. Community school directors' current practices and opinions in terms of evaluation of community school programs

#### Conceptual/Theoretical Framework

In a review of the extant Community Education literature it is clear that research has focused primarily on the interrelationships of the community school director and the various components of community school programs. For example, Kerensky and Melby (1971) extracted twelve major components that are likely to be present in an effective Community Education setting. They are:

1. Maximized use of existing human and physical resources
2. Establishment of cooperative procedures with governmental service agencies
3. Establishment of cooperative procedures with volunteer and civic organizations
4. The development of cooperative procedures with business and industry
5. The establishment of cooperative procedures with other educational institutions
6. The establishment of procedures for self-generating activities
7. The initiation and coordination of special community events

8. The establishment of problem-solving procedures through the creation of a citizens advisory council
9. The employment of a community school director or coordinator who serves to tie all of the above together and also serves in the capacity of an ombudsman for his (her) entire community
10. The establishment of a climate for innovation and change
11. Provisions for heuristics
12. Provisions for serendipity

Langs (1974) suggested that the role of the community school director is defined in terms of community expectations rather than institutional expectations. This study, therefore, will focus on impact of community type as an intervening variable when superimposed on the social systems paradigm represented graphically in Figure 2. Previous research can be viewed in relation to the idiographic and nomothetic dimensions of the model. By the use of this model, the present research can be characterized as borrowing from social systems theory in an attempt to understand the affect of community type on the attitudes of community school directors relative to Section 96 of the State School Aid Act.

#### Modified Version of Social Systems Theory

In order to conceptualize Community Education administration on a theoretical level, a framework "capable of generating both

hypotheses for guiding research and principles for guiding practice" (Getzels & Guba, 1957, p. 423) is set forth in the first part of this chapter. The framework believed to be the most appropriate for systematically interrelating knowledge about community school directors is predicated on a modified version of the Getzels-Guba Model of Social Systems as indicated in Figure 2. It was conceived by Getzels and Guba (1957) that social behavior is largely the result of simultaneous interaction between two constituent dimensions, the nomothetic (normative) and the idiographic (personal). A description of each of the elements in the model are brought forward in the ensuing paragraphs.

The Normative Dimension. As previously noted, the nomothetic dimension consists of institution (school district), roles, and role expectations, which through the interaction process are designed to achieve the goals of the institution.

Within each institution (school district) certain common characteristics and imperative functions exist. As in any institution, the school district is purposive in that they are established to perform certain functions; peopled, in that human agents are required to carry out goals; structural, in that there must be organization; normative, in that roles serve as norms for behavior; and sanction bearing, in that appropriate positive or negative sanctions are available for insuring compliance with the norms.

Roles are of great importance to the institution. Roles represent positions, offices, or statuses within the institution. They represent the structural elements defining the behavior of role incumbents or actors. Thus the school district may be viewed in terms of such established roles as superintendent, community school director, and community resident. Roles are defined in terms of role expectations. Roles are generally considered institutional givens, and as a consequence, are not devised to fit one or another personality. Roles appear to be somewhat flexible; they are thought of as being arranged on a conceptual continuum ranging from required to prohibited. Between the two extremes of the continuum are other behaviors of a community school director; some recommended (e.g., attending K-12 activities), others disapproved (e.g., living outside of the school district), but all of which would be considered permissible. Roles are more easily understood when compared to other roles. For example, the principal's role helps to determine the role of the community school director.

The Personal Dimension. The discussion thus far has been to conceive of the role incumbents (community school directors) as mere actors without taking into consideration the unique personalities or characteristics of the individual. Because of this, it would seem to be logical to assume that each community school director would react to a given stimuli in much the same way. However, roles are filled

by individuals, and no two are exactly alike. To understand the observed behavior of a specific community school director, it is not enough to be aware only of the nature of the roles and of the expectations. It is essential to know the nature of the individuals that occupy the roles and their modes of reacting to institutional demands or expectations. That is, in addition to recognizing the nomothetic, or normative, dimensions, it is germane to consider the idiographic, or personal, dimensions of social behavior.

Similar to the analysis of the institution in terms of role and expectations, the individual can be analyzed in terms of personality and need-dispositions (designed to achieve the goals of the individual). Personality has been defined as "the dynamic organization within the individual of those need-dispositions that govern his (her) unique reactions to the environment" (Getzels and Guba, 1957, p. 428). Parsons and Shils (1951) asserted that need-dispositions are individual "tendencies to orient and act with respect to objects in certain manners and to expect certain consequences from these actions" (p.114). Need-dispositions are goal-oriented; however, they influence not only the goals of the individual but also the ways in which the individual views the environment.

In order to understand the behavior of a particular role incumbent in an institution, it is necessary to be aware of the role expectations and the need-dispositions. In the context of the present study,

social behavior, then, may be thought of as the result of interaction between personal propensities of a community school director and institutional requirements of a local school district.

### Community as an Intervening Variable

Carr (1955) defined a social system as an "aggregation of individuals and institutional organizations located in an identifiable geographical locality and functioning in various degrees of interdependence as a permanent organized unit of the social order" (p. 167). Though this definition holds credence, it is obviously not taking into account the various potential intervening variables which exist in any social system. Without question, this has to be a major limitation of the general utility of social systems theory. Regardless of the type of variable used, it would seem beneficial to be able to recognize it, gather data relative to its use, and understand its role in the model. In this study, for example, the intervening variable was the type or classification of community that a community school director represented.

Although the term "community" has numerous usages, in the present study it refers to any one of the following five community types: Type I - Urban, Type II - Cities, Type III - Towns, Type IV - Urban Fringe, and Type V - Rural. In studying these various community types, the most useful framework from which to view



differences was thought to be a modified version of social systems theory as presented in Figure 2. The relationships among the community school director (individual), the local school district (institution), and the community type (intervening variable) are the topics of concern considered here. Each of the above elements are understood to be in constant interaction with one another while the culmination of the model seeks to achieve community goals through observed behavior.

For the purpose of this research study the characteristics of the institutions in which the community school directors are employed have not been controlled. Since the impact of community type is of major interest, it has been designated the independent variable for this research. The design for this study is clearly ex post facto, since the researcher is not able to assign individual community school directors to community types. Ex post facto research designs can test hypotheses concerning the relationship between an independent variable and a dependent variable where there is implied causal relationship and yet no way to manipulate the independent variable. The independent variable is the one on the basis of which the individuals are grouped, and in this instance, according to the five community types mentioned above; the dependent variable is the one assessed or measured following the grouping (Ary, Jacobs & Razavieh, 1972). If differences occur in the dependent variables in this study,

there will be some evidence of the efficacy of expanding the social systems theory to include the use of community as an intervening variable in the model.

Nyberg (1977) supported the proposition "that schools are and ought to be reflections of the communities that support them" (p. 205). Leichter (1978) went on to explain that "the image of community is of vital importance in understanding the social world through which the individual moves, and is therefore of significance in framing educational questions about the relationships among institutions (and individuals) that educate" (p. 581). Both of these statements emphasize the relevance of the concept of community. An attempt has been made in this study to define and classify the various communities so their impact on the institutions and individuals as well as the relations among the community types themselves might be studied in some systematic fashion.

### The Practical Component

Six practical themes constitute the second component in this chapter. Each theme also serves as a topic of inquiry in the present investigation. A review of the literature as it relates to the themes will be limited to the field of Community Education.

#### Role of the Community School Director

Langs (1974) stated that "the role of the Community School

Director has undergone, and is undergoing, definite shifts in emphasis" (p. 1). The shift has been from a program-oriented approach to a process-oriented approach (Bojorquez, 1975).

In the Review and Evaluation Report of the 1976-77 Community School Program prepared by the Michigan Department of Education (1977), the role of the community school director was broken down into the following activities:

- A. Planning Activities
  - 1. Setting Goals and Objectives
  - 2. Needs Assessment
  - 3. Setting Priorities
  - 4. Program Development
    - a. Within School System
    - b. Interagency Cooperation
- B. Program Operation
- C. Evaluation
- D. Dissemination
- E. Other

In light of the activities mentioned above, the role of the community school director remains amorphous. In consonance with this statement is the recommendation contained in the evaluation report which indicated that the director's role in each district should be more explicitly and deliberately defined.

Role of the Michigan Department of Education  
in Community Education

The philosophical concept of Community Education has endured in Michigan for over 40 years. However, official involvement by the Michigan Department of Education did not manifest itself until 1945 when the Community School Service Program was introduced with financial support from the W. K. Kellogg Foundation of Battle Creek, Michigan. The need to implement the Community Education concept was expressed, even prior to the development of this program, by Hart (1924) when he wrote:

Education is not apart from life . . . . The democratic problem in education is not primarily a problem of training children; it is a problem of making a community within which children cannot help growing up to be democratic, intelligent, disciplined to freedom, reverent of the goods of life, and eager to share in the tasks of age. A school cannot produce the result; nothing but a community can do so. [p. 382]

The Community School Service Program operated between 1945-1953 and it involved eight small communities and later expanded to include five adjoining counties in the Grand Traverse Area of Michigan. The purpose behind this experimental program was to enhance and improve the education, health, and welfare in each respective community by means of utilizing an educative process in problem solving. Seay and Crawford (1954) contended that these communities "brought together through education activities their resources--the natural, human, technological, and institutional

resources--and applied them to their local problems in health, recreation, agriculture, and other aspects of community life" (p. 17).

The second time the Michigan Department of Education got involved with community schools was in the late 1960's. For three years bills were introduced in the Michigan Legislature for community school programs but failed to garner enough support during this period. Finally, in 1969, the Legislature appropriated \$1,000,000 in a line item of the budget for grants to school districts operating community school programs. The role of the Michigan Department of Education was to administer the grant program.

To participate in the grant program a local school district had to make necessary application and also submit, what some community school directors thought to be, lengthy goals and objectives. This procedure resulted in much controversy over the years and has since changed. Goals and objectives are no longer part of the application process.

The funds for the grant program were used as partial reimbursement for salaries of community school directors. The raison d'etre for the grant program was to serve as an incentive for school districts to implement the concept of Community Education.

#### Administrative Rules and Legislation

The administrative rules and legislation governing Section 96

of the State School Aid Act have long been a concern to community school directors in the field. The question of equity in terms of the grant program first appeared in the Michigan Department of Education's evaluation report (1977). According to this report, there was a recurring problem with the procedures for determining the eligibility of a local school district to participate in the "Grants for Community School Program" and the amount to be received for that participation. Although current administrative rules governing Section 96 base eligibility and reimbursement on K-12 enrollment and other factors (see Appendix B), local school districts continue to be responsible for servicing all age groups, regardless of the district's physical size or population.

For several years now, many community school directors from around the state have argued cogently about the inequity of the administrative rules subsumed under Section 96. In spite of this, however, only minor modifications in the rules have taken effect.

At the 1978 Michigan Community School Education Association (MCSEA) Fall Conference that took place on Mackinac Island, October 4-6, discussions were held with 62 of the local community school directors on a person-to-person basis with regard to the procedures mentioned above. Comments received from those directors suggested that the current procedures were antiquated, and even more so, inequitable for participating school districts.

However, the degree of inequity was not able to be discerned through the informal conversations.

State's Adopted Four-fold Role of Community Schools

Sullenger (1978) maintained that "prior to August 13, 1975, there was not a clearly defined role for school districts participating in the grant program" (p. 5). This was an important date because the Board adopted the "Position Paper on the Community School Within the Philosophical Concept of Community Education," which explicated the State-defined role for participating school districts. The position paper identified the schools' four-fold role as:

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

citizens.

The intent of the position paper was to provide a framework from which the Department could evaluate school districts participating in the community school grant program.

Sufficiency of State Funding and Impact  
of Section 96 Funds

Section 96 funds were disbursed by the Michigan Department of Education in the form of grants to school districts conducting community school programs. It should be noted that State expenditures did not directly purchase all of the services generally provided in a community school program. The remainder of expenses were allocated from local district revenues and other sources. Within the grant program, monies were used as partial salary reimbursement for community school directors.

The impact of Section 96 funds could be measured by the number of districts requesting funds under the grant program. As previously shown in Table 1.1, the number has consistently increased. However, one might say that real impact can be measured only when special support for a program is discontinued. In attempting to assess this sort of impact, a number of questions are unanswered. For example, what would happen if Section 96 monies were discontinued next year? And concomitantly, would local school districts absorb the projected cost of a community school program in the event the



grant program was eliminated? Answers to these and other related questions could be of value to both the Michigan Department of Education and practitioners alike.

### Evaluation of Community School Programs

It was noted in Chapter I that the Michigan Department of Education has been without assigned personnel to conduct a formal evaluation of the community school grant program since 1977. The importance of an annual evaluation was expressed by Carmody (1978) in a recent Michigan Community School Education Association Newsletter when he stated:

The fact that each year we had documentation to report to the Legislature, the State Board of Education and other related offices, and to you on the successes and the impact of Community Education was extremely beneficial. [p. 6]

Stufflebeam (1975) argued cogently that one of the main uses of evaluation is to provide information for decision-making. This role, he purported, "calls for a proactive application of evaluation, as information is provided to decision-makers in advance of when they must make decisions" (p. 8). For the purpose of this study, the following general definition of evaluation cited by Cameron (1978) will be used: "Evaluation is the process of systematically determining the merit or worth of something" (p. 6). This definition is selected because it allows flexibility in terms of who makes the determination of worth. That is, a community school program could

be evaluated from the perspective of the State, or from the perspective of the local district, i. e., the Board of Education and the superintendent.

No longer should community school directors or the Michigan Department of Education rely on "tabulations of programs offered and participants enrolled as the basis for determining the success or failure of their efforts" (Santellanes, 1975, p.23). Therefore, the need for evaluation is clear, particularly in light of the comments above.

#### Summary and Assumptions

The present study has two elements which affect its design: to introduce the variable "community type" into social systems models and to assess community school directors' attitudes and opinions relative to six themes mentioned earlier in the present chapter. The former is the independent variable in the study and the latter is the dependent variable set. Before proceeding to the next chapter which delineates the exact procedures used to address the research hypotheses, it is appropriate to list the assumptions under which the research was conducted. Some of the assumptions are of a theoretical nature and some practical. The theoretical assumptions concern constructs. The practical assumptions concern the respondent dispositions and the operationalizations used in the design. The

theoretical assumptions are:

1. The Getzels-Guba model is a viable way of depicting reality and the introduction of community type into the model as an intervening variable enhances rather than violates the model.
2. Ratings of statements along a five-point continuum, first developed by Likert (1932) yield interval data rather than ordinal, and thus, parametric statistics may be used.

The practical assumptions are:

1. The respondents have adequate knowledge concerning the themes of this study, so that they have opinions and attitudes relative to the six themes.
2. The respondents will be more honest in their responses to a third party than they would be to the Michigan Department of Education.

## CHAPTER III

### DESIGN AND METHODOLOGY

The purpose of this study was to measure attitudes of community school directors in relation to Section 96 of the State School Aid Act. Efforts were made to ascertain whether any variations existed on a selected set of dependent variables between directors in five types of communities (independent variable for the study): Type I - Urban, Type II - Cities, Type III - Towns, Type IV - Urban Fringe, and Type V - Rural. There were two premises from which the rationale for this study developed. The first premise is practical because the Michigan Department of Education has been without assigned personnel to conduct research studies since 1977. The second premise is of a theoretical nature inasmuch as social systems theory is alluded to in order to help conceptualize the study.

#### Instrumentation

##### Instrument Plan

The questionnaire items considered in this investigation centered around six major themes. They are (as previously stated):

1. Community school directors' perceptions of their roles
2. Community school directors' perceptions of the role of the Michigan Department of Education in Community

### Education

3. Community school directors' attitudes toward the administrative rules and legislation governing the "Grants for Community School Program"
4. Community school directors' perceptions of their program in relation to achieving the goals of the State's adopted four-fold role of community schools
5. Community school directors' opinions relative to the sufficiency of state funding and the impact of Section 96 monies on local community school programs
6. Community school directors' current practices and opinions in terms of evaluation of community school programs

The initial plan for instrument development called for the formulation of items which would enable the investigator to assess various important aspects of each thematic area. Ten items were initially formulated for each theme. For example, in the first draft, the theme dealing with "community school directors' perception of their own roles" consisted of items that would elicit responses regarding role definition, inservice education, conducting a formal needs assessment, involvement of community advisory councils, and establishing yearly goals and objectives. After a careful screening of the ten items, it was decided that the "director's perceived role" could be adequately assessed with only six of the ten items.

A sample of items relating to the role of the community school director is listed below. The questionnaire requested the respondent to react to the items on a Likert-type (1932), five-point scale with response options ranging from strongly disagree to strongly agree.

Item 4. I can envision my role as community school director becoming more complex.

<u>Strongly</u>	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u>
Disagree				Agree

Item 6. I actively involve my community advisory council in the Community Education process.

<u>Strongly</u>	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u>
Disagree				Agree

Another example of the process used can be illustrated using the second theme, "community school directors' perception of the role of the Michigan Department of Education." Again, ten unique items were formulated and later reduced to include only seven items. A sample of items relating to the second theme include:

Item 8. Design of inservice education should be a role of the Michigan Department of Education.

<u>Strongly</u>	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u>
Disagree				Agree

Item 13. The Michigan Department of Education should further emphasize its monitoring role by determining whether local districts are complying with established rules concerning community school programs funded by Section 96 of the State School Aid Act.

Strongly  
Disagree

Disagree

Undecided

Agree

Strongly  
Agree

The four remaining themes--administrative rules and legislation, goal achievement of the four-fold role, sufficiency of state funding, and the evaluation of community school programs--were formulated in the same manner. Operationally, each item in the final questionnaire was designed to assess some specific dimension of the six major themes (see Appendix D for final instrument).

#### Development Procedures: A Pilot Test

In an attempt to establish content validity of the instrument, a pilot test was made using five community school directors, three staff members of the Michigan Department of Education (including one individual from the Research Assessment and Evaluation Service area), a representative from the Michigan Senate Fiscal Agency, and one expert in the field of measurement.

Specific directions were given to the subjects in that each was

asked to make note of any ambiguous terms used, relevancy of each item, problems with organization of the questionnaire, comprehensiveness, time it took to fill out the instrument, and any other comments deemed important that might add to the validity of the instrument.

The process of pilot testing took place on three separate occasions. In the initial pilot test the instrument was critiqued by five community school directors, each representing one of the five different community types--urban to rural communities. Several revisions were made as a result of their critiques. An example of one revision that was made would be with an original item which stated: "I am actively involved with non-school oriented groups, e.g., Senior Citizens." After the pilot test, the item was changed to read: "I am actively involved with other community agencies, e.g., Health Department, Parks and Recreation, Department of Social Services." It would seem that the rephrased item is much clearer than the one originally posed.

The instrument was then submitted to the three Michigan Department of Education staff members and the Senate Fiscal Agency representative for their perusal. Again, specific recommendations were made to further improve the instrument. Final instrument revisions were not made until an expert in the field of measurement had the opportunity to react to it. As a consequence of the pilot testing



procedure, 18 items in the original questionnaire were eliminated, seven items were changed to provide additional clarity and continuity (including the instructions sections), and six items were added to make the final instrument more comprehensive. Also, one part of the cover letter (attached to the questionnaire) was changed so that it would be easier to determine which of the subject's wanted synoptic descriptions of the results mailed to them after the completion of the study. It was expected that this offer of results might improve the response rate of the study.

#### Final Instrument

From the initial planning stages to the development of the final instrument (see Appendix D) many modifications were made. A brief explanation of the final instrument content is worthy of noting at this point. Included in the final instrument were: (1) a listing of the six major thematic areas, (2) 38 unique dimensions, i. e., attitude, perception, and opinion statements that related specifically to the six areas, (3) four open-ended questions that were of direct concern to community school directors in the field, and (4) five demographic questions relating to length of directorship, length of program operation, age, district population, and sex.

The six theme areas will be presented below as the dependent variables in the hypotheses of this study. The scoring rule used in the formulation of the variables was to add the numbers associated

with the response categories marked by the respondent and then divide by the number of items in that theme area on the instrument. Thus, for "director's perceived role," item responses for items one through six were summed and then the sum divided by six.

### Description of Population and Sampling Plan

#### Population

The population for this study consisted of the contact persons (fiscal agents) identified by the Michigan Department of Education in a publication entitled Michigan Resource Directory for Adult, Community and Continuing Education Programs (1977-1978). The contact person has as his/her prime responsibility the administration of a district-wide community school program. Each contact person had submitted an application to the Michigan Department of Education to participate in the grant program. As indicated in Table 3.1, the number of fiscal agents totaled 217, therefore, this figure was considered as the population in this study. The list of participating school districts included in the population are listed in Appendix E.

#### Sample Procedures

The sample in this investigation was selected by two various modes; viz., purposive sampling and simple random sampling. The rationale for employing both kinds of sampling techniques is to help insure non-violation of the assumptions of the analysis of variance

(ANOVA). While the ANOVA is sensitive to cell size ( $n$ ), great differences in sample size tend to make the results of the ANOVA less trustworthy. Also, "the risk of a Type I error may be affected by unequal population variances if the sample sizes are grossly different" (Games & Klare, 1967, p. 526).

In this study there were five levels of the independent variable (community type), all of which were depicted in the "urban-rural continuum" (see Table 3.1). The five different levels of community types with corresponding  $n$ 's (i. e., participating school districts) are: Type I - Urban (11 districts), Type II - Cities (18 districts), Type III - Towns (59 districts), Type IV - Urban Fringe (70 districts), and Type V - Rural (59 districts). Therefore, the sum of the districts equals the population for the study, or 217.

The purposive or judgmental sampling technique (i. e., data collected and deemed relevant by a researcher for general comparative purposes) described by Babbie (1973) was chosen because of the small  $n$ , or number of people, represented in two levels (Types I and II) of the independent variable (community type). Simple random sampling was used for the other three levels (Types III, IV, and V) of the independent variable because the  $n$  in each group was relatively large.

#### Sample Size by Independent Variable

Due to the unequal  $n$ 's in the various community types, the

community types, the following sample sizes were considered to be representative of the population: Type I ( $\underline{n} = 11$ ), Type II ( $\underline{n} = 18$ ), Type III ( $\underline{n} = 30$ ), Type IV ( $\underline{n} = 30$ ), and Type V ( $\underline{n} = 30$ ). In view of the low  $\underline{n}$  in both Type I and Type II settings, it was agreed that the instrument would be sent to each fiscal agent within their respective school districts. In reference to Type III, Type IV, and Type V settings, the  $\underline{n}$  in each district exceeded 50, and yet, the largest  $\underline{n}$  was only 70. Table 3.1 illustrates the different sample sizes.

Table 3.1

## Sample Size by Community Type

	Purposive Sample		Simple Random Sample			Total
	Type I Urban	Type II Cities	Type III Towns	Type IV Urban Fr.	Type V Rural	
Population	11	18	59	70	59	217
Drawn Sample	11	18	40	40	40	149
Desired Sample	11	18	30	30	30	119

It was agreed that the desired sample for Types III, IV, and V would be 30 in each category. Therefore, an attempt was made to insure a high response rate by developing a contingency plan. This plan involved assigning numbers to each district in the latter three groups, then selecting 40 numbers for each group based on a table of

random numbers. So, rather than forwarding just 30 questionnaires per community type, 40 were sent. The use of a table of random numbers insures each element in a population an equal chance of being selected.

#### Data Collection Procedures

A mail questionnaire (see Appendix D) was used to collect the data for this study. The primary reason for choosing the mail questionnaire technique was because of the time and expense involved in other methods of data collection. Materials were forwarded to the subjects (at their business addresses) on November 15, 1978. Each person was sent the following: a joint letter of introduction and support from the Michigan Department of Education (signed by Mr. Kenneth Walsh, Supervisor of Basic and Continuing Education) and Michigan Community School Education Association (signed by President Phil Hartman), a cover letter indicating the objectives of the study (signed by the researcher), a copy of the questionnaire, and a return preaddressed, stamped envelope for the convenience of the respondents. To help insure prompt replies, the instrument was reasonably short, comprehensible, and uncomplicated.

Follow-up mailings for non-respondents were scheduled for the second week in December. In order to determine the non-respondents, identifying code numbers were placed in the upper right

hand corner of the instrument. To insure confidentiality, as soon as the instruments were received, the code numbers were destroyed so that neither the respondent nor the school district could be identified. This fact was explained in the cover letter signed by the researcher.

The instrument used was color coded by community type as follows: Type I - pink, Type II - blue, Type III - green, Type IV - gold, and Type V - canary. The purpose of color coding was to make it easier to process and code the data after their return. The five colors provided an easy means for perusing the data based on the representative community type. Color coding would seem to increase the probability of the respondents filling out the questionnaire because it is believed to be less easy to lose a bright pink piece of paper on a desk than a white piece of paper.

### Respondents

#### Response Rates

There are two ways to contemplate response rate in this study. The first is a comparison of the usable returns with the drawn sample. The second way is to compare the returns used in the analysis with the desired sample because in three of the five levels of community type (independent variable) samples were overdrawn. As presented in Table 3.2, the response rate for usable returns contrasted with the drawn sample was 82 percent.

In order to achieve the desired sample, four returns from Type III, one from Type IV, and three from Type V were randomly eliminated from the usable returns. As shown in Table 3.2, the response rate for returns used in the analysis contrasted with the desired sample was 96 percent. Follow-up procedures were not conducted due to the high response rate after the first mailing.

Table 3.2

Response Rates based on Drawn and Desired Sample Size

Description of Respondent Group	Purposive Sample		Simple Random Sample			Total	Drawn Resp. Rate %	Desired Resp. Rate %
	Type I	Type II	Type III	Type IV	Type V			
Population	11	18	59	70	59	217		
Drawn Sample	11	18	40	40	40	149		
Desired Sample	11	18	30	30	30	119		
Usable Returns	9	15	34	31	33	122	82	
Returns used in Analysis	9	15	30	30	30	114	77	96

It should be pointed out that 114 returns were used in the analysis of data. The drawn sample for the study was 149. Consequently when contrasting the returns used in analysis with the drawn sample

the response rate equaled 77 percent.

### Characteristics of the Sample

Five items on the survey instrument were used to collect demographic information about the respondents. The solitary reason for collecting demographic information was to provide the Michigan Department of Education with specific data which they requested. Therefore it should be noted that the items to follow did not figure in the analysis. The items elicited responses that were related to the following areas: (1) length of directorship, (2) length of program operation, (3) age, (4) district population, and (5) sex. As indicated in Table 3.3, 14 of the respondents (12.3 percent) had been community school directors for less than two years; 13 of the respondents (11.4 percent) had been community school directors for two to four years; 41 of the respondents (36 percent) had been community school directors for five to seven years and 46 of the respondents (40.4 percent) had been community school directors for eight years or longer.

As can be seen in Table 3.3, three of the respondent's programs (3 percent) had been in operation for less than two years; 13 of the respondent's programs (11.4 percent) had been in operation between two and four years; 30 of the respondent's programs (26.3 percent) had been in operation between five and seven years; and 68 of the respondent's programs (60 percent) had been in operation for eight years or longer.



Table 3.3

## Length of Directorship and Program Operation

Length of	Less than 2 years		2-4 years		5-7 years		8 years or longer		Total	
	N	%	N	%	N	%	N	%	N	%
Directorship	14	12.3	13	11.4	41	36	46	40.4	114	100
Operation	3	3	13	11.4	30	26.3	68	60	114	100

As presented in Table 3.4, there were 103 male community school directors (90.4 percent) and 11 female community school directors (9.6 percent) that responded to the survey instrument. Also presented in Table 3.4 was the age of the respondents. Two of the community school directors (1.8 percent) were between 22 and 25 years old; 22 (19.3 percent) were between 26 and 30 years old; 50 (43.9 percent) were between 31 and 40 years old; and 40 (35.1 percent) were 41 years and over.

Table 3.4

## Age and Gender of Respondents

Personal	Female		Male		22-25 years		26-30 years		31-40 years		41 & over		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Age					2	1.8	22	19.3	50	43.9	40	35.1	114	100
Sex	11	9.6	103	90.4									114	100

### Research Hypotheses

In order to ascertain whether differences did, in fact, exist when attitudes of community school directors were viewed according to their designated community type, six research hypotheses were formulated and are listed below.

- Hypothesis I: With respect to self-perception of community school directors' roles, there will be mean differences based on community type when measured on the six following dimensions of:
1. active involvement with other community agencies,
  2. establishing yearly goals and objectives,
  3. active role in terms of communicating with local legislators,
  4. envision role as community school director becoming more diversified,
  5. role as community school director being clear-cut, and
  6. actively involving community advisory council in the Community Education process.

- Hypothesis II: With respect to community school directors' perceptions of the Michigan Department of Education's role in Community Education, there will be mean

differences based on community type when measured on the seven following aspects of:

1. funds for special interest groups,
2. design of inservice education,
3. delivery systems to improve supportive services,
4. securing additional funds for local programs,
5. delivery of inservice education,
6. criterion for employment as a community school director, and
7. monitoring the rules of the grant program.

Hypothesis III: With respect to community school directors' attitudes toward the administrative rules and legislation of the grant program, there will be mean differences based on community type when measured on the five following features of:

1. administrative rules being equitable for all participating school districts,
2. providing more funds for new community school districts,
3. eligibility for partial salary reimbursement based on K-12 enrollment,
4. eligibility for partial salary reimbursement based on full-time directors, and

5. eligibility for partial salary reimbursement based on director's salary level.

Hypothesis IV: With respect to community school directors' perceptions of achieving goals of the State's adopted four-fold role of community schools, there will be mean differences based on community type when measured on the five following dimensions of:

1. facilities available for citizen use,
2. assessing local conditions, setting priorities, and assisting in program planning,
3. utilization of resources through joint planning by local agencies,
4. initiating new programs when not available through other agencies, and
5. four-fold role clarifying the role of the community school director.

Hypothesis V: With respect to community school directors' opinions about sufficiency of state funding and the impact of Section 96 on community school programs, there will be mean differences based on community type when measured on the six following aspects of:

1. positive impact of Section 96 funds,
2. continued funding at local level without Section

- 96 support,
- 3. Section 96 funds being used as originally planned,
- 4. competitive grant system,
- 5. impact of the discontinuance of Section 96 funds,  
and
- 6. need for additional monies.

Hypothesis VI: With respect to community school directors' opinions and current practices about evaluation of community school programs, there will be mean differences based on community type when measured on the nine following features of:

- 1. elimination of the state evaluator position,
- 2. necessity of annual state evaluation,
- 3. local citizen support,
- 4. on-site evaluation by the Michigan Department  
of Education,
- 5. application procedures used in 1977-78,
- 6. school district superintendent support,
- 7. worth of formal evaluation,
- 8. local Board of Education support, and
- 9. availability of alternative services.

#### Analysis Procedures

In the null form, each of the research hypotheses listed above

will be tested by a One-factor Analysis of Variance (ANOVA) with Unequal  $n$ 's. In an effort to compensate for the possible conservative nature of the ANOVA technique due to the differences in group size, the alpha ( $\alpha$ ) level considered in this exploratory study for inferring the operation of nonchance factors was the .10 level of significance. In setting the  $\alpha = .10$ , it was understood that the risk of Type I error was relatively high (Haber & Runyon, 1974; Popham, 1967). The rationale for  $\alpha = .10$  can be explained in part by the two diverse sampling procedures used in this investigation. Furthermore, in two levels of the independent variable (community type), the cell size ( $n$ ) was much smaller than the other three levels.

The exact  $t$  test will be used to detect differences among the five levels of the independent variable (community type) when the ANOVA is found to be significant. Responses to the open-ended questions will be used to enrich the discussion of the results and may lead to a better explanation of the Likert-type scale responses.

## CHAPTER IV

### RESULTS

The purpose of this study was to assess attitudes of practicing community school directors relative to Section 96 of the State School Aid Act in an effort to detect variations between the following community types: Type I - Urban, Type II - Cities, Type III - Towns, Type IV - Urban Fringe, and Type V - Rural. Section 96 funds were used as partial reimbursement for salaries of community school directors. This chapter contains a narrative and tabular presentation of the major findings. The results of the analyses of variance for the tested hypotheses which were not rejected are listed in Appendix H.

#### Differences by Community Type

Data collected in this investigation were coded onto mark sense sheets and run through an optical scanner. The optical scanner then produced a magnetic tape which was analyzed by computer.

The findings will be systematically presented as they related to each of the six major hypotheses. This is done to ascertain whether the data allow the rejection or acceptance of the null hypotheses. In either case, the several specific dimensions used to assess each of the major themes will then be treated as sub-hypotheses in

order to get a clearer picture regarding the extent to which community school directors are different from one another on specific dimensions, e.g., their attitudes toward the administrative rules and legislation governing the grant program. The grand mean and overall standard deviation for each item in the survey instrument appears in Appendix G. Responses to the open-ended questions will be briefly alluded to in Chapter V.

#### Role of the Community School Director - Theme I

The first major hypothesis to be tested stated that: "With respect to self-perception of community school directors' roles, there will be no mean differences based on community type when measured on the six following dimensions of: (1) active involvement with other community agencies, (2) establishing yearly goals and objectives, (3) active role in terms of communicating with local legislators, (4) envision role as community school director becoming more diversified, (5) role as community school director being clear-cut, and (6) actively involving community advisory councils in the Community Education process." The results of the analysis of variance did not allow the rejection of the hypothesis (see Appendix H for the summary table). However, before going to a finer analysis of the perception of role, the mean and standard deviation for each group on the variable "community school director role" is presented in Table 4.1.



Table 4.1

Group Means, Standard Deviations and Sample Sizes for Hypothesis I:  
Self-Perception of Community School Directors' Roles

Community Type	Sample Size	Mean	Standard Deviation
I Urban	9	4.17	.33
II Cities	15	3.90	.43
III Towns	30	4.08	.39
IV Urban Fringe	30	3.93	.45
V Rural	30	3.85	.55

Because the analysis of variance was not found to be significant, the differences between groups should not be exaggerated. Therefore, the perception of community school director role will be discussed overall and contrasts will not be made between community types. As a group, community school directors tend to moderately agree with the dimensions which characterized the "role of the community school director." To further investigate the perceptions of "community school director role" each item will be treated as a sub-hypothesis.

Six sub-hypotheses were tested in relation to the role of the community school director. Three of the tested sub-hypotheses were not rejected, and cannot be stated in the positive as a finding. Therefore, the null form is presented.

1. With respect to self-perception of community school

directors' roles, there are no mean differences between community types when measuring the dimension of active involvement with local legislators.

2. With respect to self-perception of community school directors' roles, there are no mean differences between community types when measuring the dimension of clear-cut roles.
3. With respect to self-perception of community school directors' roles, there are no mean differences between community types when measuring the dimension of active involvement of community councils.

The results of the analyses of variance for these sub-hypotheses are presented in Appendix H. The sub-hypotheses that were rejected in this specific area due to the  $F$  values, which are discussed in detail below, had the following dimensions: active involvement with other community agencies, establishing yearly goals and objectives, and the diversification of role.

Table 4.2 presents the summary of the analysis of variances for Item 1 that asked the respondents to rate the extent to which they agreed with the statement: "I am actively involved with other community agencies." The null sub-hypothesis tested for this analysis was: With respect to self-perception of community school directors' roles, there are no mean differences between community types when

measuring the dimension of active involvement with other community agencies.

Table 4.2  
Rated Self-perception of Degree of Active Involvement  
with other Community Agencies

Source of Variance	SS	df	MS	F	p
Between	6.65	4	1.66	2.89	.03
Within	62.79	109	0.58		
Total	69.44	113			

The statistics in Table 4.2 reveal at least one difference in the five groups of respondents with respect to their involvement with other community agencies because an F value of 2.89 would occur by chance with a probability of .03 if there were no differences. Therefore, the null sub-hypothesis was untenable and directors in at least one of the community-type groups were different with respect to their degree of active involvement with other community agencies. In order to detect which group or groups of directors were different, follow-up paired comparisons were performed.

Table 4.3 shows the means and standard deviations of the directors in each of the five community types relative to the "self-perception of active involvement with other community agencies."

The far right column indicates all significant paired comparisons. The data indicate that Type I (Urban) directors are different from Type V (Rural) directors at the .05 level, Type II (Cities) directors are different from Type III (Towns) directors at the .10 level, Type III (Towns) directors are different from Type IV (Urban Fringe) directors at the .05 level, and Type III (Towns) directors are different from Type V (Rural) directors at the .01 level. The mean of Type I (Urban) directors was found to be the most positive (4.78 on a 5-point scale). The means of Type IV (Urban Fringe, 4.27) directors and Type V (Rural, 4.13) directors were found to be the least positive.

Table 4.3

Group Means, Standard Deviations and Significant Paired Comparisons: Degree of Active Involvement with other Community Agencies

Community Type	Mean	Standard Deviation	Paired Comparisons
I Urban	4.78	.44	V**
II Cities	4.40	.63	III*
III Towns	4.70	.54	IV**, V***
IV Urban Fringe	4.27	.97	
V Rural	4.13	.90	
*p < .10	**p < .05	***p < .01	

While the data in Table 4.3 showed that directors in Urban school districts perceived themselves to be more actively involved

with other community agencies than Rural school districts, the magnitude of that difference may not be of educational significance, though it was statistically significant. The mean ratings for all director groups on this item were between four and five which represented the uppermost point on the scale. In other words, all directors perceived themselves to be actively involved with other community agencies.

The second dimension of the role of the community school director that produced significant differences among director groups was concerned with establishing yearly goals and objectives. Table 4.4 presents the summary of the analysis of variances for Item 2 that asked the respondents to rate the extent to which they agreed with the statement: "I should establish yearly goals and objectives for my community school program." The null sub-hypothesis tested for this analysis was: With respect to self-perception of community school directors' roles, there are no mean differences between community types when measuring the dimension of establishing yearly goals and objectives.

The statistics in Table 4.4 reveal at least one difference in the five groups of respondents with respect to establishing yearly goals and objectives because an  $F$  value of 1.98 would occur by chance with a probability of .10 if there was no difference in the group of directors. Therefore, the null sub-hypothesis was untenable and

Table 4.4

Rated Self-perception with respect to Establishing  
Yearly Goals and Objectives

Source of Variance	SS	df	MS	F	p
Between	2.33	4	.58	1.98	.10
Within	31.96	109	.29		
Total	34.28	113			

directors in at least one of the community-type groups were different with respect to establishing yearly goals and objectives. In order to detect which group or groups of directors were different, follow-up paired comparisons were performed.

Table 4.5 shows the means and standard deviations of the directors in each of the five community types concerning "yearly goals and objectives." The far right column indicates all significant paired comparisons. The data reveal that Type I (Urban) directors are different from all other director types at the following levels: Type II (Cities) directors at the .10 level, Type III (Towns) directors at the .05 level, Type IV (Urban Fringe) directors at the .01 level, and Type V (Rural) directors at the .05 level. The mean of Type I (Urban) directors was found to be the most positive (4.89) and the mean of Type V (Rural) directors was found to be the least positive (4.33). While the means for each group of directors in Table 4.5

were at the upper points of the scale as in the previous item, the pattern of difference in this item showed a clear relationship between community type and directors' ratings. In this case, directors in the Urban setting rated the establishing of yearly goals and objectives to be more important than directors in any of the other community settings.

Table 4.5

Group Means, Standard Deviations and Significant Paired Comparisons: Perceived Necessity for Establishing Yearly Goals and Objectives

Community Type	Mean	Standard Deviation	Paired Comparison
I Urban	4.89	.33	II *, III**, IV***, V**
II Cities	4.53	.52	
III Towns	4.47	.51	
IV Urban Fringe	4.40	.50	
V Rural	4.33	.66	
*p < .10	**p < .05	***p < .01	

The third dimension of the role of community school director that yielded significant differences among director groups was concerned with the diversification of role. Table 4.6 presents the summary of the analysis of variances for Item 4 that asked the respondents to rate the extent to which they agreed with the statement: "I can

envision my role as community school director becoming more diversified in the future." The null sub-hypothesis tested for this analysis was: With respect to self-perception of community school directors' roles, there are no mean differences between community types when measuring the dimension of the diversification of role.

Table 4.6

## Rated Self-perception of Role Becoming More Diversified

Source of Variance	SS	df	MS	F	p
Between	7.37	4	1.84	3.05	.02
Within	65.77	109	.60		
Total	73.13	113			

The statistics in Table 4.6 reveal at least one difference in the five groups of respondents with respect to their role becoming more diversified in the future because an  $F$  value of 3.05 would occur by chance with a probability of .02 if there were no differences. Therefore, the null sub-hypothesis was untenable and directors in at least one of the community-type groups were different with respect to their role becoming more diversified. In order to detect which group or groups of directors were different, follow-up paired comparisons were performed.

Table 4.7 shows the means and standard deviations of the



directors in each of the five community types relative to "their perceptions of role diversification." The far right column indicates all significant paired comparisons.. The data show that Type I (Urban) directors at the .05 level, Type III (Towns) directors at the .01 level, Type IV (Urban Fringe) directors at the .01 level, and Type V (Rural) directors at the .01 level. The mean of Type I (Urban) directors was found to be in the undecided category (3.33) while the means of the other four groups of directors were found to be more positive (ranging from 4.2 - 4.33). The mean of Urban directors in Table 4.7 cannot be discussed in the same terms as the directors in the other four groups because the former was clearly in the undecided category, while the mean scores of the others were in the agreement category.

Table 4.7

Group Means, Standard Deviations and Significant Paired Comparisons: Perceived Diversification of Role in Future

Community Type	Mean	Standard Deviation	Paired Comparison
I Urban	3.33	1.12	II**, III***, IV***, V***
II Cities	4.27	.70	
III Towns	4.23	.77	
IV Urban Fringe	4.20	.76	
V Rural	4.33	.71	
<p>*p &lt; .10      **p &lt; .05      ***p &lt; .01</p>			

Role of the Michigan Department of Education  
in Community Education - Theme II

The second major hypothesis to be tested stated that "With respect to community school directors' perceptions of the Michigan Department of Education's role in Community Education, there will be no mean differences based on community type when measured on the seven following aspects of: (1) funds for special interest groups, (2) design of inservice education, (3) delivery systems to improve supportive services, (4) securing additional funds for local programs, (5) delivery of inservice education, (6) criterion for employment as a community school director, and (7) monitoring the rules of the grant program." The results of the analysis of variance did not allow the rejection of the hypothesis (see Appendix H for the summary table). However, before going to a more specific analysis of the perception of the role of the Michigan Department of Education in Community Education, the mean and standard deviation for each group on the variable "role of the Michigan Department of Education in Community Education" is presented in Table 4.8.

Because the analysis of variance was not found to be significant, the differences between groups should not be overstated. Therefore, the perception of the role of the Michigan Department of Education in Community Education will be discussed overall and contrasts will not be made between community types. As a group, community

school directors tend to fall in the undecided category with the aspects which characterized the "role of the Michigan Department of Education in Community Education." To further investigate the perceptions of this variable, each item will be treated as a sub-hypothesis.

Table 4.8

Group Means, Standard Deviations and Sample Sizes for Hypothesis II: Community School Director Perception of State Department's Role in Community Education

Community Type	Sample Size	Mean	Standard Deviation
I Urban	9	3.43	.74
II Cities	15	3.48	.52
III Towns	30	3.73	.49
IV Urban Fringe	30	3.69	.59
V Rural	30	3.78	.44

Seven sub-hypotheses were tested in relation to the role of the Michigan Department of Education in Community Education. Six of the tested sub-hypotheses were not rejected and cannot be stated in the positive as a finding. Therefore, the null form is presented.

1. With respect to community school directors' perceptions of the Michigan Department of Education's role in Community Education, there are no mean differences between community types when measuring the aspect of requesting

funds for special interest groups.

2. With respect to community school directors' perceptions of the Michigan Department of Education's role in Community Education, there are no mean differences between community types when measuring the aspect of designing inservice education.
3. With respect to community school directors' perceptions of the Michigan Department of Education's role in Community Education, there are no mean differences between community types when measuring the aspect of delivery systems to improve supportive services.
4. With respect to community school directors' perceptions of the Michigan Department of Education's role in Community Education, there are no mean differences between community types when measuring the aspect of securing additional funds for local community school programs.
5. With respect to community school directors' perceptions of the Michigan Department of Education's role in Community Education, there are no mean differences between community types when measuring the aspect of delivering inservice education.
6. With respect to community school directors' perceptions of the Michigan Department of Education's role in

Community Education, there are no mean differences between community types when measuring the aspect of monitoring the rules of the grant program.

The results of the analyses of variance for these sub-hypotheses are presented in Appendix H. The sub-hypothesis rejected in this particular area due to the  $F$  value, which is discussed in detail below, was concerned with the criterion for employment as a community school director.

Table 4.9 presents the summary of the analysis of variance for Item 12 that asked the respondents to rate the extent to which they agreed with the statement: "The criterion for employment of community school directors should be reviewed by the Michigan Department of Education." The null sub-hypothesis tested for this analysis was: With respect to community school directors' perceptions of the Michigan Department of Education's role in Community Education, there are no mean differences between community types when measuring the aspect of criterion for employment as a community school director.

The statistics in Table 4.9 reveal at least one difference in the five groups of respondents with respect to the necessity of reviewing the criterion for employment as a community school director because an  $F$  value of 2.37 would occur by chance with a probability of .06 if there was no difference in the groups of directors. There-

Table 4.9

Rated Perception of Reviewing Criterion for Employment  
as a Community School Director

Source of Variance	SS	df	MS	F	p
Between	11.83	4	2.96	2.37	.06
Within	136.17	109	1.25		
Total	148.00	113			

fore, the null sub-hypothesis was untenable and directors in at least one of the community-type groups were different with respect to their perceptions of reviewing the criterion for employment as a community school director. In order to detect which group or groups of directors were different, follow-up paired comparisons were performed.

Table 4.10 shows the means and standard deviations of the directors in each of the five community types in relation to the "necessity for reviewing the criterion for employment as a community school director." The far right column indicates all significant paired comparisons. The data indicate that Type I (Urban) directors are different from Type IV (Urban Fringe) directors at the .10 level, and also different from Type V (Rural) directors at the .01 level. Type II (Cities) directors are different from Type V (Rural) directors at the .05 level. Type III (Towns) directors are different from Type V (Rural) directors at the .10 level. Type I (Urban) directors, Type

II (Cities) directors, and Type III (Towns) directors are all different from Type V (Rural) directors but to varying degrees. The mean of Type I (Urban) directors was found to be the most negative (2.33), while the mean of Type V (Rural) directors was found to be the most positive (3.40). Although the data in Table 4.10 revealed differences between directors in the various groups, there does not appear to be any clear pattern of differences in relationship to reviewing the criterion for employment as a community school director. The means of all of the groups ranged from disagree to undecided.

Table 4.10

Group Means, Standard Deviations and Significant Paired Comparisons: Perceived Necessity for Reviewing Criterion for Employment as a Community School Director

Community Type	Mean	Standard Deviation	Paired Comparison
I Urban	2.33	.87	IV*, V***
II Cities	2.67	.98	V**
III Towns	2.83	1.18	V**
IV Urban Fringe	3.13	1.20	
V Rural	3.40	1.10	
<p>*p &lt; .10      **p &lt; .05      ***p &lt; .01</p>			

Administrative Rules and Legislation - Theme III

The third major hypothesis to be tested stated that: "With respect to community school directors' attitudes toward the administrative rules and legislation of the grant program, there will be no mean differences based on community type when measured on the five following features of: (1) administrative rules being equitable for all participating school districts, (2) providing more funds for new community school districts, (3) eligibility for partial salary reimbursement based on K-12 enrollment, (4) eligibility for partial salary reimbursement based on full-time directors, and (5) eligibility for partial salary reimbursement based on director's salary level." The results of the analysis of variance did not allow the rejection of the hypothesis (see Appendix H for the summary table). However, before going to a closer analysis of the attitude toward administrative rules and legislation, the mean and standard deviation for each group on the variable "administrative rules and legislation" is presented in Table 4.11.

Because the analysis of variance was not found to be significant, the differences between groups should not be magnified. Therefore, the attitudes of community school directors will be discussed overall and contrasts will not be made between community types. As a group, community school directors tend to be undecided with the features which characterized the "administrative rules and legislation." To



further investigate the attitudes of community school directors toward "administrative rules and legislation" each item will be treated as a sub-hypothesis.

Table 4.11

Group Means, Standard Deviations and Sample Sizes for Hypothesis  
III: Attitudes toward Administrative Rules and Legislation  
of the Community School Grant Program

Community Type	Sample Size	Mean	Standard Deviation
I Urban	9	3.07	.47
II Cities	15	3.16	.46
III Towns	30	3.13	.45
IV Urban Fringe	30	3.16	.60
V Rural	30	3.10	.52

Five sub-hypotheses were tested in relation to the attitudes toward administrative rules and legislation of the community school grant program. Four of the tested sub-hypotheses were not rejected, and cannot be stated in the positive as a finding. Therefore, the null form is presented.

1. With respect to community school directors' attitudes, there are no mean differences between community types when measuring the feature of equity, in terms of the administrative rules determining eligibility to participate in

- the community grant program.
2. With respect to community school directors' attitudes, there are no mean differences between community types when measuring the feature of providing new community school districts with more funds than districts already established.
  3. With respect to community school directors' attitudes, there are no mean differences between community types when measuring the feature of eligibility for partial salary reimbursement based on K-12 enrollment.
  4. With respect to community school directors' attitudes, there are no mean differences between community types when measuring the feature of eligibility for partial salary reimbursement based on full-time directors.

The results of the analyses of variance for these sub-hypotheses are presented in Appendix H. The sub-hypothesis rejected in this particular area due to the  $F$  value, which is discussed in detail below, was concerned with the eligibility for partial salary reimbursement based on the director's salary level.

Table 4.12 presents the summary of the analysis of variances for Item 18 that asked the respondents to rate the extent to which they agreed with the statement: "Partial salary reimbursement should not continue to depend on the community school director's salary level."

The null sub-hypothesis tested for this analysis was: With respect to community school directors' attitudes, there are no mean differences between community types when measuring the feature of eligibility based on the director's salary level.

Table 4.12

Attitudes toward Partial Salary Reimbursement based  
on Director's Salary Level

Sources of Variance	SS	df	MS	F	p
Between	8.67	4	2.17	2.15	.08
Within	108.78	108	1.01		
Total	117.45	112			

The statistics in Table 4.12 reveal at least one difference in the five groups of respondents with respect to their attitudes about eligibility for reimbursement based on the director's salary level because an F value of 2.15 would occur by chance with a probability of .08 if there were no differences. Therefore, the null sub-hypothesis was untenable and directors in at least one of the community-type groups were different with respect to their attitudes toward partial salary reimbursement being based on the director's salary level. In order to detect which group or groups of directors were different, follow-up paired comparisons were performed.

Table 4.13 shows the means and standard deviations of the

directors in each of the five community types in relation to their "attitudes about reimbursement based on the director's salary level." All sizes are given because this analysis has one piece of missing data, i. e., one respondent in Type II (Cities) omitted this item. The far right column indicates all significant paired comparisons. The data reveal that Type I (Urban) directors are different from the other director types at the following levels: Type II (Cities) directors at the .01 level, Type III (Towns) directors at the .10 level, Type IV (Urban Fringe) directors at the .10 level, and Type V (Rural) directors at the .05 level. Type II (Cities) directors are also different from Type IV (Urban Fringe) directors at the .10 level. The mean of Type I (Urban) directors was found to be 2.78 which would seem to indicate an undecided opinion about Item 18. On the other hand, the mean of Type II (Cities) directors was found to be 3.93 which suggests more agreement with the negatively stated item.

In what appears to be a clear pattern, Urban directors differed from all other groups relative to the reimbursement based on the director's salary level in that the Urban mean (2.78) was even in a totally different category as the other four (3.47-3.93). Note that Urban directors and Urban Fringe directors were the most closely related in terms of their individual means (2.78 and 3.47, respectively). Also there was an extreme difference (more than one full point) between Urban directors (2.78 and City directors (3.93).

Table 4.13

Group Size, Means, Standard Deviations, and Significant Paired Comparisons: Extent of Disagreement for Partial Salary Reimbursement based on Director's Salary Level

Community Type	n	Mean	Standard Deviation	Paired Comparison
I Urban	9	2.78	1.09	II***, III*, IV*, V**
II Cities	14	3.93	.48	IV*
III Towns	30	3.63	1.19	
IV Urban Fringe	30	3.47	.90	
V Rural	30	3.73	1.05	
*p < .10		**p < .05	***p < .01	

State's Adopted Four-fold Role of Community Schools - Theme IV

The fourth major hypothesis to be tested stated that: "With respect to community school directors' perceptions of achieving goals of the State's adopted four-fold role of community schools, there will be no mean differences based on community type when measured on the five following dimensions of: (1) facilities available for citizen use, (2) assessing local conditions, setting priorities, and assisting in program planning, (3) utilization of resources through joint planning by local agencies, (4) initiating new program when not available through other agencies, and (5) four-fold role clarifying the role of the community school director." The results of the analysis of variance did not allow for the rejection of the hypothesis (see Appendix

H for the summary table). However, before going to a finer analysis of the perception of the state's adopted four-fold role of community schools, the mean and standard deviation for each group on the variable "state's adopted four-fold role of community schools" is presented in Table 4.14.

Because the analysis of variance was not found to be significant, the differences between groups should not be exaggerated. Therefore, the perception of the state's adopted four-fold role of community schools will be discussed overall and contrasts will not be made between community types. As a group, community school directors tend to agree with the dimensions which characterized the "state's adopted four-fold role of community schools." To further investigate the perceptions of the "state's adopted four-fold role of community schools" each item will be treated as a sub-hypothesis.

Five sub-hypotheses were tested in relation to the state's adopted four-fold role of community schools. Four the tested sub-hypotheses were not rejected, and cannot be stated in the positive as a finding. Therefore, the null form is presented.

1. With respect to community school directors' perceptions of achieving goals of the state's adopted four-fold role of community schools, there are no mean differences between community types when measuring the dimensions of the local district assessing local conditions, setting

Table 4. 14

Group Means, Standard Deviations and Sample Sizes for Hypothesis  
IV: Perceptions of Achieving Goals of State's Adopted Four-fold  
Role of Community Schools

Community Type	Sample Size	Mean	Standard Deviation
I Urban	9	3.76	.85
II Cities	15	3.75	.61
III Towns	30	4.11	.37
IV Urban Fringe	30	3.81	.65
V Rural	30	3.79	.66

priorities, and assisting in program planning.

2. With respect to community school directors' perceptions of achieving goals of the state's adopted four-fold role of community schools, there are no mean differences between community types when measuring the dimension of the local district identifying and utilizing resources through joint planning by local agencies.
3. With respect to community school directors' perceptions of achieving goals of the state's adopted four-fold role of community schools, there are no mean differences between community types when measuring the dimension of the local district assisting in the initiation of new programs when they are not available through other agencies.

4. With respect to community school directors' perceptions of achieving goals of the state's adopted four-fold role of community schools, there are no mean differences between community types when measuring the dimension of the four-fold role clarifying the role of the community school director.

The results of the analyses of variance for these sub-hypotheses are presented in Appendix H. The sub-hypothesis rejected in this specific area due to the F value, which is discussed in detail below, was concerned with the dimension of facility usage.

Table 4.15 presents the summary of the analysis of variances for Item 19 that asked the respondents to rate the extent to which they agreed with the statement: "Our district makes facilities available for citizen use." The null sub-hypothesis tested for this analysis was: With respect to community school directors' perceptions of achieving goals of the state's adopted four-fold role of community, there are no mean differences between community types when measuring the dimension of facility usage.

The statistics in Table 4.15 reveal at least one difference in the five groups of respondents with regard to their perceptions of local district facility usage because an F value of 3.46 would occur by chance with a probability of .01 if there was no difference in the groups of the directors. Therefore, the null sub-hypothesis was untenable



Table 4. 15

## Perception of Achieving Facility Usage Goal

Source of Variance	SS	df	MS	F	p
Between	4.35	4	1.09	3.46	.01
Within	34.26	109	.31		
Total	38.61	113			

and directors in at least one of the community-type groups were different with respect to the use of school facilities. In order to detect which group or groups of directors were different, follow-up paired comparisons were performed.

Table 4. 16 shows the means and standard deviations of the directors in each of the five community types relative to "facility usage." The far right column indicates all significant paired comparisons. The data show that Type I (Urban) directors differ from the rest of the director types at the following levels: Type II (Cities) directors at the .10 level, Type III (Towns) directors at the .01 level, Type IV (Urban Fringe) directors at the .01 level, and Type V (Rural) directors at the .05 level. The mean of Type III (Towns) directors was found to be the most positive (4.87) while Type I (Urban) directors had the least positive mean (4.11). While the means for each group of directors in Table 4. 16 were at the upper points of the scale, the pattern of difference in this item showed a

clear relationship between community type and directors' ratings. The data revealed that directors in Urban school districts perceived their districts to be achieving the goal of facility usage to a lesser degree than Town school districts. Though the magnitude of that difference may not be of educational significance, it is statistically significant.

Table 4.16

Group Means, Standard Deviations and Significant Paired Comparisons:  
Degree of Achieving Facility Usage Goal

Community Type	Mean	Standard Deviation	Paired Comparisons
I Urban	4.11	1.27	II*, III***, IV***, V**
II Cities	4.73	.46	
III Towns	4.87	.35	
IV Urban Fringe	4.80	.41	
V Rural	4.83	.59	
<hr/>			
*p < .10	**p < .05	***p < .01	

Sufficiency of State Funding and Impact of Section 96 Funds -- Theme V

The fifth major hypothesis to be tested stated that: "With respect to community school directors' opinions about sufficiency of state funding and the impact of Section 96 on community school programs, there will be no mean differences based on community type

when measured on the six following aspects of: (1) positive impact of Section 96 funds, (2) continued funding at local level without Section 96 support, (3) Section 96 funds being used as originally planned, (4) competitive grant system, (5) impact of the discontinuance of Section 96 funds, and (6) need for additional monies." The results of the analysis of variance did not allow the rejection of the hypothesis (see Appendix H for the summary table). However, before going to a more specific analysis of the opinions concerning the "sufficiency of state funding and the impact of Section 96," the mean and standard deviation for each group on that variable is presented in Table 4.17.

Table 4.17

Group Means, Standard Deviations and Sample Sizes for Hypothesis V: Opinions about Sufficiency of State Funding and Impact of Section 96 on Community School Programs

Community Type	Sample Size	Mean	Standard Deviation
I Urban	9	3.06	.29
II Cities	15	3.01	.43
III Towns	30	3.14	.40
IV Urban Fringe	30	3.14	.35
V Rural	30	3.17	.30

Because the analysis of variance was not found to be significant, the differences between groups should not be overstated. Therefore,

the opinions concerning the sufficiency of state funding and the impact of Section 96 will be discussed overall and contrasts will not be made between community types. As a group, community school directors tend to have undecided opinions concerning the sufficiency of state funding and the impact of Section 96. To further investigate the opinions concerning the "sufficiency of state funding and the impact of Section 96" each item will be treated as a sub-hypothesis.

Six sub-hypotheses were tested in relation to the sufficiency of state funding and the impact of Section 96 on community school programs. Four of the tested sub-hypotheses were not rejected, and cannot be stated in the positive as a finding. Therefore, the null form is presented.

1. With respect to community school directors' opinions about sufficiency of state funding and the impact of Section 96 on community school programs, there are no mean differences between community types when measuring the aspect of proper fund usage, i. e., reimbursement monies going directly for the director's salary.
2. With respect to community school directors' opinions about sufficiency of state funding and the impact of Section 96 on community school programs, there are no mean differences between community types when measuring the aspect of a competitive grant program.

3. With respect to community school directors' opinions about sufficiency of state funding and the impact of Section 96 on community school programs, there are no mean differences between community types when measuring the impact of the discontinuance of Section 96 funds.
4. With respect to community school directors' opinions about sufficiency of state funding and the impact of Section 96 on community school programs, there are no mean differences between community types when measuring the need for additional monies, otherwise the community school program would start to diminish.

The results of the analyses of variance for these sub-hypotheses are presented in Appendix H. The sub-hypotheses that were rejected in this particular area due to the  $F$  values, which are discussed in detail below, had the following aspects: positive impact of Section 96 funds and local district financial support.

Table 4.18 presents the summary of the analysis of variances for Item 24 that asked the respondents to rate the extent to which they agreed with the statement: "Section 96 funds, allowing for partial reimbursement of directors' salaries, have had a positive impact on the success of our program." The null sub-hypothesis tested for this analysis was: With respect to community school directors' opinions about sufficiency of state funding and the impact of Section 96 on

community school programs, there are no mean differences between community types when measuring the aspect of positive impact on Section 96 funds.

Table 4.18

## Rated Opinions of the Positive Impact of Section 96 Funds

Source of Variance	SS	df	MS	F	p
Between	13.23	4	3.31	3.57	.01
Within	101.02	109	.93		
Total	114.25	113			

The statistics in Table 4.18 reveal at least one difference in the five groups of respondents with respect to the positive impact of Section 96 funds because an F value of 3.57 would occur by chance with a probability of .01 if there was no difference in the groups of directors. Therefore, the null sub-hypothesis was untenable and directors in at least one of the community-type groups were different with respect to their opinions about the impact of Section 96 monies. In order to detect which group or groups of directors were different, follow-up paired comparisons were performed.

Table 4.19 shows the means and standard deviations of the directors in each of the five community types in relation to the "positive impact of Section 96 funds." The far right column indicates all

significant paired comparisons. The data indicate that Type I (Urban) directors are different from Type II (Cities) directors at the .10 level and Type II (Towns) directors at the .05 level. Type II (Cities) directors are different from Type IV (Urban Fringe) directors at the .10 level and Type V (Rural) directors at the .05 level. Type III (Towns) directors are different from Type IV (Urban Fringe) directors at the .10 level and Type V (Rural) directors at the .01 level. The mean of Type I (Urban) directors was found to be the most positive (4.11) and the mean of Type II (Cities) directors was located in the undecided category (3.20). The data in Table 4.19 showed the first instance of Urban directors and Rural directors expressing similar positive feelings in relationship to the positive impact that Section 96 funds have on local programs. The directors of both Towns and Cities expressed an undecided opinion, while Urban Fringe directors leaned more toward agreement with the item.

The second aspect that related to the sufficiency of state funding and the impact of Section 96 funds that produced significant differences among director groups was concerned with the local district financial support without Section 96 funds. Table 4.20 presents the summary of the analysis of variances for Item 25 that asked the respondents to rate the extent to which they agreed with the statement: "Our district would continue to fund community school programs at the same level even if Section 96 funds were discontinued." The

Table 4.19

Group Means, Standard Deviations and Significant Paired Comparisons: Degree of Positive Impact of Section 96 Funds

Community Type	Mean	Standard Deviation	Paired Comparisons
I Urban	4.11	.78	II*, III**
II Cities		1.21	IV*, V**
III Towns		1.05	IV*, V***
IV Urban Fringe		.87	
V Rural		.87	
<p>*p &lt; .10      **p &lt; .05      ***p &lt; .01</p>			

null sub-hypothesis tested for this analysis was: With respect to community school directors' opinions about sufficiency of state funding and the impact of Section 96 on community school programs, there are no mean differences between community types when measuring the aspect of local district support continuing at the same level even if Section 96 funds were discontinued.

The statistics in Table 4.20 reveal at least one difference in the five groups of respondents with respect to their opinions about local district financial support because an  $F$  value of 3.10 would occur by chance with a probability of .02 if there were no differences. Therefore, the null sub-hypothesis was untenable and directors in at least one of the community-type groups were different with respect to financial support from their local school districts. In order to detect which



group or groups of directors were different, follow-up comparisons were performed.

Table 4.20

Rated Opinions about Local District Support if Section  
96 Funds were Discontinued

Source of Variance	SS	df	MS	F	p
Between	10.78	4	2.70	3.10	.02
Within	94.73	109	.87		
Total	105.52	113			

Table 4.21 shows the means and standard deviations of the directors in each of the five community types relative to "local district financial support." The far right column indicates all significant paired comparisons. The data reveal that Type I (Urban) directors differ from the other director types at the following levels: Type II (Cities) directors at the .05 level, Type III (Towns) directors at the .01 level, Type IV (Urban Fringe) directors at the .01 level, and Type V (Rural) directors at the .05 level. Type III (Towns) directors are different from Type V (Rural) directors at the .10 level. The mean of Type I (Urban) directors was found to be the most negative (2.33), while the highest mean of Type III (Towns) directors indicated a moderate degree of undecidedness (3.50) tending toward agreement. Urban directors are clearly different from the other director types.

The difference between directors in Towns and Rural shows a qualitative difference in the undecided category. Rural directors are almost at the center of the scale while directors in Towns are half-way to the agree response.

Table 4.21

Group Means, Standard Deviations, and Significant Paired Comparisons: Opinions about Local District Support if Section 96 Funds were Discontinued

Community Type	Mean	Standard Deviation	Paired Comparisons
I Urban	2.33	.71	II**, III***, IV*** V**
II Cities	3.20	1.08	
III Towns	3.50	.90	V*
IV Urban Fringe	3.37	.85	
V Rural	3.07	1.02	
<p>*p &lt; .10      **p &lt; .05      ***p &lt; .01</p>			

#### Evaluation of Community School Programs - Theme VI

The sixth major hypothesis to be tested stated that: "With respect to community school directors' opinions and current practices about evaluation of community school programs, there will be no mean differences based on community type when measured on the nine following features of: (1) elimination of the state evaluator position, (2) necessity of annual state evaluation, (3) local citizen support, (4) on-site evaluation by the Michigan Department of Education, (5) application

procedures used in 1977-78, (6) school district superintendent support, (7) worth of formal evaluation, (8) local Board of Education support, and (9) availability of alternative services."

The hypothesis tested for "evaluation of community school programs" was: With respect to community school directors' opinions and current practices about evaluation of community school programs, there are no mean differences between community types. The results of the analysis of variance did not allow the rejection of the hypothesis (see Appendix H for the summary table). However, before going to a closer analysis of opinions and current practice about evaluation of community school programs, the mean and standard deviation for each group on the variable "evaluation of community school programs" is presented in Table 4.22.

Because the analysis of variance was not found to be significant, the differences between groups should not be magnified. Therefore, the opinions and current practice about evaluation of community school programs will be discussed overall and contrasts will not be made between community types. As a group, community school directors tend to be undecided about the features of "evaluation of community school programs." To further investigate the opinions and practices each item will be treated as a sub-hypothesis.

Nine sub-hypotheses were tested in relation to the evaluation of community school programs. Four of the tested sub-hypotheses were

Table 4.22

Group Means, Standard Deviations and Sample Sizes for Hypothesis  
VI: Opinions and Current Practices in Evaluation of Community  
School Programs

Community Type	Sample Size	Mean	Standard Deviation
I Urban	9	3.27	.47
II Cities	15	3.01	.49
III Towns	30	3.31	.37
IV Urban Fringe	30	3.22	.48
V Rural	30	3.13	.38

not rejected, and cannot be stated in the positive as a finding. Therefore, the null form is presented.

1. With respect to community school directors' opinions and current practices about evaluation of community school programs, there are no mean differences between community types when measuring the feature of the elimination of the position of Community Schools' Evaluator within the Michigan Department of Education.
2. With respect to community school directors' opinions and current practices about evaluation of community school programs, there are no mean differences between community types when measuring the necessity of an annual state evaluation.

3. With respect to community school directors' opinions and current practices about evaluation of community school programs, there are no mean differences between community types when measuring the feature of the utility for the application procedures used in the grant program.
4. With respect to community school directors' opinions and current practices about evaluation of community school programs, there are no mean differences between community types when measuring the merit or worth of the evaluation process.

The results of the analyses of variance for these sub-hypotheses are presented in Appendix H. The sub-hypotheses that were rejected in this specific area due to the  $F$  values, which are discussed in detail below, had the following features: citizen support, on-site evaluation, superintendent support, local Board of Education support, and the availability of alternative services.

Table 4.23 represents the summary of the analysis of variances for Item 32 that asked the respondents to rate the extent to which they agreed with the statement: "The citizens of my district strongly support the community school program." The null sub-hypothesis tested for this analysis was: With respect to community school directors' opinions and current practices about evaluation of community school programs, there are no mean differences between community types

when measuring the feature of citizen support.

Table 4.23

Opinions about Citizen Support for Community School Programs

Source of Variance	SS	df	MS	F	p
Between	3.88	4	.97	2.33	.06
Within	45.26	109	.42		
Total	49.13	113			

The statistics in Table 4.23 reveal at least one difference in the five groups or respondents with respect to their opinions relative to citizen support because an  $F$  value of 2.33 would occur by chance with a probability of .06 if there was no difference in the groups of directors. Therefore, the null sub-hypothesis was untenable and directors in at least one of the community-type groups were different with respect to citizen support. In order to detect which group or groups of directors were different, follow-up paired comparisons were performed.

Table 4.24 shows the means and standard deviations of the directors in five community types in relation to "citizen support." The far right column indicates all significant paired comparisons. The data indicate that Type I (Urban) directors are different from Type III (Towns) directors at the .05 level. Type IV (Urban Fringe) directors at the .05 level, and Type V (Rural) directors at the .10

level. Type I (Urban) directors and Type II (Cities) directors have much the same mean (3.78 and 3.87 respectively) and were found to be less positive than the other director types. Also Type III (Towns) directors, Type IV (Urban Fringe) directors, and Type V (Rural) directors were quite similar in the mean scores (4.30, 4.30 and 4.23 respectively) and were found to be more positive than the first two director types. There appears to be two camps, i. e., Type I directors and Type II directors were quite similar, as were Type III, IV, and V directors. A possible explanation for these camps might be the amount of contact which the director has with citizens, or even the degree of homogeneity of citizens in a given community.

Table 4.24

Group Means, Standard Deviations and Significant Paired Comparisons:  
Degree of Citizen Support for Community School Programs

Community Type	Mean	Standard Deviation	Paired Comparisons
I Urban	3.78	.97	III**, IV*, V*
II Cities	3.87	.83	III**, IV**, V*
III Towns	4.30	.54	
IV Urban Fringe	4.30	.60	
V Rural	4.23	.57	
<p>*p &lt; .10      **p &lt; .05      ***p &lt; .10</p>			

The second feature of the evaluation of community school programs that produced significant differences among director groups was on-site evaluation. Table 4.25 presents the summary of the analysis of variances for Item 33 that asked the respondents to rate the extent to which they agreed with the statement: "On-site evaluations, relative to my community school program, conducted by the Michigan Department of Education staff can be beneficial to me." The null sub-hypothesis tested for this analysis was: With respect to community school directors' opinions and current practices about evaluation of community school programs, there are no mean differences between community types when measuring the feature of on-site evaluation by the Michigan Department of Education staff.

Table 4.25  
Opinions about On-site Evaluation

Source of Variance	SS	df	MS	F	p
Between	6.87	4	1.72	2.01	.10
Within	92.92	109	.85		
Total	99.79	113			

The statistics in Table 4.25 reveal at least one difference in the five groups of respondents with respect to their opinions about on-site evaluation because an F value of 2.01 would occur by chance



with a probability of .10 if there were no differences. Therefore, the null sub-hypothesis was untenable and directors in at least one of the community-type groups were different in relation to their feelings about on-site evaluation. In order to detect which group or groups of directors were different, follow-up paired comparisons were performed.

Table 4.26 shows the means and standard deviations of the directors in each of the five community types in terms of "support for on-site evaluation." The far right column indicates all significant paired comparisons. The data indicate that Type I (Urban) directors are different from Type IV (Urban Fringe) directors at the .10 level. Type II (Cities) directors are different from Type III (Towns) directors at the .05 level, Type IV (Urban Fringe) directors at the .05 level, and also Type V (Rural) directors at the .10 level. The mean of Type I (Urban) directors was found to be leaning in the positive direction (3.77). Directors in all of the groups indicated feelings about on-site evaluation that fell between undecided and agreement. Type II (Cities) directors stayed in the center of the scale, while Type IV (Urban Fringe) directors tended toward support of on-site evaluation conducted by the Michigan Department of Education.

The third feature of the evaluation of community school programs that showed significant differences among director groups was concerned with the support of the superintendent. Table 4.27

Table 4.26

Group Means, Standard Deviations and Significant Paired Comparisons: Degree of Support for On-site Evaluation

Community Type	Mean	Standard Deviation	Paired Comparisons
I Urban	3.22	.97	IV*
II Cities	3.07	1.22	III**, IV**, V*
III Towns	3.73	.98	
IV Urban Fringe	3.77	.82	
V Rural	3.60	.77	
<p>*p &lt; .10      **p &lt; .05      ***p &lt; .01</p>			

presents the summary of the analysis of variances for Item 35 that asked the respondents to rate the extent to which they agreed with the statement: "Your superintendent strongly supports the community school program." The null sub-hypothesis tested for this analysis was: With respect to community school directors' opinions and current practices about evaluation of community school programs, there are no mean differences between community types when measuring the feature of superintendent support.

The statistics in Table 4.27 reveal at least one difference in the five groups of respondents with respect to superintendent support because an  $F$  value of 3.55 would occur by chance with a probability of .01 if there was no difference in the groups of directors. Therefore,

the null sub-hypothesis was untenable and directors in at least one of the community-type groups were different with respect to their opinion of superintendent support. In order to detect which group or groups of directors were different, follow-up paired comparisons were performed.

Table 4.27

Group Means, Standard Deviations and Significant Paired Comparisons: Degree of Support for On-site Evaluation

Source of Variance	SS	df	MS	F	p
Between	8.32	4	2.08	3.55	.01
Within	63.93	109	.59		
Total	72.25	113			

Table 4.28 shows the means and standard deviations of the directors in each of the five community types relative to "superintendent support." The far right column indicates all significant paired comparisons. The data suggest that Type I (Urban) directors are different from Type III (Towns) directors at the .01 level, Type IV (Urban Fringe) directors at the .01 level, and Type V (Rural) directors at the .05 level. Type II (Cities) directors are different from Type III (Towns) directors at the .01 level, Type IV (Urban Fringe) directors at the .01 level, and Type V (Rural) directors at the .05 level. Therefore, both Type I (Urban) directors and Type II (Cities)

directors were found to be different from the other three director types. The means of Type I (Urban) directors and Type II (Cities) directors range in the moderate agreement category (3.67 and 3.87 respectively) while the means of the other three groups tend to be more positive (4.47, 4.43, and 4.43 respectively) which indicates much similarity between them with respect to superintendent support. Again, in this item there appears to be two distinct camps. Urban directors and City directors were found to be quite different from the other three director types, most likely due to sizes of the districts.

Table 4.28

Group Means, Standard Deviations and Significant Paired Comparisons: Degree of Superintendent Support

Community Type	Mean	Standard Deviation	Paired Comparisons
I Urban	3.67	.87	III***, IV***, V**
II Cities	3.87	.83	III***, IV**, V**
III Towns	4.47	.63	
IV Urban Fringe	4.43	.73	
V Rural	4.43	.86	
<p>*p &lt; .10      **p &lt; .05      ***p &lt; .01</p>			

The fourth feature of the evaluation of community school programs that produced significant differences among director groups was concerned with the support of the local Board of Education. Table 4.29

presents the summary of the analysis of variances for Item 37 that asked the respondents to rate the extent to which they agreed with the statement: "Your Board of Education does not support the community school program." The null sub-hypothesis tested for this analysis was: With respect to community school directors' opinions and current practices about evaluation of community school programs, there are no mean differences between community types when measuring the feature of local Board of Education support.

Table 4.29

## Opinions about Local Board of Education Support

Source of Variance	SS	df	MS	F	p
Between	6.20	4	1.55	2.98	.02
Within	56.79	109	.52		
Total	62.99	113			

The statistics in Table 4.29 reveal at least one difference in the five groups of respondents with respect to superintendent support of the community school program because an F value of 2.98 would occur by chance with a probability of .02 if there were no differences. Therefore, the null sub-hypothesis was untenable and directors in at least one of the community groups were different in terms of their opinions about superintendent support. In order to detect which group

or groups of directors were different, follow-up paired comparisons were performed.

Table 4.30 shows the means and standard deviations of each of the five community-type directors relative to the "degree of local Board of Education support." The far right column indicates all significant paired comparisons. The data suggest Type I (Urban) directors are different from all other director types at the following levels: Type II (Cities) directors at the .05 level, Type III (Towns) directors at the .01 level, Type IV (Urban Fringe) directors at the .01 level, and Type V (Rural) directors at the .01 level. The mean of Type I (Urban) directors indicated an almost undecided opinion (2.44) while the means of the other four director types are similar and represent more disagreement with the negative statement (Type II - Cities, 1.73, Type III - Towns, 1.60, Type IV - Urban Fringe, 1.63, and Type V - Rural, 1.53). There appears to be a very clear pattern with respect to the local Board of Education support of community school programs. The difference in the means of the various director groups might well indicate a lack of personal contact with the Board of Education.

The fifth feature of the evaluation of community school programs that yielded significant differences among director groups was concerned with alternative services. Table 4.31 presents the summary of the analysis of variances for Item 38 that asked the respondents to rate the extent to which they agreed with the statement: "If

Table 4.30

Group Means, Standard Deviations and Significant Paired Comparisons: Degree of Local Board of Education Support

Community Type	Mean	Standard Deviation	Paired Comparisons
I Urban	2.44	1.01	II**, III***, IV*** V***
II Cities	1.73	.70	
III Towns	1.60	.63	
IV Urban Fringe	1.63	.72	
V Rural	1.53	.73	
<hr/>			
*p < .10	**p < .05	***p < .01	

the community school program were eliminated in my district, alternative services exist in the community where citizens could go for help." The null sub-hypothesis tested for this analysis was: With respect to community school directors' opinions and current practices about evaluation of community school programs, there are no mean differences between community types when measuring the feature of alternative services.

The statistics in Table 4.31 reveal at least one difference in the five groups of respondents with respect to the availability of alternative services in the local school district because an  $F$  value of 2.83 would occur by chance with a probability of .03 if there were difference in the groups of directors. Therefore, the null sub-hypothesis was untenable and directors in at least one of the community

groups were different with respect to the alternative services. In order to detect which group or groups of directors were different, follow-up paired comparisons were performed.

Table 4.31

## Alternative Services Available in School District

Source of Variance	SS	df	MS	F	p
Between	8.57	4	2.14	2.83	.03
Within	82.56	109	.76		
Total	91.12	113			

Table 4.32 shows the means and standard deviations of the directors in five community types relative to "alternative services." The far right column indicates all significant paired comparisons. The data suggest that Type I (Urban) directors are different from Type III (Towns) directors at the .10 level and Type V (Rural) directors at the .01 level. Type II (Cities) directors are also different from Type V (Rural) directors at the .01 level. The mean of Type I (Urban) directors suggested that there was less disagreement (2.56) with the item than did the Type V (Rural) directors mean (1.57) which indicated the most disagreement with the item. The severity of disagreement parallels the simplicity of the community, i.e., Rural areas are less likely to have alternative agencies while Urban areas are



more likely to have several forms of alternative services.

Table 4.32

Group Means, Standard Deviations and Significant Paired Comparisons: Alternative Services Available in School District

Community Type	Mean	Standard Deviation	Paired Comparisons
I Urban	2.56	1.01	III*, V***
II Cities	2.20	.78	V***
III Towns	1.90	.85	
IV Urban Fringe	1.93	.98	
V Rural	1.57	.77	
*p < .10	**p < .05	***p < .01	

#### Summary

This chapter provided a narrative and tabular presentation of the major findings. No significant differences were found when the six major hypotheses were tested. Consequently, sub-hypotheses, based on the item set of each thematic area, were tested. Thirteen significant differences were presented in six theme areas through the use of the analysis of variance technique. Exact t tests were performed to detect differences of community school directors' attitudes between pairs of community types. The thirteen mean differences were presented in the context of the six themes. In the role of the community school director, the following dimensions yielded significant

differences: active involvement with other community agencies, establishing yearly goals and objectives and the diversification of role. With respect to the role of the Michigan Department of Education in Community Education, the aspect of criterion for employment produced significant differences. In the area of administrative rules and legislation, the feature of eligibility based on the director's salary level showed significant differences. The state's adopted four-fold role of community schools yielded significant differences with respect to facility usage. In the area of sufficiency of state funding and the impact of Section 96 funds, the dimensions of positive impact and local district financial support produced significant differences. Finally, in terms of the evaluation of community school programs, the following features showed significant differences: citizen support, on-site evaluation from the Michigan Department of Education, superintendent support, local Board of Education support, and the availability of alternative services

## CHAPTER V

### SYNOPTIC DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

This chapter consists of a synoptic discussion of the study along with the design and methodological procedures used, an analysis of the efficacy of community type as an intervening variable, a generic discussion of Section 96 of the State School Aid Act, the limitations of the study, and finally, the implications and recommendations for future practice and research endeavors in the field of Community Education based on the findings in the present document.

#### Synoptic Discussion

It was the purpose of this dissertation to investigate the relationship between the attitudes of community school directors (dependent variable) and their representative community type based on the "urban-rural continuum." By measuring a constellation of attitudes relative to Section 96 of the State School Aid Act, it was believed that variations in the five levels of community type could be detected. The five community types were defined by the Michigan Department of Education (1971) as: Type I (Urban or Metropolitan Core Cities), Type II (Cities), Type III (Towns), Type IV (Urban Fringe), and Type V (Rural). Section 96 funds were distributed by the Michigan Department of Education as partial reimbursement for salaries of community

school directors.

There were two premises from which the rationale for this study emanated. The first premise was a practical one due to the loss of funding for the community schools' evaluator position at the State level. The Michigan Department of Education is currently without personnel to collect, analyze, interpret, and document requisite data pertaining to the community school program in Michigan. It is anticipated that this study will provide valuable information to the Michigan Department of Education in terms of program planning. The second premise was of a theoretical nature. It was conjectured that a modified version of social systems theory might offer the Community Education practitioner and Community Education researcher an alternate window through which to view a multiplicity of school district, personal and community related issues.

The population for this investigation consisted of 217 district-wide Community Education directors identified by the Michigan Department of Education in a publication entitled Michigan Resource Directory for Adult, Community and Continuing Education Programs (1977-78). The sample in the study resulted from the application of two distinct sampling techniques, i. e., simple random and purposive. School districts representing the five community types, the number of eligible community school directors for reimbursement in each district, and the total amount of reimbursement monies received from the

Michigan Department of Education for fiscal year 1977-78 appear in Appendix E.

The fact that appropriate instrumentation was not available made it necessary to develop a survey instrument which could elicit information relative to the objectives of the study. The instrument was designed to assess the attitudes of community school directors toward various issues revolving around the community school grant program (Section 96 of the State School Aid Act). The study had six major themes. The instrument consisted of 38 items utilizing a Likert-type scale (five point), four open-ended questions, and five demographic questions. It should be pointed out here that one of the demographic questions (item 4) was disregarded because of some apparent confusion between what was meant by total school district population and K-12 enrollment. This was perhaps due to the ambiguity of the item itself. Of the six themes, six statements were aimed at the role of the community school director; seven statements were related to the role of the Michigan Department of Education in Community Education; five statements were directed at the administrative rules and legislation of the grant program; five statements were concerned with the State's adopted four-fold role of community schools; six statements pertained to the impact of Section 96 monies; and nine statements focused on the evaluation of community school programs.

With the drawn sample identified (i. e., 149 community school directors), the survey instrument was forwarded to each school district. From the drawn sample, the desired sample or the sample used in the analysis of data was selected (i. e., 119 community school directors). After the first mailing 122 directors had returned the instrument for a response rate of 82 percent of the drawn sample. However, the response rate for the desired sample was 96 percent because 114 of 119 returns were used in the analysis of data. A second mailing was not deemed necessary due to the unusually high return after the initial mailing.

To ascertain if differences existed between community types with respect to the attitudes of community school directors, a One-factor Analysis with Unequal  $n$ 's was performed. The exact  $t$  test was used to detect differences among the five levels of community type when the ANOVA was found to be significant. Responses to the open-ended questions are alluded to in the present chapter in order to help elaborate on the statistically significant findings.

#### Analysis of the Efficacy of Community Type as an Intervening Variable

Because this was an exploratory study, the level of significance considered for inferring the operation of nonchance factors was alpha ( $\alpha$ ) = .10. No significant differences were found when the six major hypotheses were tested. Consequently, sub-hypotheses, based on the

item set of each thematic area, were tested. Thirteen of the 38 items on the survey instrument were found to be statistically significant. In the role of the community school director, the following dimensions yielded significant differences: active involvement with other community agencies, establishing yearly goals and objectives, and the diversification of role. With respect to the role of the Michigan Department of Education in Community Education, the aspect of criterion for employment produced significant differences. In the area of administrative rules and legislation, the feature of eligibility based on the director's salary level showed significant differences. The State's adopted four-fold role of community schools yielded significant differences with respect to facility usage. In the area of sufficiency of State funding and the impact of Section 96 funds, the dimensions of positive impact of Section 96 funds and local district financial support produced significant differences. In terms of the evaluation of community school programs, the following features showed significant differences: citizen support, on-site evaluation conducted by the Michigan Department of Education, superintendent support, local Board of Education support, and the availability of alternative services. Therefore, it would appear as though community type plays an important role as an intervening variable.

The utility for viewing this study through the aegis of the modified version of social systems theory seems to be upheld when studying

the results in Chapter IV. The first discussion of the findings will be organized by the six major theme areas. This discussion will be in terms of the overall level of positive or negative effect because no significant differences between community types were found. However, the following discussion will present patterns of differences among the community types which were found in the data. The presentation of the findings will be organized by the empirical categories created by the patterns of significant differences rather than a priori research concerns. Three major groupings occurred in the data: the isolate (Type I - Urban directors), clusters of differences and the ordering of means.

#### Research Themes

In Chapter I, six major themes were posited. They were:

1. Community school directors' perceptions of their roles
2. Community school directors' perceptions of the role of the Michigan Department of Education in Community Education
3. Community school directors' attitudes toward the administrative rules and legislation governing the "Grants for Community School Program"
4. Community school directors' perceptions of their program in relation to achieving the goals of the State's adopted



four-fold role of community schools

5. Community school directors' opinions relative to the sufficiency of state funding and the impact of Section 96 monies on local community school programs
6. Community school directors' current practices and opinions in terms of evaluation of community school programs

The analyses of hypotheses based on these themes were found to be nonsignificant. In other words, at the theme level community type was not found to be a powerful variable. However, the level of effect exhibited by community school directors in each theme area is worth discussing.

In four of the theme areas, the mean responses of the director groups were in the undecided category. The themes were: the Michigan Department of Education's role in Community Education, administrative rules and legislation, sufficiency of state funding and the impact of Section 96, and evaluation of community school programs. This result may have occurred because the directors have no common opinion with respect to the area, or it may be because the dimensions which were used to operationalize the themes were not the critical components of their attitudes or opinions.

In the two remaining theme areas (i. e., community school director's role and State's adopted four-fold role), the mean responses were in the agree category. While it is clear that not all directors

agree in the same way, because there were significant differences at the item level in these two theme areas, they do agree to the concept of the theme. The positive effect associated with these two areas provides some evidence that the instrument dealt with issues which are part of the perceptual network of the directors as a group.

#### Community Type I - The Isolate

Data showed that in six cases there were differences between the Type I (Urban) director data and all other directors in the four levels of community type. Before discussing the individual cases, it can be generally assumed that Type I (Urban) community school programs are larger and more complex than other programs which might explain, in part, the pattern of differences. The six cases were concerned with the following dimensions: establishing yearly goals and objectives, role diversification, reimbursement based on director's salary, support of local Boards of Education, facility usage, and continued local funding if Section 96 funds were discontinued.

In the case of establishing yearly goals and objectives, Type I (Urban) districts have, most likely, been addressing this issue for some time due to certain role expectations held by the institution. For example, the establishment of goals and objectives have been required for various federal (e.g., Title I) and state programs aimed primarily at the larger school districts. While all community types agreed with

the importance of goals and objectives, Type I (Urban) directors registered the strongest agreement.

Due to the complexity in the larger school districts, the role of the community school director representing Type I (Urban) districts has probably been more complex, in previous years anyway, than those directors representing other community types. Often times Urban directors are responsible for running community school programs by managing people, while other director types manage the program itself because of a lack in staff personnel. This explanation can be examined in relationship to the data. For example, Item 4 on the questionnaire asked the respondents to rate the extent to which they agreed with the statement: "I can envision my role as community school director becoming more diversified in the future." As previously explained in Chapter IV, significant differences were detected on this item. An analysis of the paired comparisons (see Table 4.7) revealed unequivocal differences between Type I (Urban) directors and the other four director types at the following levels: Type II (Cities) directors .05, Type III (Towns) directors .01, Type IV (Urban Fringe) directors .01, and Type V (Rural) directors .01. Urban directors had a mean of 3.33 which represented an undecided feeling with respect to their role becoming more diverse in the future. The means for the other director groups, however, reflected relatively strong agreement with the item, ranging from 4.20 to 4.33. In brief, the means for all groups

suggest that Urban directors were less extreme only because their role has been diverse for many years while the other director types are getting involved with more areas as time passes. Regardless of the type of community a director works in today, every school district has progressed to a point where role complexity seems to be a common phenomenon. Therefore, concomitant with this change would seem to be the diversification of role for all community school directors.

The amount of money received from the Michigan Department of Education for partial reimbursement of community school salaries has been based, in part, on the local director's salary level. Type I (Urban) directors differed from other directors probably because of the extreme range in salaries across the state. In some instances, Type I (Urban) directors made twice what other directors made. Consequently, it would appear rather inequitable to have reimbursement monies on a particular salary level.

Support from local Boards of Education were lower with respect to Type I (Urban) districts. Perhaps this can best be explained through an elaboration of the final two concerns, i. e., facility usage and continued local funding.

In relation to facility usage, the overall response from the five community types was positive. However, the response from Type I (Urban) directors indicated a less extreme feeling which might be due

to any number of reasons. Most likely, this difference can be attributed to the complexity of Type I (Urban) districts. The cost of keeping facilities open during such an inflationary period is, of course, a concern to all local Boards of Education, especially larger school systems because of the number of facilities needed to run comprehensive programs. There appears to be an almost urban sophistication that Urban directors possess in terms of the reality about facility usage and cutting costs.

It would seem that any genuine or continued support for a school program could be tested when state or federal dollars were withdrawn. In the event Section 96 funds were discontinued, Type I (Urban) directors were found to be the least positive about their perceptions of the Board of Education absorbing the cost out of the general budget. Consonant with this finding, Type I (Urban) directors indicated an undecided feeling about the perceived amount of support they receive from their local Boards of Education. This might be due to a lack of communication within the school system itself because of the size of the institution.

Even though the discussion above alluded to the complexity of the organization of Type I (Urban) districts, this should not be taken as an indication that the other four district types are all the same with respect to the nomothetic structure (e.g., leadership style, institutional role expectations, etc.). The organizational structure was not

considered in this study, Consequently, directors in each of the five groups may represent school systems which characterize varying degrees of organizational complexity. In fact, some Rural directors come from consolidated districts which have highly complex school district organizations. The fact that differences existed by community type when organizational climate was not considered lends credence to community complexity as a possible tenable variable. However, because these results did not occur in a large proportion of items nor did they cluster in any specific area, further research on the efficacy of community type as an intervening variable is necessary.

#### Clusters of Differences

On four items, Type I (Urban) directors and Type II (Cities) directors were different from the other community types. Thus the data provided a contrast between an urban cluster vs. a rural and suburban cluster. The four items on which this pattern of clustering occurred were all in the area of evaluation. One item related to on-site evaluation and was concerned with the formal and informal evaluation procedures used by the Michigan Department of Education. Another dealt with the availability of alternative services in local school districts. The other two items related to informal valuing of Community Education operationalized by citizen support and superintendent support. While directors in each of the groups reported positive support for their programs by citizens and superintendents,

Type I (Urban) directors and Type II (Cities) directors were the least sure of the degree of support. Possible explanation for the lack of extreme response is the value plurality which would seem more characteristic of Type I and Type II districts as opposed to the other three community types. The question of alternative services can be handled in much the same manner because the directors of Type I and Type II districts were also less sure on this variable. The complexity of services available and the redundancy of public and private facilities are more evident in Type I and Type II districts. With respect to on-site evaluation, Type I directors and Type II directors were found to be neutral toward this style of evaluation while directors in the other three groups tended to support it. The difference between the two clusters in terms of on-site evaluation can be attributed to the primacy-recency effect.

#### Ordering of Means

The empirical pattern of the two items discussed below is indicative of the temporal sequence in which programs became funded under Section 96. As a group, Type I (Urban) districts are characterized by programs which have been funded by Section 96 since the inception of the grant program while Type V (Rural) districts can be characterized as a group as recent entries into the program. The results of the item concerned with the Michigan Department of Education reviewing the criterion for employment of a community school

director revealed that Type I (Urban) directors were in disagreement while each of the director groups moved toward agreement on the same item. In terms of the second item that was related to the positive impact of Section 96 funds, the primacy-recency effect again best explains the ordering phenomenon that exists. Type I (Urban) directors and Type V (Rural) directors representing districts in the program the longest and shortest respectively were found to be the most positive about the impact of Section 96 monies, while the other three director types were undecided about the impact of these monies on the community school program.

#### Summary of the Efficacy of Community Type

The discussion above has attempted to focus on the power or efficacy of community type as an intervening variable. The first section used the a priori research themes as the focus. The three remaining groupings discussed in this section were: the isolate, clusters of differences, and the ordering of means. Type I (Urban) directors represented half of the significant differences elaborated on above. Consequently, future research endeavors should consider pre-planned contrasts using Type I (Urban) districts. One item was not presented in this section due to extremely high group means in what might have been spurious differences.



### Generic Discussion of Section 96 Funds

Section 96 funds have been used by the Michigan Department of Education to partially reimburse local school districts for salaries of community school directors. Purportedly, the monies serve as an incentive for school districts to operate community school programs. The primary focus of this study was to measure the attitudes of community school directors relative to Section 96 of the State School Aid Act. In an attempt to describe the perceived impact and equity of these funds, it was necessary to collapse the data across the five levels of community type. Although the grand means have been calculated for each item on the survey instrument and are included in Appendix G, the only grand means discussed in this section will relate specifically to the impact and equity of Section 96.

#### Impact of Funds on Local Programs

Seven items were concerned with the impact of Section 96 on local community school programs. A grand mean of 3.64 was recorded for the degree of positive impact that Section 96 funds have had on the success of local community school programs. The item that dealt with local districts absorbing the cost of the community school program in the event Section 96 funds were discontinued had a grand mean of 2.52, which suggested disagreement with the item. In determining the financial support from local school districts in the event the funds were discontinued, the grand mean was 3.22, or in the undecided

category. A grand mean of 2.74 for the item related to funding new programs to a higher extent than established programs suggested a degree of undecidedness. All community director types thought the Michigan Department of Education should be aggressive in attempting to secure additional monies for local community school programs (4.48). One item that was concerned with whether or not the lack of additional monies would cause a program to diminish had a grand mean of 3.06, or in the undecided category. Finally, an alternative to the current structure in terms of a competitive grant system was proposed and received a grand mean of 2.18 that suggested certain disagreement with the item.

Consequently, the extent of the positive impact of Section 96 funds cannot be clearly characterized by the responses to the Likert-type scale items. In most cases the sample mean was in the uncertain category. The only clear incidence of agreement concerned the securing of funds by the Michigan Department of Education. However, there was no certainty about what the effect of more or less money would be. Disagreement with the statements occurred on two items which concerned the uses of funds, i. e., funding new programs at a higher level than established programs and using a competitive system to allocate funds. The impact of these funding systems on any local program is not clear. That is, the open-ended comments did not clarify why these items were rated low.

Equity of Section 96

Four items centered around the perceived equity of Section 96. The grand mean of the item which dealt with the equity of the administrative rules was 2.86 which indicated a degree of undecidedness. Community school directors as a group, disagreed with the item which stated that reimbursement should be based on K-12 enrollment. In terms of funding strictly full-time community school directors, the grand mean of this item suggested tentative agreement (3.86). The last item in relation to the perceived equity of Section 96 funds dealt with the fact that reimbursement should not be based on the salary level of the community school director. The grand mean for this item was 3.58 which represented a point between uncertainty and agreement with the statement.

In brief, there appears to be concern on the part of community school directors about the equity and impact of Section 96 funds. Note that many of the response means in this selection of items are in the undecided range. This degree of uncertainty also characterized the responses to the open-ended question concerning a new funding formula. In all of the community types the suggestions ranged from no change, to using census data as the basis, to a flat support payment, plus some competitive funds. No clear preference for a new system was indicated. However, several respondents pointed out the philosophical inconsistency of basing community school program monies on K-12

enrollment. Consequently, it is recommended that more study of this topic be done.

#### Limitations of the Study

There are three basic areas of bias that could limit the validity of this study. They are: sampling, instrumentation, and the analysis procedures. The five levels of community type were determined by census data from 1971. Thus, if there were any shifts in the population since that time, the validity of these results are questionable. Because the population of the study consisted of district-wide Community Education directors, it is not intended to represent the entire community school director population in the state. Instead, it is expected that the respondents are representative of the grant recipients from the five levels of community type. If the population of fiscal agents (district-wide directors) is different from the population of all community school directors, these results do not characterize attitudes and opinions of community school directors in Michigan and should not be used by the Michigan Department of Education without additional evidence.

Because this study was of an exploratory nature, the development of an instrument was necessary. No data were gathered concerning the correlational validity of the instrument. Although the instrument was pilot tested with three expert sources for content validity,

no attempt was made to assess reliability. Consequently, the results from another use of the instrument could be different if the test is unreliable. The results of this study could be contaminated by measurement error. Perhaps a more in-depth measure of attitude would yield different results, if the validity of the instrument used in the study is not strong.

There are three limitations that emanate from the analysis procedures used. The first is that of multiple hypothesis testing on a data set which is not made up of independent units. The second limitation deals with unequal  $n$ 's in two levels of the independent variable (community type) which causes the ANOVA to be less accurate. The final limitation of the study relates to the exploratory alpha level (.10) which made the tests sensitive to some possible chance occurrences.

#### Implications and Recommendations

The findings of this study provide the Michigan Department of Education and the Michigan Community School Education Association with current empirical data relative to Section 96 of the State School Aid Act. Attitudes of district-wide Community Education directors were assessed according to a selected set of dependent variables. This was a systematic study in that attitudes of directors were viewed and compared in terms of the following community types: Type I

(Urban), Type II (Cities), Type III (Towns), Type IV (Urban Fringe) and Type V (Rural). It was conjectured that differences in attitudes based on community type could be detected with this style of investigation...

An analysis of the data did, in fact, reveal significant differences in all five levels of community types when specified items were considered. Based on the findings, the following recommendations are made.

1. The fact that the analysis of the data revealed many significant differences between director groups suggests that each group has unique needs and should be viewed by the Michigan Department of Education accordingly.
2. The Michigan Department of Education should hire additional permanent staff to investigate the current status of the implementation of the four-fold role at the local level. This staff person should also be required to update the Department's data base on a regular basis.
3. Additional studies should be undertaken to determine the extent to which a community school directors' functions are a result of institutional expectations or community expectations.
4. The current funding formula for partial reimbursement of community school directors salaries should be revised to

be more equitable for all participants in the grant program.

5. The Michigan Department of Education should request additional monies from the Legislature to conduct professional meetings across the state on a regular basis.

The modified version of social systems theory is a convenient scheme which offers the Community Education practitioner and Community Education researcher an alternate window through which to view school related issues. Further, it appears that on certain dimensions community type does make a difference when measuring attitudes of district-wide Community Education directors. For the Community Education researcher, the challenge remains to investigate whether community type or organizational complexity is a more powerful intervening variable.

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## APPENDIX A

## STATE SCHOOL AID ACT - SECTION 96

ACT NO. 90  
PUBLIC ACTS OF 1977  
AS AMENDED BY ACTS NO. 210, 404, AND 451  
PUBLIC ACTS OF 1978

AN ACT to make appropriations for the purpose of aiding in the support of the public schools and the intermediate school districts of the state; to provide for the disbursement of the appropriations; to permit school districts to borrow and to regulate the effect of the disbursements; to provide for issuance of bonds and other evidences of indebtedness of the state; to prescribe penalties; to supplement the school aid fund by the levy and collection of certain taxes; and to repeal certain acts and parts of acts.

Sec. 96. From the amount appropriated in section 11, there is allocated not to exceed \$1,600,000 in 1978-79 to be used by districts conducting community school programs approved by the department.

## APPENDIX B

## GRANTS FOR COMMUNITY SCHOOL PROGRAM

DEPARTMENT OF EDUCATION  
STATE BOARD OF EDUCATION

These rules take effect on October 1, 1978.

(By authority conferred on the state board of education by sections 9 and 96 of Act No. 90 of the Public Acts of 1977, as amended, being Secs. 388.1409 and 388.1496 of the Michigan Compiled Laws)

R 388.281 to R 388.283 of the Michigan Administrative Code, appearing on pages 7959 and 7960 of the 1975 Annual Supplement to the Code, are amended to read as follows:

## R 388.281. Definitions.

Rule 1. As used in these rules:

- (a) "Board" means the board of education of a district.
- (b) "Citizen's advisory council" means a body of persons broadly representative of the community appointed by the board of education to advise the director or coordinator on community school programming.
- (c) "Community school" means a school which:
  - (i) Makes its facilities available for citizen use.
  - (ii) Organizes local residents to assess local conditions, set priorities, and identify program planning.
  - (iii) Identifies and utilizes resources.
  - (iv) Assist in the initiation of new and improved programs in an effort to improve opportunities for all residents of the community.
- (d) "Community school director or coordinator" means an administrator employed by a district on a full-time basis to promote, organize, coordinate, and direct a community school program.
- (e) "Community school program" means the composite of those services provided to the citizens of a community by a district which has an impact on, or adds to, those services provided through regular instructional activities for children 5 to 18 years of age. A community school program may include, but need not be limited to, preschool activities for children and their parents, continuing and remedial education for adults, cultural enrichment and recreational activities for all citizens, and the offerings of technical services to community groups. The services may be provided at any time during any day of the week throughout the calendar year.

(f) "District" means a school district of the fourth, third, second, or first class, or a special act district.

(g) "Employed on a full-time basis" means employment by a district on a 12-month basis to provide a school-community services and to carry on the duties of a community school director or coordinator to the exclusion of other duties.

(h) "Evaluation of the community school program" means the procedures of identifying the intended products and processes of a system, then determining the system's actual products and processes and their interrelationships.

(i) "In-service education" means a systematic series of activities designed to increase knowledge and improve competencies required to fulfill the duties of a community school director or coordinator.

#### R 388.282. Eligibility for funds.

Rule 2. (1) A district is eligible for funds to support a community school program if it meets all of the following criteria:

(a) Submits an application in a manner and form prescribed by the department of education by a date specified by the department.

(b) Provides a budget for salaries of director or coordinator and for in-service education of director or coordinator.

(c) Has an aggregate school enrollment of not less than 1,800 children in grades Kindergarten to 12 on the fourth Friday following Labor Day of the school year unless the district meets one of the following conditions:

(i) The aggregate school enrollment for the district is less than 1,800 students and the district cooperatively employs with 1 or more other districts constituent of the same intermediate school district or a contiguous district within another intermediate school district, a community school director or coordinator.

(ii) A district has an aggregate enrollment of less than 1,800 students and has certified that it has unsuccessfully sought to combine with each adjacent district or districts to cooperatively employ a community school director or coordinator.

(d) Provides evidence that the board has adopted a policy authorizing a community school program.

(e) Has made a commitment in support of in-service education of the community school director or coordinator, other administrators, and community members through action of the board.

(f) Has employed a director or coordinator possessing minimum qualifications for a Michigan teaching certificate and 3 years teaching experience or a master's degree, provided that training includes a major in educational administration or a field related to community organization, except in those district where in the previous school year a comprehensive community school program was operated by a director or coordinator with lesser qualifications who is employed in this capacity during the current school year.

(g) Demonstrates involvement and cooperation with other community governmental agencies and service agencies in identifying and servicing the needs of citizens.

(h) Demonstrates utilization of a citizen's advisory council to assist in the conducting of community needs assessments and establishing of program priorities.

(i) Has made a commitment in writing to the department of education to account for the use of funds for which application is made.

(2) Any district, whose application for state community school program funds for a school year is approved, that fails to make an evaluation of the community school program for that year, in a manner and form prescribed by the department of education, by a date specified by the department, and report the results of the evaluation to the department of education shall not be entitled to state moneys for its community school program for that school year.

#### R 388.283. Distribution of funds.

Rule 3. A district eligible for funds to support a community school program shall receive not more than \$10,000.00 for each community school director or coordinator employed, but the state grant shall not exceed  $\frac{2}{3}$  of the basic salary of the director or coordinator. An eligible district may apply for and receive funds toward the salary of a director or coordinator plus the salary of 1 additional director or coordinator for each 3,000 students enrolled in excess of 1,800 students in the district or in a combination of districts served. In order to provide additional moneys to districts during their first 2 years of participation in the state program, up to 25% of an appropriation shall be to fund these programs up to the maximum formula costs. If the moneys appropriated are not sufficient to fund all eligible positions in all eligible districts, the funds shall be prorated on a percentage of cost basis among the eligible districts. A district shall not receive funding for more than 15 community school directors or coordinators. Moneys shall be distributed based on an approved application and the number of eligible directors in the previous year. First year applicant districts shall have the number of directors approved by the department.

APPENDIX C  
CONSORTIUM AGREEMENT

COOPERATIVE EDUCATION AGREEMENT

THIS AGREEMENT, dated the \_\_\_\_ day of \_\_\_\_\_, 19\_\_\_\_, is made between the SCHOOL DISTRICT OF \_\_\_\_\_ (hereinafter called \_\_\_\_\_) and the SCHOOL DISTRICT OF \_\_\_\_\_ (hereinafter called \_\_\_\_\_).

WHEREAS adult educational services are necessary in order to meet the needs of our respective communities and because these needs can best be met through a unified effort due to community size, resources, and proximity; and

WHEREAS \_\_\_\_\_ will currently receive no allocation from the State appropriation to the Department of Education and its continued operation of adult basic education and high school completion programs will diminish the resources available for its K-12 programs; and

WHEREAS \_\_\_\_\_ will currently receive an allocation from the State appropriation to the Department of Education and its operation of expanded adult basic education and high school completion programs will not diminish the resources available for its K-12 programs

NOW THEREFORE, in consideration of the mutual promises herein contained and in accordance with the provisions of the School Code of 1976 and the State School Aid Act of 1978, THE PARTIES AGREE AS FOLLOWS:

1. \_\_\_\_\_ shall operate the Adult Basic Education and High School Completion Programs for both school districts as a direct extension \_\_\_\_\_, beginning September 1, 19\_\_\_\_, following approval by the Michigan Department of Education.
2. \_\_\_\_\_ shall provide for all education, administration, management, and operational services as needed for the cooperative education programs governed by this Agreement.

- A. \_\_\_\_\_ will receive the State membership aid and Adult Basic Education reimbursement for all students enrolled in the cooperative education programs governed by this Agreement.
  - B. \_\_\_\_\_ will maintain all student records, including attendance records.
  - C. \_\_\_\_\_ will be responsible for all financial transactions including payroll for administrative, instructional, and clerical personnel and will maintain all appropriate financial records.
3. Students enrolled in the cooperative education programs governed by this Agreement will be counted by \_\_\_\_\_ and reported in its full time equated membership by the State Department of Education as prescribed by law.
  4. Instructional classes for adults will be conducted in both school districts. \_\_\_\_\_ will charge \_\_\_\_\_ for the use of classrooms, facilities, and other related costs at the following rates: (See attached formula). The term of these rates will be from September 1, 19\_\_ to August 31, 19\_\_. The rate will be adjusted annually to reflect increase inflationary and labor costs. Any additional costs associated with advertisement and promotion and printing will be borne by \_\_\_\_\_.
  5. This Agreement will be automatically renewed annually for one year periods unless mutually amended in writing or unless terminated in writing by either party by written notice. Such notice of termination must be received by \_\_\_\_\_ of any year in order to be effective in terminating the Agreement for the succeeding school year. Notification to the Director of termination should be made prior to \_\_\_\_\_ of any year in order to be effective for the following year.
  6. This Agreement has received the endorsement of the Board of Education of the SCHOOL DISTRICT OF \_\_\_\_\_ at the meeting held on the \_\_\_\_ day of \_\_\_\_\_, 19\_\_ and the Board of Education of the SCHOOL DISTRICT OF \_\_\_\_\_ at the meeting held on the \_\_\_\_ day of \_\_\_\_\_, 19\_\_.

\_\_\_\_\_  
 \_\_\_\_\_



## CRITERIA FOR APPROVAL OF A COOPERATIVE ARRANGEMENT FOR PROVIDING EDUCATIONAL SERVICES TO ADULTS

### Criteria Checklist

1. \_\_\_\_\_ Name of Administering District \_\_\_\_\_ School Code
2. \_\_\_\_\_ Name of Intermediate District \_\_\_\_\_ School Code
3. Names of all LEA's Involved in the Agreement
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
4. Agreement includes the following provisions:
- | Yes     | No    |   |
|---------|-------|---|
| * _____ | _____ | A. One district does not receive membership aid.  |
| _____   | _____ | B. Administering district receives membership aid.  |
| _____   | _____ | C. Administering district reports all full-time equated memberships.  |
| _____   | _____ | D. All instructional sites are within geographic boundaries of school district making up the cooperative.     |
| _____   | _____ | E. All student records, including attendance, will be maintained by the administering district.               |
| _____   | _____ | F. All financial records (expenditures and revenue) will be maintained by the administering district.         |
| _____   | _____ | G. All financial transactions will be the responsibility of the administering district.                       |
| _____   | _____ | H. Each cooperating district board of education has approved a resolution of compliance, (Evidence necessary) |

(\*Item not appropriate for cooperative arrangements involving districts which all receive membership aid.)

(All items "A" through "H" must be responded to with a "yes" in order for Department approval to be granted.)

5. The following activities are covered by the agreement:

☐ Adult Basic Education  
☐ High School Completion  
☐ Community Schools  
☐ \_\_\_\_\_ (Other)

Approved (Date): \_\_\_\_\_ Disapproved (Date): \_\_\_\_\_  
Reason for Disapproval: \_\_\_\_\_

## APPENDIX D

SURVEY INSTRUMENT, JOINT LETTER OF INTRODUCTION  
AND SUPPORT, AND COVER LETTER

Code Number \_\_\_\_\_

ATTITUDES AND PERCEPTIONS OF COMMUNITY SCHOOL DIRECTORS ABOUT THEIR  
ROLES AND THE MICHIGAN DEPARTMENT OF EDUCATION ROLES  
RELATIVE TO SECTION 96 FUNDS

Please place a checkmark (✓) over the position that best describes your reaction to the statements below. Make only one choice for each statement. Please complete every statement.

I. Self-Perception of Community School Director's Role

1. I am actively involved with other community agencies, e.g., Health Department, Parks and Recreation, Department of Social Services.

Strongly Disagree      Disagree      Undecided      Agree      Strongly Agree

2. I should establish yearly goals and objectives for my community school program.

Strongly Disagree      Disagree      Undecided      Agree      Strongly Agree

3. I should take an active role in terms of communicating with my local legislators, i.e., State Representatives, State Senators.

Strongly Disagree      Disagree      Undecided      Agree      Strongly Agree

4. I can envision my role as community school director becoming more diversified in the future.

Strongly Disagree      Disagree      Undecided      Agree      Strongly Agree

5. My role as community school director is clear cut.

Strongly Disagree      Disagree      Undecided      Agree      Strongly Agree

6. I actively involve my community advisory council in the Community Education process.

Strongly Disagree      Disagree      Undecided      Agree      Strongly Agree

II. Community School Director Perception of State Department's Role in Community Education

7. The Michigan Department of Education should request funds for special interest groups, e.g., educational programs for senior citizens, pre-school, special education.

Strongly Disagree      Disagree      Undecided      Agree      Strongly Agree

8. Design of inservice education should be a role of the Michigan Department of Education.

<u>Strongly</u> Disagree	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u> Agree
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9. The Michigan Department of Education needs to study various types of delivery systems to help improve the supportive services they offer to local community school programs.

<u>Strongly</u> Disagree	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u> Agree
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10. The Michigan Department of Education should be aggressive in its attempts to secure federal and other sources of money for local community school programs.

<u>Strongly</u> Disagree	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u> Agree
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11. Delivery of inservice education should be a role of the Michigan Department of Education.

<u>Strongly</u> Disagree	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u> Agree
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12. The criterion for employment of community school directors should be reviewed by the Michigan Department of Education.

<u>Strongly</u> Disagree	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u> Agree
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13. The Michigan Department of Education should further emphasize its monitoring role by determining whether local districts are complying with established rules concerning community school programs funded by Section 96 of the State School Aid Act.

<u>Strongly</u> Disagree	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u> Agree
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### III. Attitudes Toward Administrative Rules and Legislation of the Community Schools Grant Program

14. Administrative rules determining eligibility for state reimbursement of community school directors' salaries are equitable for all participating school districts.

<u>Strongly</u> Disagree	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u> Agree
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15. I believe it is important to provide more funds for new community school districts than districts already established.

<u>Strongly</u> Disagree	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u> Agree
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16. Eligibility for partial salary reimbursement should continue to be based on K-12 enrollment.

<u>Strongly</u> Disagree	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u> Agree
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17. Partial salary reimbursement should be limited to full-time community school directors, i.e., directors working only in the community school program.

<u>Strongly</u>	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u>
Disagree				Agree

18. Partial salary reimbursement should not continue to depend on the community school director's salary level.

<u>Strongly</u>	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u>
Disagree				Agree

IV. Perceptions of Achieving Goals of State's Adopted Four-Fold Role of Community Schools

19. Our district makes school facilities available for citizen use.

<u>None of</u>	<u>Some of</u>	<u>Half of</u>	<u>Most of</u>	<u>Almost</u>
the Time	the Time	the Time	the Time	Always

20. Our district organizes local residents to assess local conditions, help set priorities, and assist in program planning.

<u>None of</u>	<u>Some of</u>	<u>Half of</u>	<u>Most of</u>	<u>Almost</u>
the Time	the Time	the Time	the Time	Always

21. Our district identifies and utilizes other resources through joint planning by local agencies.

<u>None of</u>	<u>Some of</u>	<u>Half of</u>	<u>Most of</u>	<u>Almost</u>
the Time	the Time	the Time	the Time	Always

22. Our district assists in initiating new programs when they are not available through other agencies.

<u>None of</u>	<u>Some of</u>	<u>Half of</u>	<u>Most of</u>	<u>Almost</u>
the Time	the Time	the Time	the Time	Always

23. The development of the State's adopted four-fold role (as identified in statements 19-22) has helped me understand what it is I am responsible for.

<u>Strongly</u>	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u>
Disagree				Agree

V. Opinions About Sufficiency of State Funding and Impact of Section 96 on Community School Programs

24. Section 96 funds, allowing for partial reimbursement of directors' salaries, have had a positive impact on the success of our program.

<u>Strongly</u>	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u>
Disagree				Agree

Please turn page over

25. Our district would continue to fund community school programs at the same level even if Section 96 funds were discontinued.

<u>Strongly</u>	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u>
Disagree				Agree

26. The partial salary reimbursement amount (\$3,914 was average per community school director in fiscal year 1977-78) went directly for my salary.

<u>Strongly</u>	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u>
Disagree				Agree

27. A competitive grant system to school districts would make more sense to me than the partial reimbursement program that currently exists.

<u>Strongly</u>	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u>
Disagree				Agree

28. The discontinuance of Section 96 funds would have little or no impact on my program.

<u>Strongly</u>	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u>
Disagree				Agree

29. Unless additional monies are made available to local districts, my community school program will start to diminish.

<u>Strongly</u>	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u>
Disagree				Agree

VI. Opinions and Current Practices in Evaluation of Community School Programs

30. The elimination of the position of Community Schools' Evaluator within the Michigan Department of Education may hinder progress in the field of Community Education.

<u>Strongly</u>	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u>
Disagree				Agree

31. I believe it is necessary for the Michigan Department of Education to conduct a state evaluation of the community school program on an annual basis.

<u>Strongly</u>	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u>
Disagree				Agree

32. The citizens of my district strongly support the community school program.

<u>Strongly</u>	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u>
Disagree				Agree

33. On-site evaluations, relative to my community school program, conducted by Michigan Department of Education staff can be beneficial to me.

<u>Strongly</u>	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u>
Disagree				Agree

34. The 77/78 partial salary reimbursement application with its evaluative procedures (i.e., goals and objectives section for specific age groups) caused me to think more about what I was doing or planned to do.

<u>Strongly</u> Disagree	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u> Agree
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35. Your superintendent strongly supports the community school program.

<u>Strongly</u> Disagree	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u> Agree
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36. The merit or worth of a program is difficult to determine without a formal evaluation.

<u>Strongly</u> Disagree	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u> Agree
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37. Your Board of Education does not support the community school program.

<u>Strongly</u> Disagree	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u> Agree
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38. If the community school program were eliminated in my district, alternative services exist in the community where citizens could go for help.

<u>Strongly</u> Disagree	<u>Disagree</u>	<u>Undecided</u>	<u>Agree</u>	<u>Strongly</u> Agree
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#### VII. Open-Ended Questions

Please take a few extra minutes to fill out this portion of the questionnaire. All responses will be treated in a confidential manner, so please feel free to make any candid remarks deemed necessary from your perspective.

1. What criterion should be used for the distribution of Section 96 funds? Should eligibility be based on total population of a school district and not just K-12 enrollment, or what?
2. What suggestions can you make to improve communication between the Michigan Department of Education and local school districts?
3. What were some of the disadvantages of eliminating the evaluation position within the Michigan Department of Education? What are some advantages or disadvantages of the current application procedure? What do you think some of the possible ramifications are relative to these issues?

4. Additional comments and suggestions:

Please turn page over

VIII. Demographic Information

Finally, it is important to know some specific information about you, the program you administer, and the community which you serve. Please place a checkmark (✓) in the appropriate space provided.

1. How long have you been a Community School Director?
  - ( ) Less than 2 years
  - ( ) 2-4 years
  - ( ) 5-7 years
  - ( ) 8 years or longer
2. How long has the community school program been in operation in your present school district?
  - ( ) Less than 2 years
  - ( ) 2-4 years
  - ( ) 5-7 years
  - ( ) 8 years or longer
3. What category best describes your age?
  - ( ) 22-25 years
  - ( ) 26-30 years
  - ( ) 31-40 years
  - ( ) 41 and over
4. What is the total population of your school district?  
\_\_\_\_\_
5. Sex:
  - ( ) Male
  - ( ) Female

Your time and effort have been extremely appreciated. Thank You!

If you would like the summary results of this study mailed to you, please indicate this by placing a checkmark (✓) in the space provided.

( )

## STATE OF MICHIGAN

## DEPARTMENT OF EDUCATION



JOHN W. PORTER  
Superintendent of  
Public Instruction

Adult and Continuing Education Services  
P. O. Box 30008  
Lansing, Michigan 48909

November 15, 1978

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WILLIAM G. MILLIKEN  
*Ex-Officio*

Dear Community Education Director:

This is a letter to introduce Mr. Geoffrey Balkam, a doctoral intern working with the Department of Education through Western Michigan University. Mr. Balkam is doing research in conjunction with his doctoral program at Western. It is anticipated that the results of his research will be beneficial in the further development of Community Education in Michigan. His study is endorsed both by our office and by the Michigan Community Schools Education Association (MCSEA).

Enclosed you will find a brief survey for your completion. It should take approximately twenty minutes to complete and a pre-addressed, stamped envelope is attached. We hope you will share your insights and expertise with Mr. Balkam so that a most accurate and thorough document can be achieved. Please return this survey by Friday, November 24, 1978.

Thank you again for your cooperation.

Sincerely,

*Kenneth E. Walsh*  
Kenneth E. Walsh, Supervisor  
Basic and Continuing Education

*Phil Hartman*  
Phil Hartman, President  
Michigan Community Schools  
Education Association

Enclosure



EQUAL OPPORTUNITY EMPLOYER



Dear Fellow Community Educator:

For nearly a decade, the State of Michigan has appropriated monies to the Department of Education which allowed for partial reimbursement of community school directors' salaries under Section 96 of the State School Aid Act. The purpose of the legislation was to financially assist local school districts in an effort to implement the community school concept. To accomplish this task, qualified community school directors had to be hired; thus, the partial salary reimbursement monies served as an incentive for local school districts to become involved in Community Education.

Over the years, however, many community educators have voiced a concern relative to the equity involved with the administrative rules governing Section 96 funds. This is the primary stimulus for the development of this study.

In partial fulfillment of the degree of Doctor of Education, I am preparing a study to determine not only the perceived equity mentioned above, but also (a) the impact of these monies on local programs, (b) other potential funding formulae, and (c) role perceptions of community school directors and the Michigan Department of Education.

Because of the nature of this study, all community school directors will not be contacted. Depending on the type of community you represent, you have either been randomly selected or selected by means of a purposive sample from among the total list of community school programs in the State of Michigan; thus, your cooperation in filling out this questionnaire is most important in making this a meaningful and reliable study. It is anticipated that results of this study may have long-range implications for you as a community educator and for your respective school district.

I am asking that you take about 20 minutes of your time to complete the attached questionnaire. Although a code number is on the questionnaire, this is only done in order that I may check them off as they are returned. As soon as the questionnaires are received, the code number will be destroyed to help insure confidentiality. Neither you nor your school district will be identified by name in the final report. Please return your completed questionnaire by November 24, 1978 in the attached pre-addressed stamped envelope.

Your time in helping me with this study is most appreciated. If you would like to have the summary results mailed to you after completion of this study, please indicate by checking the space provided on the final page of the questionnaire.

Sincerely,

Geoffrey E. Balkam

## APPENDIX E

STATE REIMBURSEMENT ACCORDING TO COMMUNITY TYPE--  
LOCAL SCHOOL DISTRICT FISCAL AGENTS

## Community Type I--Metropolitan Core

School Code Number	School District Name	No. of Directors Funded	State Reim- bursement
81-010	Ann Arbor Public Schools	6	\$23,478
82-010	Detroit Public Schools	13	50,869
25-010	Flint City School District	13	50,882
41-010	Grand Rapids School District	15	58,710
82-070	Highland Park City School District	2	7,828
38-170	Jackson Public Schools	2	7,828
39-010	Kalamazoo City School District	5	17,912
33-020	Lansing School District	5	19,570
61-010	Muskegon City School District	3	11,472
63-030	Pontiac City School District	8	31,312
73-010	Saginaw City School District	3	11,742

## Community Type II--City

46-010	Adrian City School District	3	11,739
13-010	Albion Public Schools	1	3,913
04-010	Alpena Public Schools	1	3,913
63-010	Birmingham City School District	2	7,826
21-010	Escanaba Area Public Schools	1	3,913
70-010	Grand Haven Public Schools	2	7,566
70-020	Holland City School District	1	3,914
82-080	Inkster Public Schools	1	2,452
82-095	Livonia Public Schools	6	23,484
52-170	Marquette Public Schools	1	3,914
55-100	Menominee Area Public Schools	1	3,522
56-010	Midland Public Schools	1	3,914
58-010	Monroe Public Schools	1	1,803
50-160	Mt. Clemens Community Schools	1	3,914
11-300	Niles Community School District	1	3,914
82-100	Plymouth-Canton Community Schools	2	7,828
82-130	Romulus Community Schools	1	3,914
17-010	Sault Area Public Schools	1	3,914

## Community Type III--Town

School Code Number	School District Name	No. of Directors Funded	State Reim- bursement
03-030	Allegan Public Schools	1	\$3,913
29-010	Alma Public Schools	1	3,913
50-040	Anchor Bay School District	1	3,913
22-030	Breitung Township Schools	2	7,826
11-310	Buchanan Community Schools	1	3,913
79-020	Caro Community Schools	1	3,913
23-030	Charlotte Public Schools	1	3,913
73-110	Chesaning Union Schools	1	3,522
18-010	Clare Public Schools	1	3,913
12-010	Coldwater Community Schools	1	3,913
78-030	Durand Area Schools	1	3,913
15-060	East Jordan Public Schools	1	3,130
23-050	Eaton Rapids Public Schools	1	3,913
25-100	Fenton Area Public Schools	1	3,913
82-180	Flat Rock Community Schools	1	3,913
62-040	Fremont Public Schools	1	3,914
21-025	Gladstone Area Schools	1	3,914
59-070	Greenville Public Schools	1	3,914
52-040	Gwinn Area Community Schools	1	3,914
08-030	Hastings Area Schools	1	3,914
30-020	Hillsdale Community Schools	2	7,827
63-210	Holly Area Schools	1	3,914
47-070	Howell Public Schools	2	7,828
82-340	Huron School District	2	7,828
63-220	Huron Valley Schools	2	7,828
34-010	Ionia Public Schools	1	3,914
27-020	Ironwood Area Schools	1	3,914
52-180	Ishpeming School District #1	1	3,652
29-060	Ithaca Public Schools	1	3,914
44-010	Lapeer Community Schools	3	9,832
41-170	Lowell Area Schools	1	3,914
53-040	Ludington Area School District	1	3,914
77-010	Manistique Area Schools	1	3,914
13-110	Marshall Public Schools	1	3,914
81-100	Milan Area Schools	1	3,914
02-070	Munising Public Schools	1	3,914
52-090	Negaunee Public School District	1	3,914
63-100	Novi Community School District	1	3,914
35-010	Oscoda Area Schools	1	3,914
03-020	Otsego Public Schools	1	3,914

School Code Number	School District Name	No. of Directors Funded	State Reim- bursement
63-110	Oxford Area Community Schools	2	\$7,828
80-160	Paw Paw Public Schools	2	7,828
24-070	Petoskey Public Schools	1	3,914
31-110	Portage Township Schools	1	3,914
63-260	Rochester Community Schools	2	7,828
71-080	Rogers Union School District #1	1	3,914
50-190	Romeo Community Schools	1	3,914
17-110	Rudyard Area Schools	1	3,914
80-010	South Haven Public Schools	1	3,914
63-240	South Lyon Community Schools	1	3,914
41-240	Sparta Area Schools	1	3,914
49-010	St. Ignace City School District	2	5,218
29-100	St. Louis Public Schools	1	3,914
75-010	Sturgis Public Schools	1	3,914
75-080	Three Rivers Community Schools	1	3,914
79-150	Vassar Public Schools	1	3,914
63-290	Walled Lake Consolidated Schools	4	15,656
61-240	Whitehall District Schools	1	3,914
33-230	Williamston Community Schools	1	3,913

Community Type IV--Urban Fringe

63-070	Avondale School District	1	3,913
58-030	Bedford Public Schools	2	7,826
25-240	Beecher Community School District	2	6,540
63-050	Berkley City School District	2	6,967
63-080	Bloomfield Hills Public Schools	3	9,913
11-210	Brandywine Public Schools	1	3,913
73-180	Bridgeport-Spaulding Community Schools	2	7,826
73-080	Buena Vista School District	1	3,913
25-080	Carman-Ainsworth Community Schools	3	11,556
73-030	Carrollton Public Schools	1	3,913
50-080	Chippewa Valley Schools	1	3,913
50-070	Clintondale Community Schools	1	3,913
39-030	Comstock Public Schools	1	3,913
78-100	Corunna Public Schools	1	3,913
25-140	Davison Community Schools	2	7,136
19-010	DeWitt Public Schools	1	3,913
50-020	East Detroit Public Schools	3	11,739
33-010	East Lansing City School District	2	7,746

School Code Number	School District Name	No. of Directors Funded	State Reim- bursement
09-050	Essexville-Hampton Public Schools	1	\$3,783
63-200	Farmington Public Schools	3	11,423
63-020	Ferndale City School District	2	7,801
25-120	Flushing Community Schools	2	7,043
41-110	Forest Hills Public Schools	1	3,913
61-080	Fruitport Community Schools	1	3,914
39-050	Galesburg-Augusta Community Schools	1	3,914
25-030	Grand Blanc Community Schools	2	5,783
23-060	Grand Ledge Public Schools	1	3,914
41-130	Grandville Public Schools	1	3,914
82-055	Grosse Point Public School System	1	3,914
13-070	Harper Creek Community Schools	1	3,914
63-130	Hazel Park School District	3	9,843
33-070	Holt Public Schools	1	3,914
70-175	Jenison Public Schools	1	3,914
25-110	Kearsley Community Schools	1	3,914
41-145	Kenowa Hills Public Schools	1	3,914
41-160	Kentwood Public Schools	5	19,570
13-090	Lakeview-Lakeshore Public Schools	1	3,914
50-130	Lakeview School District	1	3,914
82-090	Lincoln Park Public Schools	1	3,443
63-140	Madison District Public Schools	2	7,828
61-060	Mona Shores Schools	2	5,792
25-040	Mt. Morris Consolidated Schools	1	3,914
38-130	Napoleon Community Schools	1	3,914
41-025	Northview Public Schools	1	3,914
63-250	Oak Park School District	1	3,914
33-170	Okemos Public Schools	1	3,914
61-190	Orchard View Schools	2	7,828
39-140	Portage Public Schools	2	7,828
61-220	Reeths-Puffer Schools	2	5,619
82-400	Riverview Community School District	1	3,914
63-040	Royal Oak City School District	1	3,914
73-040	Saginaw Township Community Schools	2	7,463
81-120	Saline Area School District	1	3,914
63-060	Southfield Public Schools	2	7,828
82-405	Southgate Community Schools	1	3,914
50-200	South Lake Schools	1	3,914
70-300	Spring Lake Public Schools	1	3,522
73-255	Swan Valley School District	1	3,914
25-180	Swartz Creek Community Schools	1	3,914

School Code Number	School District Name	No. of Directors Funded	State Reim- bursement
82-150	Taylor School District	2	\$7,828
63-150	Troy School District	3	9,078
50-210	Utica Community Schools	9	35,226
50-230	Warren Consolidated Schools	4	19,570
63-300	Waterford School District	6	23,484
33-215	Waverly Schools	1	3,914
82-160	Wayne-Westland Community Schools	7	26,528
63-160	West Bloomfield School District	2	7,233
82-340	Woodhaven School District	1	3,914
41-026	Wyoming Public Schools	3	11,742
81-020	Ypsilanti School District	2	7,828

## Community Type V--Rural

58-020	Airport Community Schools	1	2,823
44-020	Almont Community Schools	1	3,913
50-050	Armada Area Schools	1	3,913
43-040	Baldwin Community Schools	1	3,652
07-020	Baraga Township Schools	1	3,472
21-090	Bark River-Harris Schools	1	3,913
26-010	Beaverton Rural Schools	1	3,391
11-240	Berrien Springs Public Schools	1	3,913
15-020	Boyne City Public Schools	1	3,386
63-180	Brandon School District	1	3,913
47-010	Brighton Area Schools	2	7,826
41-050	Caledonia Community Schools	1	3,913
30-010	Camden-Frontier Schools	1	2,609
41-070	Cedar Springs Public Schools	1	3,913
59-125	Central Montcalm Public Schools	1	3,913
54-025	Chippewa Hills School District	1	3,913
25-150	Clio Area Schools	1	3,913
56-030	Coleman Community Schools	1	3,913
20-015	Crawford-AuSable Schools	1	3,913
76-080	Croswell-Lexington Schools	1	3,913
08-010	Delton-Kellogg Schools	1	3,913
14-030	Edwardsburg Public Schools	1	3,913
66-045	Ewen-Trout Creek Consolidated Schools	1	3,913
11-160	Gallen Township Schools	1	3,914
26-040	Gladwin Community Schools	1	3,914
45-010	Glen Lake Community Schools	1	3,914

School Code Number	School District Name	No. of Directors Funded	State Reim- bursement
24-020	Harbor Springs School District	1	\$3,914
18-060	Harrison Community Schools	1	3,914
73-210	Hemlock Public Schools	1	3,914
13-080	Homer Community Schools	1	3,914
59-090	Lakeview Community Schools	1	3,914
34-090	Lakewood Public Schools	1	3,914
33-100	Leslie Public Schools	1	3,914
25-250	Linden Community Schools	1	3,914
81-080	Manchester Community Schools	1	3,914
23-065	Maple Valley School District	1	3,914
53-010	Mason County Central Schools	1	3,914
59-045	Montabella Community Schools	1	3,914
52-015	Nice Community Schools	1	3,914
22-045	North Dickinson County Schools	1	3,914
23-080	Olivet Community Schools	1	3,914
66-050	Ontonagon Area Schools	1	3,914
09-090	Pinconning Area Schools	1	3,914
23-090	Pottersville Public Schools	1	3,914
67-060	Reed City Public School	1	3,914
11-033	River Valley School District	1	3,914
41-210	Rockford Public Schools	1	3,914
76-210	Sanduskey Community Schools	1	3,294
34-120	Saranac Community Schools	1	3,914
37-060	Shepherd Public Schools	1	3,914
73-240	St. Charles Community Schools	1	3,914
06-050	Standish-Sterling Community Schools	1	3,914
35-030	Tawas Area Schools	1	3,914
08-050	Thornapple-Kellogg Schools	1	3,914
13-135	Union City Community Schools	1	3,914
03-040	Wayland Union Schools	2	7,828
65-045	West Branch-Rose City Area Schools	1	3,914
36-025	West Iron County Public Schools	1	3,914
35-040	Whittemore-Prescott Area Schools	1	3,914

## APPENDIX F

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

Adopted by  
Michigan State Board of Education

August 13, 1975

## FOREWARD

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

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

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

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

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



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

JOHN W. PORTER  
Superintendent of Public Instruction

## HISTORY OF COMMUNITY EDUCATION DEVELOPMENT IN MICHIGAN THROUGH THE PUBLIC SCHOOLS

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

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

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

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

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

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

In 1969, as more communities established community school programs, the legislature provided state monies which allowed local

districts partial reimbursement for community school directors' salaries. This partial reimbursement has varied between \$1,000,000 and \$1,400,000, with the exception of 1971-72 when the item was vetoed.

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

#### DEFINITION OF TERMS

**COMMUNITY:** A grouping of residents by village, subdivision, neighborhood, school attendance area, etc., of a size which allows for interaction, involvement and two-way communication.

**COMMUNITY EDUCATION:** A philosophical concept that recognizes the life experiences as being part of one's education and is not limited to formal instruction, certain age classifications or attainment of diplomas. Community Education further recognizes that a process of involving citizens in identifying the conditions, resources, and priorities of the community is the central means of improving one's opportunity in life. This process focuses upon every institution, agency, and organization of the community to deliver identified and prioritized services.

**COMMUNITY SCHOOL:** A school serving a grouping of residents in a community that makes its facilities available for citizen use; organizes the participation of citizens in assessing local conditions, setting priorities and program planning; identifies and utilizes resources; facilitates joint planning by local agencies; and initiating new and/or improved programs . . . in an effort to improve the opportunity for all residents.

**RESOURCES:** Those individuals, institutions, agencies, organizations, etc., which can be resorted to for aid, service, and support.

**OPPORTUNITY:** The fostering, initiating, and facilitating of services to all residents to see that adequate food, clothing, shelter, medical care, employment, recreation, schooling, spiritual well-being and personal-social enrichment are being provided community residents.

## Introduction

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

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

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

## The Role of the Community School

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

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

bear on community conditions in an effort to improve opportunities for all citizens.

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

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

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

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

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

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

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

### Conclusions

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

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

## APPENDIX G

GRAND MEANS AND OVERALL STANDARD DEVIATIONS  
FOR SURVEY INSTRUMENT ITEMS 1-38

<u>Item</u>	<u>Grand Mean</u>	<u>Overall Standard Deviation</u>
1	4.40	.78
2	4.46	.55
3	4.19	.71
4	4.18	.80
5	3.04	1.07
6	3.52	1.02
7	3.70	1.09
8	3.44	1.03
9	4.06	.69
10	4.48	.63
11	3.52	1.05
12	3.0	1.14
13	3.52	1.06
14	2.86	1.07
15	2.74	1.07
16	2.61	1.08
17	3.86	1.20
18	3.58	1.02
19	4.76	.58
20	3.62	1.08
21	3.65	1.06
22	3.91	1.01
23	3.39	.91
24	3.64	1.01
25	3.22	.97
26	4.14	1.01
27	2.18	1.09
28	2.52	1.15
29	3.06	1.06
30	3.48	1.10
31	3.41	1.05
32	4.18	.66
33	3.58	.94
34	3.39	1.03
35	4.31	.80
36	2.82	1.13
37	1.68	.75
38	1.91	.90

## APPENDIX H

## NON-SIGNIFICANT ANALYSIS OF VARIANCE TABLES

Table 1

Hypothesis I: Self-perception of Community  
School Director's Role

Source of Variance	SS	df	MS	F	P
Between	1.28	4	.32	1.55	.19
Within	<u>22.47</u>	<u>109</u>	.21		
Total	23.75	113			

Table 2

Hypothesis II: Community School Director Perception  
of State Department's Role in Community  
Education

Source of Variance	SS	df	MS	F	P
Between	1.55	4	.39	1.36	.25
Within	<u>31.00</u>	<u>109</u>	.284		
Total	32.55	113			

Table 3

Hypothesis III: Attitudes Toward Administrative Rules  
and Legislation of the Community School  
Grant Program

Source of Variance	SS	df	MS	F	P
Between	.10	4	.03	.10	.99
Within	<u>29.06</u>	<u>109</u>	.27		
Total	29.15	113			

Table 4

Hypothesis IV: Perceptions of Achieving Goals of  
State's Adopted Four-fold Role of  
Community Schools

Source of Variance	SS	df	MS	F	P
Between	2.36	4	.59	1.60	.18
Within	<u>40.03</u>	<u>109</u>	.37		
Total	42.386	113			

Table 5

Hypothesis V: Opinions About Sufficiency of State  
Funding and Impact of Section 96 on  
Community School Programs

Source of Variance	SS	df	MS	F	P
Between	.32	4	.08	.63	.64
Within	<u>13.93</u>	<u>109</u>	.13		
Total	14.25	113			



Table 6

Hypothesis VI: Opinions and Current Practices in  
Evaluation of Community School Programs

Source of Variance	SS	df	MS	F	P
Between	1.11	4	.28	1.53	.20
Within	<u>19.84</u>	<u>109</u>	.18		
Total	20.95	113			

Table 7

ANOVA for Sub-hypothesis I - 1: Active  
Involvement with Local Legislators

Source of Variance	SS	df	MS	F	P
Between	2.40	4	.60	1.18	.32
Within	<u>55.36</u>	<u>109</u>	.51		
Total	57.75	113			

Table 8

ANOVA for Sub-hypothesis I - 2: Clear-cut Roles

Source of Variance	SS	df	MS	F	P
Between	2.63	4	.66	.56	.69
Within	<u>127.23</u>	<u>109</u>	1.17		
Total	129.86	113			

Table 9

ANOVA for Sub-hypothesis I - 3: Active Involvement of  
Community Council

Source of Variance	SS	df	MS	F	P
Between	6.48	4	1.62	1.60	.18
Within	<u>109.99</u>	<u>109</u>	1.01		
Total	116.47	113			

Table 10

ANOVA for Sub-hypothesis II - 1: Requesting Funds for  
Special Interest Groups

Source of Variance	SS	df	MS	F	P
Between	4.50	4	1.13	.95	.44
Within	<u>129.36</u>	<u>109</u>	1.19		
Total	133.86	113			

Table 11

ANOVA for Sub-hypothesis II - 2: Designing In-service  
Education

Source of Variance	SS	df	MS	F	P
Between	2.35	4	.59	.54	.70
Within	<u>117.72</u>	<u>109</u>	1.08		
Total	120.07	113			

Table 12

ANOVA for Sub-hypothesis II - 3: Delivery Systems to  
Improve Supportive Services

Source of Variance	SS	df	MS	F	P
Between	1.20	4	.30	.62	.65
Within	<u>53.37</u>	<u>109</u>	.49		
Total	54.57	113			

Table 13

ANOVA for Sub-hypothesis II - 4: Securing Additional  
Funds for Local Community School Programs

Source of Variance	SS	df	MS	F	P
Between	.98	4	.24	.61	.66
Within	<u>43.49</u>	<u>109</u>	.40		
Total	44.47	113			

Table 14

ANOVA for Sub-hypothesis II - 5: Delivering  
In-service Education

Source of Variance	SS	df	MS	F	P
Between	2.87	4	.72	.64	.63
Within	<u>121.60</u>	<u>109</u>	1.12		
Total	124.47	113			

Table 15

ANOVA for Sub-hypothesis II - 6: Monitoring the Rules  
of the Grant Program

Source of Variance	SS	df	MS	F	P
Between	4.18	4	1.04	.93	.45
Within	<u>122.29</u>	<u>109</u>	1.12		
Total	126.47	113			

Table 16

ANOVA for Sub-hypothesis III - 1: Equity in Terms of  
the Administrative Rules, Determining Eligibility  
to Participate in the Program

Source of Variance	SS	df	MS	F	P
Between	2.92	4	.73	.63	.64
Within	<u>124.82</u>	<u>108</u>	1.16		
Total	127.74	112			

Table 17

ANOVA for Sub-hypothesis III - 2: Providing New  
Community School Districts With More Funds  
Than Districts Already Established

Source of Variance	SS	df	MS	F	P
Between	5.67	4	1.42	1.24	.30
Within	<u>124.43</u>	<u>109</u>	1.14		
Total	130.11	113			

Table 18

ANOVA for Sub-hypothesis III - 3: Eligibility for Partial  
Salary Reimbursement Based on K-12 Enrollment

Source of Variance	SS	df	MS	F	P
Between	7.40	4	1.85	1.60	.1
Within	<u>125.62</u>	<u>109</u>	1.15		
Total	133.02	113			

Table 19

ANOVA for Sub-hypothesis III - 4: Eligibility for Partial  
Salary Reimbursement Based on Full-time Directors

Source of Variance	SS	df	MS	F	P
Between	3.03	4	.76	.52	.72
Within	<u>158.72</u>	<u>109</u>	1.46		
Total	161.75	113			

Table 20

ANOVA for Sub-hypothesis IV - 1: Local Districts Assessing  
Local Conditions, Setting Priorities, and Assisting in  
Program Planning

Source of Variance	SS	df	MS	F	P
Between	4.06	4	1.02	.86	.49
Within	<u>128.72</u>	<u>109</u>	1.18		
Total	132.78	113			

Table 21

ANOVA for Sub-hypothesis IV - 2: Local District Identifying and Utilizing Resources Through Joint Planning by Local Agencies

Source of Variance	SS	df	MS	F	P
Between	5.71	4	1.43	1.27	.29
Within	<u>122.26</u>	<u>109</u>	1.12		
Total	127.97	113			

Table 22

ANOVA for Sub-hypothesis IV - 3: Local District Assisting in Initiation of New Programs When They Are Not Available Through other Agencies

Source of Variance	SS	df	MS	F	P
Between	7.16	4	1.79	1.81	.13
Within	<u>107.97</u>	<u>109</u>	.99		
Total	115.12	113			

Table 23

ANOVA for Sub-hypothesis IV - 4: Four-fold Role Clarifying the Role of the Community School Director

Source of Variance	SS	df	MS	F	P
Between	2.32	4	.58	.69	.60
Within	<u>90.92</u>	<u>109</u>	.83		
Total	93.24	113			

Table 24

ANOVA for Sub-hypothesis V - 1: Proper Fund Usage

Source of Variance	SS	df	MS	F	P
Between	.62	4	.16	.15	.96
Within	<u>115.13</u>	<u>109</u>	1.06		
Total	115.75	113			

Table 25

ANOVA for Sub-hypothesis V - 2: Competitive Grant Program

Source of Variance	SS	df	MS	F	P
Between	2.64	4	.66	.55	.70
Within	<u>131.86</u>	<u>109</u>	1.21		
Total	134.49	113			

Table 26

ANOVA for Sub-hypothesis V - 3: Discontinuance of  
Section 96 Funds

Source of Variance	SS	df	MS	F	P
Between	5.74	4	1.44	1.10	.36
Within	<u>142.72</u>	<u>109</u>	1.31		
Total	148.46	113			

Table 27

ANOVA for Sub-hypothesis V - 4: Need for Additional Monies

Source of Variance	SS	df	MS	F	P
Between	7.08	4	1.77	1.62	.18
Within	<u>119.49</u>	<u>109</u>	1.10		
Total	126.57	113			

Table 28

ANOVA for Sub-hypothesis VI - 1: Elimination of the Position of  
Community Schools' Evaluator Within the Michigan  
Department of Education

Source of Variance	SS	df	MS	F	P
Between	6.44	4	1.61	1.35	.26
Within	<u>130.02</u>	<u>109</u>	1.19		
Total	136.47	113			

Table 29

ANOVA for Sub-hypothesis VI - 2: Necessity of an Annual  
State Evaluation

Source of Variance	SS	df	MS	F	P
Between	4.55	4	1.13	1.02	.40
Within	<u>121.09</u>	<u>109</u>	1.11		
Total	125.62	113			



Table 30

ANOVA for Sub-hypothesis VI - 3: Utility for the Application  
Procedures Used in the Grant Program

Source of Variance	SS	df	MS	F	P
Between	.95	4	.24	.22	.93
Within	<u>118.29</u>	<u>109</u>	1.09		
Total	119.24	113			

Table 31

ANOVA for Sub-hypothesis VI - 4: Merit or Worth of the  
Evaluation Process

Source of Variance	SS	df	MS	F	P
Between	7.14	4	1.79	1.43	.23
Within	<u>135.99</u>	<u>109</u>	1.25		
Total	143.13	113			