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## A Study of the Implementation and Attitudes of Superintendents Towards the Michigan State Board of Education Four-Fold Role of a Community School

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A STUDY OF THE IMPLEMENTATION AND ATTITUDES OF  
SUPERINTENDENTS TOWARDS THE MICHIGAN STATE BOARD  
OF EDUCATION FOUR-FOLD ROLE OF A COMMUNITY SCHOOL

by

Gary L. Sullenger

A Dissertation  
Submitted to the  
Faculty of The Graduate College  
in partial fulfillment  
of the  
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Gary L. Sullenger

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## CHAPTER I

### THE RESEARCH PROBLEM

#### Introduction

The purposes of this study were to compare implementation and attitudes of superintendents toward a four-fold role of a community school in districts with community school programs with implementation and attitudes of superintendents toward a four-fold role of a community school in districts not having community school programs in the state of Michigan. The four role dimensions being: (1) make school facilities available for citizen use, (2) organize local residents to assess local conditions, help set priorities, and assist in program planning, (3) identify and utilize other resources through joint planning by local agencies, and (4) assist in initiating new and/or improved programs when they are not available through other agencies.

Michigan has had community schools since the early 1930's and has been part of the evolution from a summer program for school age children to the philosophical concept called Community Education which purports to permeate all of education. LeTarte and Minzey (1972, p.11) in bringing clarity to the confusion stated that "the difference between Community Education and community school is that Community Education is the concept and community school is the delivery system for that concept."

Stark (1974), in addressing the need for cooperation highlighted that with the many services and agencies available in each community the need for coordination and cooperation was clearly evident. By utilizing the public school facilities to avoid any overlapping of services there would be a utilization of an agency which would be available throughout all communities and which had an adequate communication system with the community.

The terms community school and community education have been used interchangeably in the literature since the early 1930's. The interchangeable use of community education and community school has, and does cause much confusion, however, it has been attempted throughout this study to distinguish between the two. For purposes of this study community education is viewed as a philosophical concept that relies on the involvement of every institution, agency and organization in a community. When local school districts become involved in implementing the community education concept they are referred to as community schools.

The Michigan State Board of Education (1975) (hereafter referred to as the Board) recognized in its document Position Paper on the Community School Within the Philosophical Concept of Community Education (Appendix A) that community education and community school were different and to continue treating them the same would further the confusion. To distinguish between the two, the Board defined community education as:

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.

The Board further went on to define more narrowly a community school as:

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

In this manner the Board recognized that community education as a concept was an appropriate responsibility of many organizations and agencies in a community; however, within the concept was a clearly defined role to which school districts attempting to be community schools should be addressed.

Chung (1975), in his study of community school education concluded that one factor which contributed to the rapid growth of the community school was leadership provided by exemplary individuals who supported community school programs.

Kelly (1975), also found that understanding and support of the community education concept by the school administrators, including the superintendent, was important to successful community education development.

As the Board in defining community education recognized "life experiences as being part of one's education;" Decker (1972, p. 44) stated "today's society is...beginning to view education in a broad

perspective and to realize that adults and children, professionals and lay people, community and school can and should interact and influence each other in positive and desirable ways." From this statement it can be inferred that schools were being viewed as agencies which serve selective needs of a total community.

Bell (1975), in addressing the American Association of School Administrators challenged that schools become community centers and strengthen the home and family.

As a community's view of the role of the school changes so must the attitudes of the school superintendent. Mayer and Wilson (1972), stated that the role which was emerging would require the superintendent to be able to alter both operations and techniques in order to meet the new patterns of society.

Although the Board's position paper was not adopted until 1975, efforts on the part of the Michigan legislature to address the public's demand for greater use of the schools began much earlier. Efforts toward community school were sparsely scattered around Michigan until the 1969-70 school year when the first state funds to support community schools came into existence.

During the first few years of their operation numerous questions were raised by the legislature and the executive office as to the statewide purpose of community schools and what that purpose meant to the citizens of Michigan. With these questions present, the Board after much effort adopted the Position Paper on the Community School Within the Philosophical Concept of Community Education on August 13, 1975. For the first time since the Michigan Legislature authorized

"...grants to school districts which operated community school programs..." there existed a defined role for public school districts which participated in the grant program (Appendix B). However, research was needed to determine if there existed a difference between school districts relative to the four-fold role of a community school as adopted by the Board. The problems which this study addressed were two-fold:

1. Is there greater implementation of the Board adopted four--fold role of a community school in community school districts as compared to non-community school districts; according to the superintendents?
2. Do the attitudes of superintendents in community school districts differ from the attitudes of superintendents from non-community school districts relative to the Board adopted four-fold role of a community school?

#### Need for the Study

Since the 1969-70 school year, state monies have been appropriated to local school districts for community school programs. Table I (page 6) identifies monies which have been expended by school year.

During the time prior to August 13, 1975 there was not a clearly defined role for school districts participating in the grant program. Rules which existed to provide direction for community school grants, stated that school districts could do anything except supplant regular instructional programs for students of school age. The result was that statewide community school programs varied from



an adult education focus to solely recreation or enrichment. This lack of any type of uniformity had resulted in legislators, citizens and even persons in the field of community education having a great deal of difficulty explaining what the state's community school grant program was.

TABLE I  
Community School Appropriations

School Year	Appropriation
1969-70	\$ 1,000,000
1970-71	\$ 1,000,000
1971-72	vetoed
1972-73	\$ 1,000,000
1973-74	\$ 1,000,000
1974-75	\$ 1,400,000
1975-76	\$ 1,300,000
1976-77	\$ 1,300,000

Source: Michigan Department of Education

Kelly and Wilder (1973), reported that there was a need nationally to "identify and agree on components of community education that should and can be evaluated."

The need for a clearly defined role for community schools had previously been cited by participants in a research symposium at Ball State University (1971), when the following were listed:

1. Need for research toward a theory of community education.
2. Need for research to identify the goals of community education.
3. Need for research on a way to determine the current status of community education.
4. Need for research to determine if a definition of community education should be situational or philosophical? -- program or process? -- idea or results?

Decker (1975), stated that a lack of understanding and commitment to community education by school administrators, boards of education, faculty and community leaders would make it difficult to achieve a successful and comprehensive community education program.

The fact that Michigan in early 1975 had not adopted a state role for the community school resulted in numerous questions being raised by legislators, citizens, and persons in the field of community education, such as: "Are state funds sufficient to support the local community school programs?"; "Are community school programs just duplication of services already available to the public?"; "Are community schools addressing anything that hasn't for years been the role of public schools?" These questions along with others have remained, even though during a seven year period \$8,000,000 had been expended.

With the adoption in 1975 of the Position Paper on the Community School Within the Philosophical Concept of Community Education, there existed a state defined role for school districts participating in the grant program. However, during a review of research on community

education and community schools in Michigan, there was not found a study which dealt with the implementation of the state adopted four--fold role by the state's school districts; nor whether any attitudinal differences regarding the role existed among the superintendents.

#### Importance of the Study

The birth of the community school program in Michigan occurred in the 1930's when one school district had utilized it's school buildings for summer programs. Although various other attempts were made during the ensuing years few school districts in Michigan actually implemented community school programs.

The initial effort in community school programs was most accurately portrayed by Young and Quinn (1963) writing in the biography of Charles Stewart Mott of Flint. An investment by Mr. Mott which started out in 1936, of a few thousand dollars and involved only a few school buildings has grown over the years to a multi-million dollar operation utilizing over 50 school buildings.

Seay and Crawford (1954), reported on an experimental project funded by the W. K. Kellogg Foundation which provided for community school programs in nine communities scattered throughout Michigan from 1945 through 1953.

In 1960, the Detroit Public Schools started community involvement through the Great Cities Improvement Project, funded by the federal government.

However, these attempts, except for Flint, were terminal in nature with specific objectives for which they were to deal.

Efforts to establish a state system of community school programs received serious consideration in the Michigan legislature during the mid 1960's, however, it was not until 1969 that a state program was finally signed into law. During the first few years in which state funds were available for community school programs to school districts, there was little direction, the guidelines which existed only required that programs could not be considered if they were the regular instructional program for youth, that an advisory council exist, and that a trained community educator must be employed to administer the program.

The role for the school districts which received these funds was not spelled out and as a result much variance in programs occurred throughout the state. The lack of role definition not only disturbed persons involved with the community schools, but in 1971 the governor vetoed the state appropriation for the programs. During the following year considerable effort was expended in the legislature and in the executive office which resulted in the state appropriation being reinstituted for the 1972-73 school year.

Although 1971-72 was a difficult year for those trying to save the state community school effort, with the reinstatement of appropriations there was a recognized need for defined roles and expectations for those districts that would be participating in the state grant program. Many meetings occurred over the next few years between members of the Michigan legislature, staff from the Michigan Department of Education, directors from the regional centers for community education, and representatives of local school districts

throughout the state. After a great many attempts to establish roles for community schools that were realistic, meaningful and worthwhile the Board took action in August of 1975 to adopt a position paper on community schools in Michigan which identified the schools' role as:

1. make school facilities available for citizen use;
2. organize local residents to assess local conditions, help set priorities, and assist in program planning;
3. identify and utilize other resources through joint planning by local agencies; and
4. assist in initiating new and/or improved programs when they are not available through other agencies.

With the roles of the community school defined there was then a need to study the local school districts of Michigan in order to determine if differences existed between community school districts and non-community school districts relative to the four roles.

Michigan, over the years, has not only been viewed as the birthplace of the community school movement, but also as a leader in the area. The result of this leadership has meant that every other state in the nation has expressed interest in the Michigan position paper. This interest has varied throughout the nation, but some of the states such as Alaska (Appendix C) have made use of some or all of Michigan's four-fold role for community schools. This national interest means that although the study focuses on Michigan's community school program, it has impact on state education agencies and local education agencies outside of Michigan.

The importance of this study could be noted by local school administrators who wish to improve their existing community school programs or those administrators who wish to establish a community school program. Members of the Board could find importance in this study as they try to determine the extent to which the four-fold role for community schools is being implemented by public school districts in Michigan. Members of the Michigan legislature and executive office could realize the importance of this study as they must make decisions regarding allocation of state funds as the study reveals which programs are most clearly addressing state adopted roles.

#### Definition of Terms

For the purpose of this study, terms were defined as:

Attitude - response of superintendent to survey instrument questions using a Likert scale (questions 13-24 - Appendix D).

Cities - communities with a population of 10,000 or more and have not been classified as a Metropolitan Core City or Urban Fringe. (Definitions of community types were established in the Fall of 1971 by the Michigan Department of Education. All community classifications were made using 1970 census data and the most recent address available for each district.)

Community school districts - those public school districts in Michigan which were included in applications submitted to participate in the 1976-77 community school grant program to the Michigan Department of Education (Appendix E).

Four-fold role of a community school -

1. makes its facilities available for citizen use;
2. organize local residents to assess local conditions, set priorities, and identify program planning;
3. identify and utilize resource, facilitates through joint planning by local agencies; and
4. assist in the initiating of new and/or improved programs.

Implementation - response of superintendent to survey instrument questions which address whether or not a district engages in each of the four-fold roles' of a community school (questions 1-12 - Appendix D).

Metropolitan Core Cities - communities that meet at least one of the following criteria:

1. the community is the central city of a Michigan Standard Metropolitan Statistical Area; or
2. the community is an enclave within the central city of a Michigan Standard Metropolitan Statistical Area;
3. the community was previously classified as a Metropolitan Core City. (Definitions of community types were established in the Fall of 1971 by the Michigan Department of Education. All community classifications were made using 1970 census data and the most recent address available for each district.)

Non-community school districts - those public school districts in Michigan which were not included in submitted applications to participate in the 1976-77 community school grant program to the Michigan Department of Education (Appendix E).

Rural - communities with a population of less than 2,500, or if their address is a RFD Route of a Town, City, Urban Fringe, or Metropolitan Core, and they lie outside the perimeter defined under Urban Fringe. (Definitions of community types were established in the Fall of 1971 by the Michigan Department of Education. All community classifications were made using 1970 census data and the most recent address available for each district.)

Towns - communities with a population of 2,500 to 9,999. Rural communities impacted by large military installations nearby are also classified as Towns. (Definitions of community types were established in the Fall of 1971 by the Michigan Department of Education. All community classifications were made using 1970 census data and the most recent address available for each district.)

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

1. the mailing address of the community is a Metropolitan Core or a City unless it is on an RFD Route or;
2. the community is within ten miles of the center of a Metropolitan Core City or;
3. the community is within five miles of the center of a City.

(Definitions of community types were established in the Fall of 1971 by the Michigan Department of Education. All community classifications were made using 1970 census data and the most recent address available for each district.)



### Summary

This chapter has provided a statement of the research problem, background on the importance of the study and the definitions of terms used throughout the study.

Chapter II of this study will review the literature pertaining to the problem as related to the development of the role of the community school.

Chapter III will present the design of the study, the population utilized, development and improvement of the instrument, data collection procedures, hypotheses and treatment of the data.

Chapter IV will include an analysis of the data collected and results of the findings of the study.

Chapter V will contain a summary of the study, along with conclusions and recommendations based on the results.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

Community schools represented efforts made during the 1930's through 1960's by local school districts involved with the activities of a community, in addition to the three R's, for school age children. The schools' involvement in the life of the community over the past 45 years evolved into a comprehensive concept called community education which recognizes all life's experiences as part of one's education, and therefore involves all community agencies, organizations and institutions in the pursuit.

In reviewing the literature the terms community school and community education were quite often used interchangeable. Prior to the 1970's the terms community school and community education generally referred to after school and summer activities for school age children. About 1970, writers began developing the concept of community education which included: (1) community use of school facilities, (2) involvement of citizens in planning, (3) cooperation with other community agencies, and (4) programming by the schools for all community members. Clearly, it was during this period, in the early 1970's, that the term community school began to refer to the schools' role in the implementation of the community education concept and with other agencies playing equally important roles. This transition from

the community school providing after school activities for school age children into a comprehensive concept of community education will be the focus of Chapter II.

An attempt will also be made to elaborate on the importance of the role which the superintendent of school plays in a community school venture; along with the importance to the superintendent of community schools.

### Development of the Community School

The term "community school" first began appearing in the literature in the 1930's when Everett (1938) and Clapp (1939) made some initial attempts at defining the role of a community school. Community schools in the 1930's were generally the opening of the school buildings during the summer months for school aged children. Warden (1976) reported on activities in the City of Flint, Michigan where monies were provided from private sources beginning in the 1930's to allow activities to take place on public school property during the summertime for the children.

Although there are sporadic references to the community school in the literature of the 1930's and 1940's; the community school was generally characterized as a school where summer activities were permitted for the children. In some cases, such as later reports of Warden (1976), the school building also became available to the children after the normal school hours for recreation purposes.

In the 1950's the community school began to generate attention once again. The value of the school building for community use and

the community mindedness that seemed to surround the school caused references to again begin appearing in the literature on the community school. Hanna and Naslund (1953) listed criteria for identifying and measuring the community school as:

1. teaching subject matter;
2. improvement of living;
3. use of the school;
4. curriculum to meet the needs;
5. discover and analyze community problems; and
6. appropriate solutions put into operations.

The W. K. Kellogg Foundation of Battle Creek, Michigan during the late 1940's had become interested in the community school and what its possibilities were for community improvement. Because of this interest, the W. K. Kellogg Foundation funded a study through the Michigan Department of Public Instruction (currently named the Michigan Department of Education), to initiate community school oriented activities in five Michigan communities. The results of this study were reported by Seay and Crawford (1954) when they identified that as a result of the community school program there appeared greater involvement of the community in the schools. In their report, goals of the five communities participating in the study were recorded. The goals in one community were:

1. cooperative efforts of all community organizations;
2. coordinate efforts;
3. encourage community surveys;
4. inform the public; and

##### 5. train leaders.

While Hanna and Naslund (1953) had indicated one criterion for measuring the effectiveness of a community school was to discover and analyze community problems, and Seay and Crawford (1954) found in their study that implementing the community school program meant greater citizen involvement. The idea of citizens other than children being involved with the schools did not appear in the literature with any degree of consistency until the late 1960's.

Anderson (1969), indicated that the strength of the community school is that it brings adults in to the school along with the children. The adults come because the community school has something to offer them, not because they are coerced.

Kerensky and Melby (1971), identified some components of an effective community school program as including:

1. maximum use of existing human and physical resources.
2. establishment of cooperative procedures with governmental service agencies.
3. establishment of cooperative procedure with volunteer and civic service organizations.
4. development of cooperative procedures with business and industry.
5. establishment of cooperative procedures with other educational institutions.
6. establishment of procedures for self-generating activities.
7. initiation and coordination of special community events.
8. establishment of problem solving procedures through the creation of a citizens advisory council.

By the late 1960's to early 1970's the literature clearly was identifying the community school as a school that involved community members in the activities in addition to school aged children. Further, the community school not only provided activities for all members of the community, but the community school worked with the community to identify problem solving procedures.

The results of Decker's (1971) research clearly supported the expanded role that had evolved for the community school when he found:

1. school facilities used to a greater extent.
2. expansion and improvement of program and services.
3. support by superintendents to the extent that they would recommend other school districts adopt community education.

The expanded role of the school through the community school had by 1970 not only begun attracting the attention of a number of writers, but also had attracted the attention of the Michigan legislature. It was to a great extent the community school program that was going on in Flint, Michigan and the articles in the literature that caused Representative Dale E. Kildee (now a Congressman) to introduce and pursue, to its signing, state legislation to provide monies for the support of community school programs in school districts throughout Michigan.

It was the expanded definition of the role of the school when it became a community school, and the state monetary support for the community school program that formed the basis for development of the Board adopted four-fold role for a community school, and subsequently this study.

Kerensky (1972), summarized the community school's strengths as the mobilizing of existing resources, the use of facilities and the attempts to avoid duplication.

#### Development of the Concept of Community Education

It was during this period of the early 1970's that both practitioners and writers of the community school began to realize the school had clearly become more than a place for summer and after school activities for school aged children. The community school had become an institution that affected the lives of all community residents. The community school had also become involved with many community conditions that had not previously been viewed as a concern of education. As the numerous new concerns for the school were being expressed through the community school of the early 1970's, it also marked the time that a new term, community education began regularly to appear in the literature.

Community education of the early 1970's became a popular concept at a time when the country as a whole was clearly indicating its preference to be more involved in those activities and decisions that affected their everyday lives -- including education.

For too long educators have made the mistake of telling the public that education occurs only within the schools and is, therefore, the province of educators. However, if individuals are to have maximum opportunity at intellectual growth it must be recognized as Cohen (1976, p. 20) stated, that "education and learning are not synonymous with schools and schooling. While schools are a vital part

of the learning process, they are only a part. Parents, peers, and community institutions also play a vital role."

Weaver (1972, p. 9), in outlining the importance of community education stated "the one unique feature of Community Education which makes it marketable...is the fact it is community-based, community--oriented and committed to coordinating all resources to serve the entire community."

Olsen (1972), indicated that members of communities are no longer satisfied with having things done for them. The community members of today are wanting to be participants in designing, developing and evaluating programs -- no longer only recipients.

This desire for involvement was discussed by Warden (1976, p. 5) when he quoted Charles Stewart Mott:

It seems to me that every person, always, is in a kind of informal partnership with his community. His own success is dependent to a large degree on that community, and the community after all, is the sum total of the individuals who make it up. The institutions of a community, in turn, are the means by which those individuals express their faith, their ideals, and their concern for fellow men.

A genuine interest by the public to play a greater role in the problems which they encounter, along with a recognition by the leaders that problems are best solved when those affected are involved has caused many to turn to the community education concept as an answer.

French (1971, p. 57), stated:

I believe community education cuts across the whole spectrum of human activities, concerns and needs. It is the best potential instrument that I have seen to help people solve community problems.



The review of the literature has provided data which have been supportive of the concept of community education and which would tend to make one accept the second statement that this study is based on -- the attitudes of superintendents of community school districts are more supportive of the four-fold role of the community school than are the attitudes of superintendents of non-community school districts. But since this is a research study, it is not adequate to assume the conclusions, conclusions can only be based on the supporting results of the study.

As community education gained in acceptability in the early 1970's efforts were made to develop a framework within which it operated.

Horwitz (1973, p. 7), identified four premises upon which community education is based:

1. Every person, in every community has unmet needs.
2. Every community has untapped skills, talents, experiences and imagination.
3. Every agency and every institution should exist to serve all the people.
4. Every community needs a school which coordinates factors 1 through 3 -- in other words a community school.

Minzey (1974, p. 49), also wrote:

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

Decker (1975, p. 7), addressed the advantages of community education in that it "...stresses developing and strengthening the vital

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

Seay (1974, p. 1), writing on the total involvement associated with community education wrote it is "...the process that achieves a balance and a use of all institutional forces in the education of all the people of a community."

The broadening of the traditional concept of education through greater involvement of community people and organizations were summarized by Seay (1972, p. 17-19, 20, 44) in his six threads of community education.

1. Recognition of the basic fact that education is a continuous process.
2. Formulation of objectives in terms of changed behavior.
3. Selection of educational activities from the problems, needs, and interests of those for whom they are planned.
4. Reciprocation of services between school and community.
5. Comprehension of other, larger communities from the local point of school and neighborhood.
6. Relation to school and community leaders to the challenge of the community school.

The formulation of the community education concept had grown from the initial activities of those school districts that offered a

community school program. This circumstance caused many writers and researchers to write about a community education concept that was based on more than the school while quite often returning to the school for its foundation of goal development.

Tasse (1972, p.91 ), in studying the elements of agency--school cooperation concluded that community education was viewed as a "viable vehicle for agency/school cooperation."

DeLargy (1973), in completing research on community education goals, listed them as being:

1. establish public schools as centers for learning for all ages.
2. help individuals use their abilities to become involved in community life.
3. promote cooperative home-school-community relationships.
4. establish centers for community education (schools).
5. use community services and resources for needs not met by schools.
6. insure participation by parents in their own and their children's continuing education.
7. communicate the "community education" concept to everyone.
8. maximum use of school resources to provide a comprehensive education program for all.
9. establish cooperative procedures for use of human and physical resources.
10. provide alternative activities which could combat vandalism, juvenile delinquency, and crime.

Maire (1973), stated that by drawing together local resources, most community problems can be solved. Further that schools and governmental units have a far greater capacity for impacting the

community then they are currently making.

Faduski's (9174), study of professional staff and involved citizens identified community education objectives as:

1. extend use of school facility.
2. provide the school as the primary educational agency in the community.
3. provide programs for teenagers, adults, and senior citizens.

Much attention in this review of the literature has been directed at distinguishing between community school and community education. With this background it becomes possible to develop distinctions and similarities between them.

VanVoorhees (1972, p. 18), in distinguishing between community school and community education in explaining the breadth of community education wrote:

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

VanVoorhees has described the interrelationship which the school has with the community school, and that in turn with community education. The distinction that VanVoorhees has made between community education and the community school is supportive of the Board position that community agencies, organizations and institutions are involved in community education -- with the school being but one.

Minzey, (1974, p. 5), addressing cooperation between the various agencies of a community indicated that "it is rare to find a community without sufficient resources." Minzey went on to say that rather than lack of resources, "more often we find countless duplications and situations in which cooperation and referrals are next to impossible."

The situation which Minzey referred to where there is duplication and lack of cooperation is one the public will no longer permit to occur. Duplication is a luxury that taxpayers can no longer afford. Howerton (1974, p. 61), in listing Beliefs and Policies of the National School Boards Association included "public school facilities should be used as community centers for the integration of the American community and the encouragement of family participation in wholesome character building activities conducive to good citizenship."

Kaplan (1975), writing on the need to use the public schools rather than waste them, stated:

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

It seems that the pendulum has swung from the 1930's when schools were facilities that mainly served the educational needs of children; to the 1970's where schools under the community education

concept could be expected to do all things for all citizens. This situation was the basis upon which the Board found a need in 1975 to adopt the four-fold role of the community school upon which this study is based.

Development of the Role of the Community  
School in Community Education

Historically, from the early 1930's to the early 1970's the community school had changed from a school that provided after school and summer activities for school aged children into a concept called community education that involved not only all citizens of the community, but all agencies, institutions and organizations. As a result of total community involvement, the community school became but a part of those implementing community education. It therefore became important that a clearly defined role for the community school be developed in order to capitalize on the strengths that the educational community could provide the community education concept while at the same time protect against competition and duplication with the other community agencies, organizations and institutions.

Logsdon and Kerensky (1975), in highlighting the strengths of community education included this statement on the aspect of cooperation:

The community education concept addressed itself to the future by actively seeking out allies in other governmental agencies, in business and industry, and in volunteer organizations to build a "team effort" in the solution of community problems. It is not possible, even with the best athletic program, to sustain a continuous winning record year after year. However, a community team that addresses itself to substantive issues through an interlocking series

of problem identification and problem-solving experiences can provide each community with a record of success and accomplishment, one that builds community pride.

This cooperative aspect has been a key point of much of the previously cited literature. In addition to the cooperative aspect as it related to other community agencies, cooperation with the community members has been a key ingredient in the community education concept and its operationalization through the community school. Passow (1967), indicated that a successful community school will exist when its programs are planned in conjunction with other agencies and groups of the community.

The realization that the local public school can be a major force in the improvement of a community's well-being was used as the introduction for the Federal Community School Act of 1974.

In recognition of the fact that the school, as the prime educational institution of the community, is most effective when the school involves the people of that community in a program designed to fulfill their educational needs, and that community education promotes a more efficient use of public education facilities through an extension of school buildings and equipment...

McClain (1977), in expressing concern for the fact that as the role of the community school through the community education concept has developed over the years, the impressions of many have stayed the same:

...Community education reveals a strong philosophical commitment towards the concept of community involvement...The sad commentary is that too often community education is still basically identified as merely a series of after-school sponsored programs and projects.

Nance (1975, p. 5), stated that "within every community school there should exist a mechanism for community involvement."

The evolution of the role of the community school has grown and has been redefined over many years, but no matter what it's referred to as Thrasher (1974, p. 11) wrote:

The community school, or some of its activities have been a part of the American Educational scene for a number of years. Periodically we run through cycles and rediscover parts of the community school educational process. Some of those pieces come back into being in modified form. Aspects of the community school have gone through this process several times. Each time it has appeared it has been in response to pressing needs that were identified, and may have been tailored to fit only one of three main thrusts of the community school. The major areas of concern center on social welfare, recreation, and education.

Longstreth and Porter (1975, p. 18), described what it takes to make a community school:

1. The community school includes the educational program for school-age children. This involves strengthening the traditional program for students K-12. It is important that this component be included in the concept if the community school is to be a total integral part of the school rather than an add-on program.
2. The school is a facility for total community use. School buildings are to be used to a maximum and not allowed to stand idle. The school leadership must actively encourage use by all ages in the community.
3. The community school provides enrichment programs for youth. The traditional program of the school is expanded and enriched in terms of offerings and in timelines. Year-round programs become the norm.
4. The community school provides a multitude of educational, recreational, and cultural programs for the adult members of the community.
5. The community school plays a role in the delivery and coordination of community services to the neighborhoods. This denotes a leadership role that is not found in the traditional school.



6. The community school actively encourages community involvement. It is a vehicle through which the community is assisted in solving its own problems and in improving the quality of life within the community. Advisory councils and ad hoc committees are encouraged.

It was in August of 1975 that the Board brought together the previous literature on community education and the community school, and its many years of experience with community schools in Michigan by adopting the four-fold role of the community school in community education, which is to:

1. Make school facilities available for citizen use for academic, cultural, recreational, social and enrichment endeavors.
2. Organize the participation of citizens in the community to assess local conditions, set priorities, and plan programs.
3. Identify and utilize resources and facilitate joint planning by local agencies, institutions, and organizations.
4. Initiate new and/or improved education programs for all age levels to bring about accomplishment of prioritized needs as determined by a representative group of community citizens.

#### Superintendents and the Community School

With the role development of the community school reviewed over the years since the 1930's it becomes important to briefly look at what is the role played by the local superintendents in this process and how important is the superintendent's role.

The importance of the superintendent's involvement in the success of an educational program was stated by Dowdy (1975, p. 20) when

he addressed the need for leadership "...without which you are going no place."

Wing (1972, p. 27), in reporting on what he saw as the reason for the high degree of cooperation between the City and the school district as community education was implemented in Provo, Utah was support:

One of the keys to the success of our program is starting at the top. I think it's largely the enthusiasm of the superintendent of schools and the enthusiasm of the mayor of our city which tends to help others support the idea and push hard for it.

If in the decades ahead, public school systems are going to rekindle the support of the community then it will become increasingly important for the superintendent to initiate a structure which includes greater citizen participation -- that structure is the foundation of the community education concept and necessary to the success of the community school.

Gallup (1976, p. 6) reported on the findings of the "Eighth Annual Gallup Poll of the Public's Attitudes Toward the Public Schools" and wrote:

For many decades, teachers and parents have tacitly accepted something akin to a "territorial imperative." The province of the school was not to be invaded by parents; inversely, the province of the home was off limits to teachers.

This arrangement is rapidly falling apart as it becomes apparent that the schools cannot function properly unless parents cooperate with teachers, and unless teachers give guidance to parents.

Whether superintendents need to insure that the public schools involve community members to a greater extent is no longer a question without an answer. Research on this topic by Weaver (1972), Tremper

(1974), Wagamon (1974), and DeLargy (1973), to name a few, have found the need for citizen involvement important to the success of the public school. Gallup's (1974), poll on the public's attitudes toward education found responses to the question "Would you like to know more about the schools in this community?" favored by 64% of public school parents and national totals of all respondents showed that they were in favor by 54%.

If superintendents are going to see a turn around in the lack of support of the public in the schools, they must not only involve the citizens more, but also expand the role that the school plays in the community. Green (1975, p. 38), stated this need when he wrote:

Schools houses are being "deconsecrated" in many parts of the country from their singular role of educating children 180 days a year. In an evolving and broader role, school-houses have the potential to serve a larger constituency by providing social services such as day care, health care, adult education, senior citizen clubs and recreation. This evolution has gained momentum as a result of a recent social phenomenon -- a slowing down in the U.S. birthrate that is emptying the schoolhouses.

The survival of the public school is going to depend on the superintendents success in involving the community in insuring the schools are addressing their needs (Weaver, 1972). Green (1971, p. 13), went on to state that schools "will receive strong support from the adults who are convinced that the objectives of the school are such that the total welfare of the community is served."

The problems which many superintendents experience in lack of community support was addressed by Totten (1970, p. 12), "many school administrators are attempting to meet twentieth century needs with outmoded methods and programs." Totten (1970, p. 14), went on to

suggest that the successful "school leaders must be able to hear what people say, as well as convey to the people their interests and ideas."

Nielson (1975) indicated that public input is needed in almost every aspect of public education. Tremper (1974), concluded that his research found:

Superintendents in districts considered to have successful programs were found to have more positive attitudes toward community involvement than did superintendents in districts considered to have less successful programs.

As the success of community schools is evaluated, Manley (1976), clearly saw the superintendents attitude toward the concept of community education as important:

Superintendents in school districts with community education programs are more in agreement with an overall philosophy of community education than are superintendents in school districts without community education programs.

#### Summary

A review was made in this chapter of the development of a role for the school in the concept of community education. The schools which have taken up the challenge beginning in the 1930's have been referred to as community schools. As the community school idea has both grown over the years and spread throughout the nation a clearly defined role has been lacking.

Writers including Clapp, Minzey, Seay, Totten, Weaver, and many others have continuously identified components of the community school, while seldom developing them into a role. The components addressed greater use of school and community facilities, greater involvement of community members and greater cooperation among the various community agencies.

In 1975 the Board utilized much of the previous literature and its own experiences and adopted a position statement on the four-fold role of a community school, which involved:

1. utilization of school facilities;
2. involvement of citizens in identifying needs, planning programs, and evaluations;
3. cooperation among the various community agencies; and
4. offering of programs when not available through other agencies.

In the review of the literature numerous authors have identified some or all the roles that the Board adopted as being roles that a community school would be supporting and pursuing. It therefore is logical to conclude that if school districts in Michigan are participating in the state's community school grant program that they would have a higher rate of implementation of the four-fold role than would school districts that were not participating in the program. Further, Tremper and Manley found that supportive attitudes were a positive factor in the community education districts. Thus, it would seem logical that attitudes of superintendents in districts participating in the community school grant program would be more positive to the Board adopted four-fold role than superintendents in districts not participating.

Now that the four-fold role had been identified, it was necessary to determine if there were any differences between community school and non-community school districts relative to the role; or if attitudes of their superintendents toward the role were different.

## CHAPTER III

### DESIGN OF THE STUDY

#### Introduction

The purposes of this study were two-fold. First, to compare the implementation of the Board adopted role of a community school in community school districts, with the implementation of the Board adopted role of a community school in non-community school districts, according to superintendents in the state of Michigan. Second, to compare the attitudes of superintendents in community school districts relative to the Board adopted role of a community school, with the attitudes of superintendents in non-community school districts relative to the Board adopted role of a community school, in the state of Michigan. In addition to state totals, comparisons were made between superintendents relative to implementation and attitude based on community types. These community types were defined by the Michigan Department of Education (1971) as: (1) Metropolitan Core City, (2) City, (3) Town, (4) Urban Fringe, and (5) Rural.

To study a program that is based upon a theory, a form of "theory based" evaluation was selected. Alkin (1975, p. 11), defined this type of evaluation as:

Where a program is designed to implement a model, a theory, or a philosophy, the evaluator must select his variables in conformity with that model, theory, or philosophy. He may or may not measure the outcomes predicted by the theory.

To further explain the design of this study, the remainder of this chapter will cover: (1) operational definitions, (2) population, (3) development and improvement of instrument, (4) data collection procedures, (5) hypotheses, (6) treatment of data, and (7) summary.

### Operational Definitions

The following operational definitions were used in this study:

Attitude - questions 13-24 were developed to measure on a four point Likert scale the attitudes of the superintendent towards each of the four roles that were adopted by the Board.

City - a list of school districts classified as City, was secured from the Michigan Department of Education, Research Evaluation and Assessment Service Area office.

Community school districts - a list of school districts in Michigan that were included in applications to participate in the 1976-77 community school grant was secured from the Michigan Department of Education, Adult and Continuing Education Service Area office (Appendix E).

Implementation - questions 1 through 12 were developed to determine whether or not each of the roles adopted by the Board have been implemented in a school district, according to the superintendents.

Metropolitan Core City - a list of school districts classified as Metropolitan Core City was secured from the Michigan Department of Education, Research Evaluation and Assessment Service Area office.

Non-community school districts - a list of all school districts in

Michigan was secured from the Michigan Department of Education, Department Services office. By comparing this list with the list of community school districts it was possible to identify the non-community school districts (Appendix E).

Superintendent - chief school administrator in a public school district in the state of Michigan. Addresses were identified through the Michian Education Directory and Buyers Guide, 1976-77.

Rural - a list of school districts classified as Rural was secured from the Michigan Department of Education, Research Evaluation and Assessment Service Area office.

Town - a list of school districts classified as Town was secured from the Michigan Department of Education, Research Evaluation and Assessment Service Area office.

Urban Fringe - a list of school districts classified as Urban Fringe was secured from the Michigan Department of Education, Reserach Evaluation and Assessment Service Area office.

The lists of school districts classified as City, Metropolitan Core City, Rural, Town, or Urban Fringe were developed in 1971 by the Michigan Department of Education, Research Evaluation and Assessment Service Area office based on census data and the most recent address of each school district.

#### Population

The population for this study consisted of the superintendents of the 581 public school districts in the state of Michigan, as of July 1, 1976. Within the 581 public school districts, based on



applications submitted by local districts to the Michigan Department of Education to participate in the state community school grant program, 282 districts were identified as community school districts. The 299 balance of the districts were identified as non-community school districts.

It was decided that for this study the participation of a school district in the state community school grant program would be the determining factor for the school district being classified as a community school district. This decision was made because prior to this study no clear role definition for classifying school districts as community school districts had been utilized within the state of Michigan. Numerous groups or individuals had made attempts at the identification of community school districts; however quite often they could find few districts with which there could be agreement.

#### Development and Improvement of Instruments

In the review of the literature, it was determined that no research had been conducted to test the role adopted by the Board for a community school. The instrument utilized to obtain data for this study had to be developed. In the development of the instrument it was decided that statements relating to implementation of the Board adopted role would require the respondent to react with either a yes or a no dependent upon implementation within the district. The scale was: yes = 2; and no = 1.

The statements relating to attitude of the superintendent toward the role would require the respondent to react on a Likert type

4-point scale. The scale was: strongly agree = 4; agree = 3; disagree = 2; and strongly disagree = 1. The absence of a "no opinion" option was decided upon in order to force respondents to make the choices which most nearly represented their attitudes.

Questions were organized in a sequence such that:

- Questions 1-3 addressed the implementation of the school district towards "makes its facilities available for citizen use;"
- Questions 4-6 addressed the implementation of the school district towards "organize local residents to assess local conditions, set priorities, and identify program planning;"
- Questions 7-9 addressed the implementation of the school district towards "identify and utilize resources, facilitates through joint planning by local agencies;"
- Questions 10-12 addressed the implementation of the school district towards "assist in the initiating of new and/or improved programs;"
- Questions 13-15 addressed the attitudes of superintendents towards a school district's role to "make its facilities available for citizen use;"
- Questions 16-18 addressed the attitudes of superintendents towards the school district's role to "organize local residents to assess local conditions, set priorities, and identify program planning;"

Questions 19-21 addressed the attitudes of superintendents towards the school district's role to "identify and utilize resources, facilitates through joint planning by local agencies;" and

Questions 22-24 addressed the attitudes of the superintendents towards the school district's role to "assist in the initiating of new and/or improved programs."

Review of the instrument was accomplished through the doctoral committee members, staff at Western Michigan University, and experts in the field of community education. These experts were directors of centers for community education; and staff from the Michigan Department of Education, Research Assessment and Evaluation Service Area responsible for evaluation of the community school program.

The letter and draft instrument are included as Appendix F. Clarification in the content of a number of the questions including structure and organization was accomplished as a result of the input of these individuals.

A copy of the instrument resulting from the input and used in this study is in Appendix D.

#### Data Collection Procedure

Kerlinger (1973), identified types of surveys as: personal interview, mail questionnaire, panel, telephone, and controlled observation. In writing about the mail questionnaire, Kerlinger

(1973, p. 414), stated, "...it has serious drawbacks...defects include lack of response and inability to check responses." However, it was with these difficulties in mind that choice was made to mail the questionnaire. The decision to use the mail questionnaire was made because the time and expense involved to conduct a personal or telephone interview with superintendents of school districts throughout Michigan was prohibitive.

The decision to use the mail questionnaire was further strengthened in that it was possible to do this study in cooperation with the Michigan Senate Fiscal Agency. The cooperative effort provided insurance of a higher than normal rate of return because public school districts were required under section 153 (Public Act 258 of 1972, as amended) to "...furnish to the legislative fiscal agency of the state legislature such information as the agency shall require on forms prepared and furnished by such agency, relative to the expenditure of funds appropriated under this act..."

In order to provide a check of the accuracy of responses made by superintendents, it was decided that a team from state government that had broad knowledge of school districts in Michigan would be asked to respond to questions 1-12 for a randomly selected 15% of the school districts in the state. It was determined that persons from state government would have broad based knowledge of the districts, with no stake in the outcome. The decision not to have this team respond to questions 13-24 was made because of the difficulty in knowing a superintendent's attitude.

After the instrument had been developed, reviewed for improvement and then refined, the procedures for mailing were established. As a result of the cooperation, the instrument was accompanied by a letter on letterhead of the Michigan State Legislature, Senate Fiscal Agency explaining the purpose of this study (Appendix G).

Pre-addressed stamped return envelopes were mailed with the cover letter and instrument to further encourage a large return. Each instrument had the code of the public school district to which it was being mailed in order that records could be kept on those districts that responded to the initial mailing.

The instrument was printed on pink paper for school districts identified as community school districts, and on green paper for those school districts identified as non-community school districts. The color coding was utilized to make it easier to data process instruments upon return. In anticipation of an inadequate response rate, it was decided a return of less than 70 percent would be followed up with telephone calls as a reminder to the non-respondents.

#### Hypotheses

In order to compare the implementation of the Board adopted role of a community school in community school districts with non-community school districts; and to compare the attitudes of superintendents in community school districts towards the role with attitudes of superintendents in non-community school districts, the following research hypotheses were tested:

1. Superintendents of the total Michigan community school

districts do report a greater implementation of the four--fold role of a community school within their school districts than do superintendents of the total Michigan non--community school districts.

2. Superintendents of Metropolitan Core City community school districts do report greater implementation of the four-fold role of a community school within their school districts than do superintendents of Metropolitan Core City non-community school districts.
3. Superintendents of City community school districts do report greater implementation of the four-fold role of a community school within their school districts than do superintendents of City non-community school districts.
4. Superintendents of Town community school districts do report greater implementation of the four-fold role of a community school within their school districts than do superintendents of Town non-community school districts.
5. Superintendents of Urban Fringe community school districts do report greater implementation of the four-fold role of a community school within their school districts than do superintendents of Urban Fringe non-community school districts.
6. Superintendents of Rural community school districts do report greater implementation of the four-fold role of a community school within their school districts than do superintendents of Rural non-community school districts.

7. The attitudes of superintendents of the total Michigan community school districts are more favorable towards the four-fold role of the community school than are the attitudes of superintendents from the total Michigan non-community school districts.
8. The attitudes of superintendents of Metropolitan Core City community school districts are more favorable towards the four-fold role of the community school than are the attitudes of superintendents from Metropolitan Core City non-community school districts.
9. The attitudes of superintendents of City community school districts are more favorable towards the four-fold role of the community school than are the attitudes of superintendents from City non-community school districts.
10. The attitudes of superintendents of Town community school districts are more favorable towards the four-fold role of the community school than are the attitudes of superintendents from Town non-community school districts.
11. The attitudes of superintendents of Urban Fringe community school districts are more favorable towards the four-fold role of the community school than are the attitudes of superintendents of Urban Fringe non-community school districts.
12. The attitudes of superintendents of Rural community school districts are more favorable towards the four-fold role of the community school than are the attitudes of superintendents from Rural non-community school districts.

### Treatment of Data

Once the data were collected by the procedure previously described in this chapter, hypotheses one and seven were analyzed with the Two--factor Unequal N Analysis of Variance Test (Winer, 1962) to determine if a difference existed between community school districts and non--community school districts and by category, relative to the role which was adopted by the Board. The two variables were community school/non-community school and category of district. Hypotheses two through six and eight through twelve were analyzed with the One-factor Unequal N Analysis of Variance Test (Winer, 1962) to determine if a difference existed within each category between community school districts and non-community school districts relative to the role.

These tests were used because conditions of the F (F is the ratio computed in calculating the One and Two-way Unequal N Analysis of Variance tests) test were assumed to be met, including; independence of observations, a normally distributed population, a population with the same variance, measurement was on the interval scale, and the effects were additive.

### Summary

The purpose of this chapter was to explain the procedures used to collect and analyze data comparing the implementation of the Board adopted role of a community school in community school districts and non-community school districts, comparisons were also between attitudes of superintendents in community school districts and non-community school districts relative to this role.



In order to collect the data it was necessary to develop an instrument. The procedures for development and improvement of the instrument along with procedures for collecting data utilizing the instrument were detailed in the chapter. The instrument was mailed to all Michigan public school superintendents with a separation between community school districts and non-community school districts. A return of 70 percent from each group was tentatively set as a goal for return.

A Two-factor Unequal N Analysis of Variance test was selected for the questions pertaining to hypotheses one and seven, with a One-factor Unequal N Analysis of Variance test used for those questions pertaining to hypotheses two through six and eight through twelve to test if there was a difference between the two groups of superintendents within category's of districts. Variables for the Two-factor test were community school/non-community school and category of district.

## CHAPTER IV

### RESULTS

#### Introduction

The objectives of this study were to compare attitudes of superintendents and their districts' implementation of the four roles of a community school in districts with community school programs, with the attitudes of superintendents and their districts' implementation of the four roles of a community school in districts not having community school programs, in the state of Michigan.

To collect the data for this study, development of an instrument was necessary. Public school districts throughout Michigan were then identified as community school or non-community school districts based on whether they had made application to participate in the 1976-77 community school grant program through the Michigan Department of Education. The instrument was developed to measure attitudes of superintendents and their districts' implementation of the Board's role for a community school. The tentative goal for returns of the instrument was set at 70% from each of the two groups.

The remainder of Chapter IV is organized as follows: (1) characteristics of the population, (2) validation of superintendents' responses, (3) implementation of the role of the community school, (4) attitudes of superintendents toward the role of the community school, and (5) summary.

### Characteristics of the Population

The population for this study consisted of the superintendents of the 581 public school districts in the state of Michigan, as of July 1, 1976. Within the 581 public school districts, based on applications submitted by local districts to the Michigan Department of Education to participate in the state community school grant program 282 districts were identified as community school districts. The 299 balance of the districts were identified as non-community school districts. The addresses of the superintendents from each school district were identified through the use of the Michigan Education Directory and Buyers Guide, 1976-77.

The school districts were further categorized as: (1) Metropolitan Core City, (2) City, (3) Towns, (4) Urban Fringe, and (5) Rural. Definitions of these community types were established in 1971 by the Michigan Department of Education.

After the first mailing, 501 superintendents had returned the instrument. This represented a return of 86%. From the superintendents of community school districts, 265 returned the instrument for a return of 94%. From the superintendents of non-community school districts, 236 returned the instrument for a return of 79%. From the total 501 instruments that were returned it was necessary to discard seven: two from community school districts had been assigned the same code number; one from a community school district had been completed by someone other than the superintendent; one from a community school district had the code number removed; two from non-community

school districts were returned with the questions unanswered; and one from a non-community school district had not been assigned a code number.

As a result of a total of seven instruments not being usable in the results of the study, there was a total return of 494 usable instruments for a return of 85%. From the superintendents of community school districts, 261 usable instruments existed for a return of 92.55%. From the superintendents of non-community school districts, 233 usable instruments existed for a return of 77.93%. Table II provides an overview of the returned instruments for the two groups of superintendents.

TABLE II  
Returns of the Instrument From the  
Two Groups of Superintendents

Superintendents	Total Number	Number of Usable Instruments	Percent of Usable Instruments
Community School Districts	282	261	92.55
Non-Community School Districts	299	233	77.93

Only usable instruments are discussed in the rest of the study.

For the community school districts the 261 returned instruments were spread throughout the categories. Superintendents of Metropolitan Core City community school districts returned 11 instruments for a return of 100%. Superintendents of City community school

districts returned 19 instruments for a return of 100%. Superintendents of Town community school districts returned 68 instruments for a return of 97.14%. Superintendents of Urban Fringe community school districts returned 75 instruments for a return of 96.15%. Superintendents of Rural community school districts returned 88 instruments for a return of 84.62%. Table III provides an overview of the returned instruments by category of community school districts.

TABLE III  
Returns of the Instrument by Category  
of Community School Districts

Category of Districts	Total Number	Number of Usable Instruments	Percent of Usable Instruments
Metropolitan Core City	11	11	100.00
City	19	19	100.00
Town	70	68	97.14
Urban Fringe	78	75	96.15
Rural	104	88	84.62

For the non-community school districts the 233 returned instruments were spread throughout the categories. Superintendents of Metropolitan Core City non-community school districts returned 2 instruments for a return of 50%. Superintendents of City non-community school districts returned 8 instruments for a return of 100%. Superintendents of Town non-community school districts returned 13 instruments for a return of 97.06%. Superintendents of Urban Fringe non-community school districts returned 42 instruments for a return

of 79.24%. Superintendents of Rural non-community school districts returned 148 instruments for a return of 74%. Table IV provides an overview of the returned instruments by category of non-community school districts.

TABLE IV  
Returns of the Instrument by Category  
of Non-community School Districts

Category of Districts	Total Number	Number of Usable Instruments	Percent of Usable Instruments
Metropolitan Core City	4	2	50.00
City	8	8	100.00
Town	34	33	97.06
Urban Fringe	53	42	79.24
Rural	200	148	74.00

Kerlinger (1973) stated that a return rate of 80% was excellent for a study based on the mail technique. Because the return rate of instruments exceeded both the 70% originally set as a goal and also the 80% that Kerlinger suggested as being an excellent return rate, it was decided that a follow-up request for the unreturned instruments was not necessary.

Although an official inquiry as to the reason for not returning the instruments was not made, an informal examination revealed that a number of the districts were K-6 and K-8 districts. Because K-6 and K-8 districts tend to be small in size, often they lack a superintendent or employ an individual on a less than full time basis.

From the 282 community school districts, 17 did not return the instrument, for a 6.03% rate. From the 299 non-community school districts, 63 did not return the instrument, for a 21.07% rate. Table V provides an overview of both the unusable and the non-returned instruments from the two groups of superintendents.

TABLE V  
Unusable and Non-returned Instruments  
from the Two Groups of Superintendents

Superintendents	Total Number	Number of Unusable and Non>Returns	Percent of Unusable and Non>Returns
Community School Districts	282	21	7.45
Non-community School Districts	299	66	22.07

There were a number of reasons which may have led to a superintendent not returning the instrument. First, as indicated previously, many of the non-returned instruments were sent to K-6 and K-8 districts which may not have a superintendent or may have a less than full time superintendent. Second, the instrument may have been lost in the mails thus, not permitting a superintendent the opportunity to complete and return it. Third, the superintendent may not have had enough interest in the community school grant program to choose to complete and return the instrument. Fourth, as a result of a busy schedule at the beginning of a school year a superintendent may have been unable to take enough time to complete and return the instrument.

### Validation of Superintendent's Responses

Kerlinger (1973) indicated two weaknesses in the mail technique for conducting a study, lack of response and inability to check responses.

Due to section 153 (Public Act 258 of 1972, as amended) requiring school districts to furnish the legislative fiscal agency with information on state funded programs, the response rate was expected to be high. The total response rate of 86% would seem to support this assumption.

In order to validate the responses given by superintendents, a random sample of 88 districts or 15.15% of the total number were selected. Four individuals in state government who had knowledge of and expertise in evaluation of the community school grant program were asked to respond to questions 1 through 12 for each of the selected districts. A comparison was then made of the number of times agreement in answers occurred between the superintendent and each of the experts for the twelve questions. A percentage of agreement was then determined by dividing the total occurrences of agreement by the total number of match-ups for each district. The overall agreement was 88%. It is believed that the percent of agreement was sufficiently high to indicate that superintendents had accurately completed questions 1 through 12.

A validation of responses was not possible for questions 13 through 24. Because questions 13 through 24 measured attitudes of the superintendents toward the role of a community school it was not possible to utilize the skills of the experts since there could be



no way of knowing if they, in fact, knew each of the superintendents attitudes.

#### Implementation of the Four-fold Role of the Community School

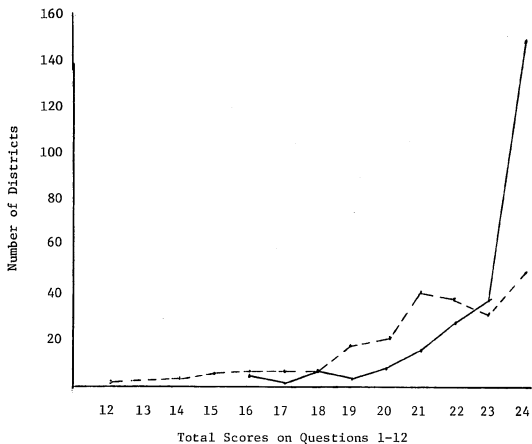
To measure implementation of the Board adopted role of the community school, it was necessary to develop an instrument. A review of the literature and of earlier studies on the role of the community school failed to reveal any study related to utilizing the Board adopted four-fold role of the community school. The instrument consisted of 24 questions; questions 1 through 12 related to implementation of the Board adopted role of a community school and questions 13 through 24 related to the attitudes of superintendents toward the role of a community school. The Board adopted four-fold role of the community school consists of: (1) makes its facilities available for citizen use, (2) organizes the participation of citizens in assessing local conditions, setting of priorities and program planning, (3) identifies and utilizes resources, facilitates joint planning by local agencies, and (4) initiates new and/or improved programs...in an effort to improve the opportunity for all residents.

The instrument was organized such that; questions 1 through 3 addressed making facilities available for citizen use; questions 4 through 6 addressed organizing the participation of citizens in assessing local conditions, setting priorities and program planning; questions 7 through 9 addressed identifying and utilizing resources, facilitating joint planning by local agencies; and questions 10 through 12 addressed initiating new and/or improved programs.

The instrument required the respondents to react to questions 1 through 12 with either a yes or no response dependent on implementation within the district. The scale was yes = 2; and no = 1. In scoring the instrument for each superintendent, a combined score of the twelve questions relating to implementation was used. Superintendents who returned the instrument and failed to respond to any of the individual questions were assigned a score for the non-responded questions equal to the mean response to the question for all responding superintendents. A score of 24 on questions 1 through 12 indicated total implementation of the four-fold role of a community school for the district.

The scores indicating implementation of the role for superintendents of community school districts ranged from a high of 24 to a low of 16. The scores indicating implementation of the Board adopted role of the community school for superintendents of non-community school districts ranged from a high of 24 to a low of 12. The range of scores for the two groups are illustrated in Figure 1 (page 56).

In comparing the range of scores for the categories of districts relative to implementation of the Board adopted role, the following was found: (1) Metropolitan Core City: in community school districts the high was 24 and the low was 21; in non-community school districts the high was 23 and the low was 21, (2) City: in community school districts the high was 24 and the low was 21; in non-community school districts the high was 24 and the low was 16, (3) Town: in community school districts the high was 24 and the low was 19; in non-community school districts the high was 24 and the low was 12, (4) Urban Fringe:



Solid Lines = Community school districts  
 Broken Lines = Non-community school districts

Figure 1

Range of Total Scores on Questions  
 1-12, Two Groups, Community School Districts  
 and Non-community School Districts

in community school districts the high was 24 and the low was 18; in non-community school districts the high was 24 and the low was 15, (5) Rural: in community school districts the high was 24 and the low was 16; in non-community school districts the high was 24 and the low was 13.

To compare implementation of the Board adopted role of a community school between community school districts and non-community school districts, six research hypotheses were postulated stating that a difference would exist in Total, and each of the following categories: (1) Metropolitan Core City, (2) City, (3) Town, (4) Urban Fringe, and (5) Rural.

To test the implementation of the Board adopted role of a community school between school districts as postulated in the research hypotheses, the null hypothesis corresponding to each research hypothesis was tested for statistical significance. The null hypotheses are as follows:

$H_0$  for Hypothesis 1:

There is no difference in mean scores for implementation of the Board adopted four-fold role of a community school between reports by superintendents of the Total Michigan community school districts and reports by superintendents of the Total Michigan non-community school districts.

$H_0$  for Hypothesis 2:

There is no difference in mean scores for implementation of the Board adopted four-fold role of a community school between reports by superintendents of Metropolitan Core City

community school districts and reports by superintendents of Metropolitan Core City non-community school districts.

$H_0$  for Hypothesis 3:

There is no difference in mean scores for implementation of the Board adopted four-fold role of a community school between reports by superintendents of City community school districts and reports by superintendents of City non-community school districts.

$H_0$  for Hypothesis 4:

There is no difference in mean scores for implementation of the Board adopted four-fold role of a community school between reports by superintendents of Town community school districts and reports by superintendents of Town non-community school districts.

$H_0$  for Hypothesis 5:

There is no difference in mean scores for implementation of the Board adopted four-fold role of a community school between reports by superintendents of Urban Fringe community school districts and reports by superintendents of Urban Fringe non-community school districts.

$H_0$  for Hypothesis 6:

There is no difference in mean scores for implementation of the Board adopted four-fold role of a community school between reports by superintendents of Rural community school districts and reports by superintendents of Rural non-community school districts.

The mean scores for the two groups of districts regarding implementation of the Board adopted role were 22.90 for reports by superintendents of community school districts and 21.24 for reports by superintendents of non-community school districts. The mean scores for each community type are displayed in Table VI. In each instance, the mean score for reports by superintendents of community school districts is higher than the mean score for reports by superintendents of non-community school districts.

TABLE VI  
Summary Statistics on Implementation of Board  
Adopted Role for Community School and Non-community  
School Districts by Community Type

Community Type	Community School Districts			Non-Community School Districts		
	N	Mean	SD	N	Mean	SD
Metropolitan Core City	11	23.73	6.25	2	22.00	1.41
City	19	23.53	0.90	8	20.63	2.50
Town	68	23.24	1.11	33	21.42	3.33
Urban Fringe	75	23.25	1.39	42	22.19	2.24
Rural	88	22.11	2.10	148	20.95	2.96

The highest mean score (23.73) for reports by superintendents of community school districts was in Metropolitan Core City, while the lowest mean score (22.11) was in Rural. The highest mean score (22.19) for reports by superintendents of non-community school districts was in Urban Fringe, while the lowest mean score (20.63) was in City.

A Two-factor Unequal N Analysis of Variance was used to analyze the results as related to hypothesis one. The two variables were

community school/non-community school and category of district. A One-factor Unequal N Analysis of Variance was used to analyze the results as related to hypotheses two through six. In the six hypotheses the comparisons were between community school districts and non-community school districts.

The results regarding implementation of the Board adopted four-fold role of a community school between Total state community school districts and Total state non-community school districts are displayed in Table VII (page 61). The Two-factor Unequal N Analysis of Variance test indicated that scores from superintendents of community school districts were significantly higher than were scores from superintendents of non-community school districts, relative to the Board adopted role of a community school. The obtained value of F led to rejection of the null hypothesis at the .01 level. These results indicate that a statistically significant difference did exist between superintendents of community school districts and superintendents of non-community school districts relative to their reported implementation in the district of the Board adopted four-fold role of a community school. Therefore, it would seem that as reported by the superintendent there was greater implementation of the Board adopted four-fold role of a community school in community school districts than there was in non-community school districts. Interaction was not found to be significant.

The results of implementation of the Board adopted role of a community school between Metropolitan Core City community school districts and Metropolitan Core City non-community school districts are displayed in Table VIII (page 62). The analysis indicated that scores from superintendents of Metropolitan Core City community school

TABLE VII

Analysis of Variance Between Total Community School  
Districts and Total Non-Community School Districts

Source	s.s.	df	m.s.	F
A (Community School District/Non-Community School District	208.43	1	208.43	34.68*
B (Community Type)	119.90	4	29.98	4.99**
AB	22.54	4	5.64	0.94(n.s.)
Error	2909.18	484	6.01	

\*Significant at the .01 level

Critical value of F = 6.63

\*\*Significant at the .01 level

Critical value of F = 3.32

districts were not significantly higher than scores from superintendents of Metropolitan Core City non-community school districts, relative to the Board roles of a community school. The obtained value of 'F' did not lead to the rejection of the null hypothesis at either the .01 or .05 levels. These results did not indicate that there was a statistically significant difference between superintendents of Metropolitan Core City community school districts and superintendents of Metropolitan Core City non-community school districts relative to their reported implementation in the districts of the Board adopted four roles of a community school. Therefore, rejection of null hypothesis two was not possible.

The results of implementation of the Board's role of a community school between City community school districts and City non-community school districts are displayed in Table VIII (page 62). The results



TABLE VIII

Analysis of Variance Between Community School Districts  
and Non-Community School Districts by Community Type

H <sub>0</sub>	Community Type	df error	df between	F
2	Metropolitan Core City	11	1	4.39(n.s.)
3	City	25	1	20.21*
4	Town	99	1	16.46**
5	Urban Fringe	115	1	10.03***
6	Rural	234	1	10.54****

\*Significant at the .01 level

Critical value of F = 7.77

\*\*Significant at the .01 level

Critical value of F = 6.97

\*\*\*Significant at the .01 level

Critical value of F = 6.85

\*\*\*\*Significant at the .01 level

Critical value of F = 6.83

indicate that scores from superintendents of City community school districts were significantly higher than scores from superintendents of City non-community school districts, relative to the Board's adopted role of a community school. The obtained value of 'F' led to the rejection of the null hypothesis at the .01 level. The results indicated that there was a statistically significant difference between superintendents of City community school districts and superintendents of City non-community school districts relative to their reported implementation in the districts of the Board role of a community school. Therefore, it would seem that there was greater implementation of the Board adopted role of a community school in

City community school districts than there was in City non-community school districts.

The results of implementation of the role of a community school between Town community school districts and Town non-community school districts were displayed in Table VIII (page 62). The results indicate that scores from superintendents of Town community school districts were significantly higher than scores from superintendents of Town non-community school districts, relative to the role of a community school. The obtained value of 'F' led to the rejection of the null hypothesis at the .01 level. These results indicated that there was a statistically significant difference between superintendents of Town community school districts and superintendents of Town non-community school districts relative to their reported implementation in the district of the role of a community school. Therefore, it would seem that there was greater implementation of the Board adopted role of a community school in Town community school districts than there was in Town non-community school districts.

The results of implementation of the four roles of a community school between Urban Fringe community school districts and Urban Fringe non-community school districts were displayed in Table VIII (page 62). The results indicate that scores from superintendents of Urban Fringe community school districts were significantly higher than scores from superintendents of Urban Fringe non-community school districts, relative to the Board adopted role of a community school. The obtained value of 'F' led to the rejection of the null hypothesis at the .01 level. These results indicated that there was a

statistically significant difference between superintendents of Urban Fringe community school districts and superintendents of Urban Fringe non-community school districts relative to their reported implementation in the district of the Board adopted role of a community school. Therefore, it would seem that there was greater implementation of the Board adopted role of a community school in Urban Fringe community school districts than there was in Urban Fringe non-community school districts.

The results of implementation of the Board adopted role of a community school between Rural community school districts and Rural non-community school districts were displayed in Table VIII (page 62). The results indicate that scores from superintendents of Rural community school districts were significantly higher than scores from superintendents of Rural non-community school districts, relative to the Board adopted role of a community school. The obtained value of 'F' led to the rejection of the null hypothesis at the .01 level. These results indicated that there was a statistically significant difference between superintendents of Rural community school districts and superintendents of Rural non-community school districts relative to their reported implementation in the district of the Board adopted role of a community school. Therefore, it would seem that there was greater implementation of the Board adopted role of a community school in Rural community school districts than there was in Rural non-community school districts.

To summarize, a statistically significant difference was found to exist at the .01 level between superintendents of community school

districts and superintendents of non-community school districts relative to their reported implementation in the district of the Board role of a community school in the following community types: (1) Total state, (2) City, (3) Town, (4) Urban Fringe, and (5) Rural. A statistically significant difference was not found in Metropolitan Core City at either .01 or .05 levels. The results of the 'F' values are summarized in Table IX.

TABLE IX  
Summary, F Values for Hypotheses Related to  
Implementation of Board Role of a Community School

Hypothesis	Community Type	df	F
1	Total	1, 484	34.68*
2	Metropolitan Core City	1, 11	4.39 (n.s.)
3	City	1, 25	20.21*
4	Town	1, 99	16.46*
5	Urban Fringe	1, 115	10.03*
6	Rural	1, 234	10.54*

\*Significant at the .01 level

Attitudes of Superintendents Toward  
Four-Fold Role of the Community School

To determine the attitudes of superintendents towards the four-fold role of the community school it was also necessary to develop an instrument. The instrument consisted of 24 questions; with questions 1 through 12 relating to implementation of the Board adopted role of a community school and questions 13 through 24 relating to

the attitudes of the superintendents towards the role of a community school. The Board adopted four-fold role of the community school consists of: (1) makes its facilities available for citizen use, (2) organizes the participation of citizens in assessing local conditions, setting of priorities and program planning, (3) identifies and utilizes resources, facilitates joint planning by local agencies, and (4) initiates new and/or improved programs...in an effort to improve the opportunity for all residents.

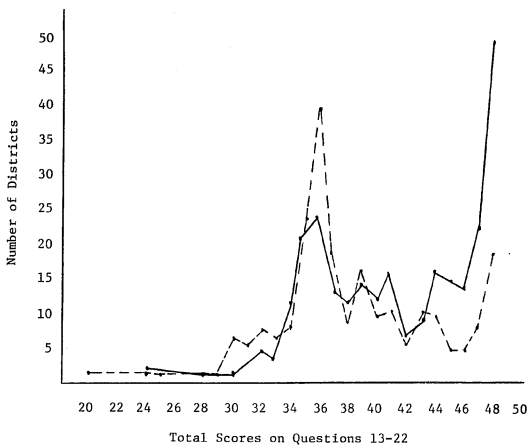
The instrument was organized so that; questions 13 through 15 addressed attitudes of superintendents toward making facilities available for citizen use; questions 16 through 18 addressed attitudes of superintendents toward organizing the participation of citizens in assessing local conditions, setting priorities and program planning; questions 19 through 21 addressed attitudes of superintendents toward identifying and utilizing resources, facilitating joint planning by local agencies; and questions 22 through 24 addressed attitudes of superintendents toward initiating new and/or improved programs.

The instrument required the respondents to react to questions 13 through 24 on a Likert type 4-point scale. The scale was: strongly agree = 4; agree = 3; disagree = 2; and strongly disagree = 1. The absence of a "no opinion" option was decided on to force respondents to make the choices which most nearly represented their attitudes. In scoring the instrument for each superintendent, a combined score of the twelve questions relating to attitude was used. Superintendents failing to respond to any of the individual questions

were assigned a score for the non-responded question equal to the mean response to the question for all responding superintendents. A score of 48 on questions 13 through 24 indicated total agreement with the four-fold role of a community school.

The scores indicating attitudes of the superintendents of community school districts toward the role of a community school ranged from a high of 48 to a low of 24. The scores indicating attitudes of the superintendents of non-community school districts toward the Board adopted role of a community school ranged from a high of 48 to a low of 20. The range of scores for the two groups are illustrated in Figure 2 (page 68).

In comparing the range of scores for the categories of districts relative to the attitudes of superintendents toward the role of a community school, the following was found: (1) Metropolitan Core City: in community school districts the high was 48 and the low was 36; in non-community school districts the high was 48 and the low was 44, (2) City: in community school districts the high was 48 and the low was 36; in non-community school districts the high was 48 and the low was 32, (3) Town: in community school districts the high was 48 and the low was 30; in non-community school districts the high was 48 and the low was 30, (4) Urban Fringe: in community school districts the high was 48 and the low was 34; in non-community school districts the high was 48 and the low was 28; and (5) Rural: in community school districts the high was 48 and the low was 25; in non-community school districts the high was 48 and the low was 20.



Solid Line = Community school districts  
 Broken Line = Non-community school districts

Figure 2

Range of Total Scores on Questions  
 13-24, Two Groups, Community School Districts  
 and Non-community School Districts

To compare the degree of agreement in attitudes of superintendents of the Board adopted role of a community school between community school districts and non-community school districts, six research hypotheses were postulated stating that a difference would exist in Total, and in each of the following categories: (1) Metropolitan Core City, (2) City, (3) Town, (4) Urban Fringe, and (5) Rural.

To test the degree of attitudes of superintendents toward the Board adopted four-fold role of a community school between school districts as postulated in the research hypotheses, the null hypothesis corresponding to each research hypothesis was tested for statistical significance. The null hypotheses are as follows:

$H_0$  for Hypothesis 7:

There is no difference in mean scores for attitudes of superintendents of the Total Michigan community school district and the Total Michigan non-community school district relative to the Board adopted four-fold role of a community school.

$H_0$  for Hypothesis 8:

There is no difference in mean scores for attitudes of superintendents of Metropolitan Core City community school districts and Metropolitan Core City non-community school districts relative to the Board adopted four-fold role of a community school.

$H_0$  for Hypothesis 9:

There is no difference in mean scores for attitudes of superintendents of City community school districts and City



non-community school districts relative to the Board adopted four-fold role of a community school.

$H_0$  for Hypothesis 10:

There is no difference in mean scores for attitudes of superintendents of Town community school districts and Town non-community school districts relative to the Board adopted four-fold role of a community school.

$H_0$  for Hypothesis 11:

There is no difference in mean scores for attitudes of superintendents of Urban Fringe community school districts and Urban Fringe non-community school districts relative to the Board adopted four-fold role of a community school.

$H_0$  for Hypothesis 12:

There is no difference in mean scores for attitudes of superintendents of Rural community school districts and Rural non-community school districts relative to the Board adopted four-fold role of a community school.

The mean scores for the two groups of districts regarding attitudes of superintendents towards the Board adopted role of a community school were 41.67 for superintendents of community school districts and 38.55 for superintendents of non-community school districts. The mean scores for each community type are displayed in Table X (page 71). With the exception of Metropolitan Core City, the mean score of attitudes of superintendents of community school districts was higher than the mean score of attitudes of superintendents of non-community school districts.

TABLE X

Summary Statistics on Attitudes of  
the Superintendents Toward the Board Adopted Role for  
Community School and Non-Community  
School Districts by Community Type

Community Type	Community School Districts			Non-Community School Districts		
	N	Mean	SD	N	Mean	SD
Metropolitan Core City	11	43.64	4.20	2	46.00	6.56
City	19	43.21	4.50	8	42.99	5.57
Town	68	41.68	5.10	33	39.91	4.86
Urban Fringe	75	42.55	4.66	42	40.12	5.44
Rural	88	40.35	5.65	148	37.51	5.18

The highest mean score (43.64) for attitudes of superintendents of community school districts was in Metropolitan Core City, while the lowest mean score (40.35) was in Rural. The highest mean score (46.00) for attitudes of superintendents of non-community school districts was also in Metropolitan Core City, while the lowest mean score (37.51) was also in Rural.

A Two-factor Unequal N Analysis of Variance was used to analyze the results as related to hypothesis seven. Variables were community school/non-community school and category of district. The One-factor Unequal N Analysis of Variance was used to analyze the results as related to hypotheses eight through twelve. In the six hypotheses the comparisons were between community school districts and non-community school districts.

The results regarding attitudes of superintendents toward the Board adopted role of a community school between Total state community school districts and Total state non-community school districts are displayed in Table XI (page 73). The Two-factor Unequal N Analysis of Variance test indicated that scores from superintendents of community school districts were significantly higher than scores from superintendents of non-community school districts, relative to the Board adopted role of a community school. The obtained value of  $F$  led to rejection of the null hypothesis at the .01 level. These results indicate that a statistically significant difference did exist between superintendents of community school districts and superintendents of non-community school districts relative to their attitudes toward the Board adopted role of a community school. Therefore, it would seem that attitudes of superintendents of community school districts were more favorable than were the attitudes of superintendents of non-community school districts, toward the Board adopted role of a community school.

The results regarding attitudes of superintendents toward the Board role between Metropolitan Core City community school districts and Metropolitan Core City non-community school districts are displayed in Table XII (page 74). The results indicate that scores from superintendents of Metropolitan Core City community school districts were not significantly higher than scores from superintendents of Metropolitan Core City non-community school districts, relative to the Board adopted role of a community school. The obtained value of  $F$  did not lead to rejection of the null hypothesis at either the .01

TABLE XI

Analysis of Variance Between Total Community School Districts and Total Non-Community School Districts:  $H_0$  7

Source	s.s.	df	m.s.	F
A (Community School District/Non-Community School District)	624.72	1	624.72	21.25*
B (Community Type)	761.87	4	190.47	6.48**
AB	65.77	4	16.44	0.56(n.s.)
Error	14227.36	484	29.40	
*Significant at the .01 level Critical value of F = 6.63				
**Significant at the .01 level Critical value of F = 3.32				

or .05 levels. These results did not indicate that there was a statistically significant difference between attitudes of superintendents of Metropolitan Core City community school districts and attitudes of superintendents of Metropolitan Core City non-community school districts relative to the Board adopted role of a community school. Therefore, rejection of null hypothesis eight was not possible.

The results regarding attitudes of superintendents toward the Board role between City community school districts and City non-community school districts are displayed in Table XII (page 74). The results indicate that the scores from superintendents of City community school districts were not significantly higher than scores from superintendents of City non-community school districts relative to the Board adopted role of a community school. The obtained value of F did not lead to rejection of the null hypothesis at either the .01 or .05 levels. These results did not indicate that there

TABLE XII

Analysis of Variance Between Community  
School Districts and Non-Community  
School Districts by Community Type

H <sub>0</sub>	Community Type	df	f
8	Metropolitan Core City	1, 11	0.47(n.s.)
9	City	1, 25	0.35(n.s.)
10	Town	1, 99	2.75(n.s.)
11	Urban Fringe	1, 115	6.46*
12	Rural	1, 234	15.49**

\*Significant at the .05 level

Critical value of F = 3.92

\*\*Significant at the .01 level

Critical value of F = 6.83

was a statistically significant difference between attitudes of superintendents of City community school districts and attitudes of superintendents of City non-community school districts relative to the Board adopted role of a community school. Therefore, rejection of the null hypothesis nine was not possible.

The results regarding attitudes of superintendents toward the Board role of a community school between Town community school districts and Town non-community school districts are displayed in Table XII. The results indicate that the scores from superintendents of Town community school districts were not significantly higher than scores from superintendents of Town non-community school districts relative to the Board adopted role of a community school. The obtained value of 'F' did not lead to rejection of the null hypothesis

at either the .01 or .05 levels. These results did not indicate that there was a statistically significant difference between attitudes of superintendents of Town community school districts and attitudes of superintendents of Town non-community school districts relative to the Board adopted role of a community school. Therefore, rejection of null hypothesis ten was not possible.

The results regarding attitudes of superintendents toward the four roles of a community school between Urban Fringe community school districts and Urban Fringe non-community school districts were displayed in Table XII (page 74). The results indicate that the scores from superintendents of Urban Fringe community school districts were significantly higher than scores from superintendents of Urban Fringe non-community school districts relative to the Board adopted role of a community school. The obtained value of 'F' led to rejection of the null hypothesis at the .01 level. These results indicate that there was a statistically significant difference between attitudes of superintendents of Urban Fringe community school districts and attitudes of superintendents of Urban Fringe non-community school districts relative to the Board role of a community school. Therefore, it would seem that superintendents of Urban Fringe community school districts did have more favorable attitudes toward the Board adopted role of a community school than did superintendents of Urban Fringe non-community school districts.

The results regarding attitudes of superintendents toward the adopted role of a community school between Rural community school districts and Rural non-community school districts were displayed in

Table XII (page 74). The results indicate that the scores from superintendents of Rural community school districts were significantly higher than scores from superintendents of Rural non-community school districts relative to the Board adopted role of a community school. The obtained value of 'F' led to the rejection of the null hypothesis at the .01 level. These results indicated that there was a statistically significant difference between attitudes of superintendents of Rural community school districts and attitudes of superintendents of Rural non-community school districts relative to the Board adopted role of a community school. Therefore, it would seem that superintendents of Rural community school districts did have more favorable attitudes toward the Board adopted role of a community school than did superintendents of Rural non-community school districts.

To summarize, a statistically significant difference was found to exist at the .01 level between superintendents of community school districts and superintendents of non-community school districts relative to their attitudes toward the Board's four roles of a community school in the following community types: (1) Total state, (2) Urban Fringe, and (3) Rural. A statistically significant difference was not found in Metropolitan Core City, City, or Town at either the .01 or .05 levels. The results of the 'F' values are summarized in Table XIII (page 77).

TABLE XIII

Summary, F Values for Hypotheses Related to  
Attitudes of Superintendents Toward Board  
Adopted Four-fold Role of a Community School

Hypothesis	Community Type	df	F
7	Total	1, 484	21.25*
8	Metropolitan Core City	1, 11	0.47(n.s.)
9	City	1, 25	0.35(n.s.)
10	Town	1, 99	2.75(n.s.)
11	Rural	1, 115	6.46*
12	Urban Fringe	1, 234	15.49*

\*Significant at the .01 level

#### Summary

This study dealt with the implementation and attitudes of superintendents toward the four roles of a community school in districts with community school programs, with the implementation and attitudes of superintendents toward the four roles of a community school in districts not having community school programs, in the state of Michigan.

Out of six research hypotheses which suggested that differences in implementation of community school programs existed between the two groups of superintendents, significant differences were found at the .01 level in the following community types: (1) Total state, (2) City, (3) Town, (4) Urban Fringe, and (5) Rural. Statistically



significant differences were not found in Metropolitan Core City, City, or Town at either the .01 or .05 levels of significance.

The results indicate that community school districts implemented to a greater degree the Board adopted four-fold role of a community school than did non-community school districts in Total state, City, Town, Urban Fringe, and Rural. Further, the study indicated that attitudes of superintendents of community school districts were more favorable toward the Board adopted role of a community school than were the attitudes of superintendents of non-community school districts in Total state and Rural.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

The purpose of this chapter is to discuss the study of Michigan school districts relative to implementation and the attitudes of the superintendents towards the Board adopted four-fold role of a community school. The chapter is organized as follows: first, a review of the problem and procedures used in the study of the superintendents are discussed; second, conclusions drawn from the research study results regarding implementation and attitudes of superintendents towards the Board adopted role of a community school are covered; third, recommendations for theorists, practitioners and others with an interest in the role of the community school in community education are presented and; fourth, implications for further research in the role that the community school can play in the concept of community education utilizing the instrument with a hope that further knowledge can be gained for the benefit of all.

#### Summary of the Problem and Procedures

The purposes of this study were two-fold. First, to compare the implementation of the adopted role of a community school in community school districts, with the implementation of the adopted role of a community school in non-community school districts, according

to superintendents in the state of Michigan. Second, to compare the attitudes of superintendents in community school districts relative to the adopted role of a community school, with the attitudes of superintendents in non-community school districts relative to the adopted role of a community school, in the state of Michigan. In addition to state totals, comparisons were made between superintendents relative to implementation and attitudes based on community types. These community types were defined by the Michigan Department of Education (1971) as: (1) Metropolitan Core City, (2) City, (3) Town, (4) Urban Fringe, and (5) Rural.

Superintendents were selected for this study from Michigan local school districts, because Wing (1972) indicated that the success of the program was getting support from the top first. Tremper (1974), also found that the superintendent's attitudes were important to the community school program. Finally Manley (1976), found superintendents in community education districts had attitudes in support of the community education concept more often than did superintendents in school districts without community education.

In order to pursue this study, it was necessary to develop the instrument from which the results were derived. The instrument consisted of 24 questions; the first 12 questions related to implementation in the district of the Board adopted role of a community school and the second 12 questions related to the superintendents attitudes regarding the Board adopted role of a community school. The four-fold roles consists of: (1) making facilities available for citizen use, (2) organizing local residents to assess local conditions,

set priorities and identify program planning, (3) identifying and utilizing resources, facilitated through joint planning by local agencies, and (4) assisting in the initiating of new and/or improved programs.

A listing of school districts participating in the 1976-77 community school grant program was secured from the Michigan Department of Education in order that community school districts could be identified. The balance of the school districts in the state were defined as non-community school districts. Of the 581 school districts in the state, 282 were identified as community school districts and 299 were identified as non-community school districts.

With the districts classified, the instrument was mailed to each district superintendent. After the first mailing 501 superintendents had returned the instrument. This was a return of 86%. In examining the returned instruments it was necessary to discard seven for purposes of this study. Of the instruments which were used in the study 261 came from superintendents of community school districts for a return of 92.55%. Superintendents of non-community school districts returned 233 instruments for a return of 77.93%. The return from the two groups was higher than the original goal of 70%.

To determine if differences existed in implementation of the Board adopted role of a community school or in the attitudes of superintendents toward the Board adopted role of a community school between the two groups of superintendents, a Two-factor Unequal N Analysis of Variance was used for hypotheses one and seven; and a One-factor Unequal

N Analysis of Variance was used for hypotheses two through six and eight through twelve. Comparisons were also made by community type. At the .01 level statistically significant differences were found to exist in the implementation of the Board adopted four-fold role of a community school between community school and non-community school districts in: (1) Total state, (2) City, (3) Town, (4) Urban Fringe, and (5) Rural. Statistically significant differences did not exist at the .01 or .05 levels relative to implementation of the Board adopted role of a community school between Metropolitan Core City districts. At the .01 level statistically significant differences were found to exist in the attitudes of superintendents towards the Board adopted role of a community school between community school and non-community school districts in: (1) Total state, and (2) Rural. A significant difference was found at the .05 level in Urban Fringe communities. Statistically significant differences did not exist at the .01 or .05 levels relative to the attitudes of superintendents towards the role of a community school between Metropolitan Core City, City, or Town districts.

#### Conclusions

This study was undertaken to determine if differences existed between community school districts and non-community school districts relative to the Board adopted four-fold role of a community school in regard to implementation within the districts and if differences existed in the attitudes of the superintendents toward the four-fold role.

Authors, beginning with Everett (1938) and Clapp (1939) have indicated that the local school has importance to the total community that extends beyond the three R's for school aged children. Beginning with the use of the school buildings for recreational purposes from the early 1930's into the 1950's; a concept called community education has grown. Weaver (1972), stated that community education was community based, oriented, and committed to coordination for the betterment of all. The important role that the community school can play in the concept of community education was accentuated when the federal government (1974) referred to the school as the prime educational institution of a community.

Dowdy (1975) indicated the success of an educational program would go nowhere without the support of the superintendent. Manley (1976) found school districts characterized as supporting the community education concept also had superintendents whose attitudes toward the community education concept were more in agreement, than were the attitudes of superintendents in districts not having a program in support of the community education concept.

In this particular study, school districts classified as community school districts in Total state, City, Town, Urban Fringe and Rural were found to have a greater degree of implementation of the Board adopted four-fold role of a community school than did school districts classified as non-community school districts. This could indicate that school districts in Michigan participating in the community school grant program were implementing to a greater degree the Board adopted role of a community school than were school districts

not participating in the community school grant program. It would therefore appear that participation in the grant program results in school districts, to a greater degree, making facilities available for citizen use; involving citizens in assessing local conditions, setting priorities, and program planning; identifying and utilizing other community resources; and assisting in the initiating of new and/or improved programs. The lack of significance of Metropolitan Core City districts could be partially due to the low percent of response to the instrument by superintendents of non-community school districts or, perhaps circumstances related to the size of the districts which permitted them to implement some or all of the four-fold role without choosing to participate in the community school grant program.

This study also found that the attitudes of superintendents of community school districts in Total state, Urban Fringe and Rural were more favorable towards the four-fold role of a community school than were the attitudes of non-community school district superintendents. This finding was consistent with Tremper (1974) who found superintendents with positive attitudes toward community involvement were in those districts with more successful programs. The results of this study were also consistent with Manley (1976), who found superintendents of community education programs were more in agreement with the overall community education philosophy than were superintendents of districts without community education programs. The lack of significance in attitudes of Metropolitan Core City, City, and Town superintendents could be partially related to the

the complexities of heading the larger school districts which could prevent superintendents from thinking about much more than their day to day operations in the district.

In summary, it can be concluded that the Board adopted four-fold role of a community school was being implemented to a greater degree in Total state, City, Town, Urban Fringe and Rural districts participating in the community school grant program than districts which were not participating in the community school grant program. Further, the attitudes of superintendents of Total state, Urban Fringe, and Rural districts participating in the community school grant program were more favorable toward the four-fold role of a community school than were the attitudes of superintendents of districts not participating in the community school grant program.

#### Recommendations for Theorists and Practitioners

Determining why some of Michigan's local school districts have implemented the role of a community school as adopted by the State Board of Education in August of 1975, can only partially be explained by the monetary incentive of the community school grant program. More importantly, the leadership provided by the superintendent must be considered a critical factor in the implementation of the role. Had this not been the case there would not have been references to community schools in the literature going back to the 1930's.

The fact that this study found superintendents of community school districts had more favorable attitudes toward the Board adopted role of a community school and that those districts also had greater



implementation of the adopted role is of importance to advocates of the concept of community education.

From this study one could conclude that school districts wishing to implement a community school program could use the four-fold role adopted by the Board as a guide for development. Legislators who advocate greater utilization of existing facilities, greater involvement of citizens in the identification of community needs and program planning, and more coordination and cooperation of community agencies could look to the community schools as primary implementors of the Board adopted four-fold role. Members of the Board can take pride in knowing that the Board adopted four-fold role of a community school was being implemented to a greater degree in community school districts than in non-community school districts. Other states, outside of Michigan, can utilize the Board adopted four-fold role as a vehicle to use to implement similar programs in their local school districts now that the role format has been tested.

This study has pointed out that approximately half the school districts in the state of Michigan have implemented the Board adopted four-fold role of a community school. Since the Board was empowered by the Constitution of 1963 to provide direction in the field of education it would appear that the Board now has a responsibility to assist those school districts that have not implemented the four-fold role of a community school so as to insure that the citizens of those school districts have equal opportunities in the use of school facilities; involvement in program planning; cooperative efforts among the various community agencies; and the receiving of programs.

### Implication for Further Research

In light of the findings of this study a number of implications for further research are apparent. It is suggested that, manpower permitting, this study be replicated in Michigan utilizing the on-site visitation or telephone interview techniques. These techniques were identified by Kerlinger (1973) as being preferable to the mailed questionnaire and could serve as a further confirmation of the extent to which the Board adopted four-fold role a community school is being implemented.

Other states which have adopted similar roles for the community school could find this instrument valuable in studying the implementation within local school districts and the attitudes of superintendents toward the role. The federal government, whose rules for the Community School Act are consistent with the Board adopted four-fold role of a community school, could find the instrument of value in testing the impact of the federal involvement.

Further study with the instrument to determine implementation by the districts and attitudes of superintendents toward each of the four roles is both possible and would be a contribution to the field.

Finally, additional use of the instrument by different levels of school district employees, citizens or agency personnel would serve to make the instrument an even more valuable tool in determining the implementation and the existing attitudes toward the Board adopted four-fold role of a community school.

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## APPENDIX A

### Position Paper on the Community School Within the Philosophical Concept of Community Education (Michigan)



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

Adopted by  
Michigan State Board of Education

August 13, 1975

## FOREWORD

Over the years attention has focused upon the community school concept. This attention has come about, first, because of the efforts of the state to reimburse community school directors; second, because the congressional education amendment of 1974 recognizes 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 was 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 communications.

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

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

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

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

THE COMMUNITY SCHOOL WITHIN THE  
PHILOSOPHICAL CONCEPT OF COMMUNITY EDUCATION

Introduction

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

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

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

## The Role of the Community School

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

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

The community school concept, as distinguished from other school concepts, places the community school as the focal point for the

delivery of Community Education to Michigan citizens of all ages.

This can be accomplished by:

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

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

The role of the community school is best carried out if the community being worked with has a population base and 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. This aspect of community school operation places the responsibility for addressing community conditions where it belongs. It also encourages community resources into a cooperative stance, while at the same time delineates accountability for services.

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 a 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 B

STATE SCHOOL AID ACT

Public Act 258 of 1972,  
As Amended  
(As Effective October 1, 1976)

## STATE SCHOOL AID

PUBLIC ACT 258 OF 1972, as amended  
(as effective October 1, 1976)

AN ACT to make appropriations for the purpose of aiding in the support of the public school 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 thereof; to provide for issuance of bonds and other evidence of indebtedness by the state; to provide penalties for violation of the act; 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 \$1,300,000.00 in 1976-77 to be used by districts conducting community school programs approved by the department. (Amended in 1976, P. A. 258.)

## APPENDIX C

### OTHER POSITION PAPER

Position Paper on the Community School  
Within the Philosophical Concept of  
Community Education (Alaska)

## FOREWORD

Over the years attention has been focused on the community school - community education concept. Alaska passed legislation in 1975 to encourage the implementation of programs at the local neighborhood level. Recent federal legislation is stimulating activity nationwide. The Mott Foundation and its system of development and cooperating centers continue to disseminate information, provide technical assistance and train people to work in community education programs.

Individuals wanting opportunities to improve the quality of their lives feel a frustration over their inadequacy to do so in an apparent land of abundance. Professionals and lay people accepting the challenge of providing for these wants and needs are frustrated and disappointed in the success of their efforts.

The community school - community education concept does address these personal dilemmas in a promising way and has caught the attention of individuals across the state. It is with the need for a clear definitional statement that this paper has been prepared. It is hoped that this document will clarify the scope and depth of the concept.

There are three basically new premises contained in this document:

First, the document suggests community education as being a philosophical concept that recognized life experiences as being an integral part on 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 education program has indeed been effective, if one accepts the above promises.

Marshall L. Lind

#### THE COMMUNITY SCHOOL WITHIN THE PHILOSOPHICAL CONCEPT OF COMMUNITY EDUCATION

##### Introduction

Community Education is a philosophical concept that recognizes all life experiences as being part of one's education toward a better

life. Education by this definition is not limited to formal instruction, certain age classification or attainment of certificates and diplomas.

The policeperson, parent, social worker, pastor, druggist, taxi driver, doctor, as well as agencies and institutions account for a sizeable 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 Alaskan 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 education programming for all age levels to bring about accomplishment of prioritized needs as determined by a representative groups 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 solutions. 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 services.

In summary, community schools are a partial expression of the over-all 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 services 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.

## History of Community Education Development

The community was an essential part of the early schools in the country, and is now in many of our more rural Alaskan communities. 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 for citizens where many of the decisions affecting the community were developed and decided. The school was available for citizen use regardless of age.

The population centers in Alaska, as in other areas of our country through the years, developed 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. However, in the last 15 years, pressures have developed in our people and communities to force a greater involvement and a return to more personal ownership of the decision-making processes, the projects and activities designed to satisfy our needs and wants. The efforts to transfer power to the common people from the institutions and groups have increased.

In the spring of 1975 Alaska passed the Community Schools Act and SB 35 established new local school districts in rural Alaska. Both acts definitely encourage local control and governancy of vital activities in our lives. The municipalities are developing community councils to more effectively articulate the needs and wants of people and to provide the services of government to the people.

In the future we will see additional efforts by government and individuals to involve people in the processes governing and influencing their lives. Community education can contribute greatly to this end.

#### 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 classification or attainment of diplomas. Community Education further recognizes that a process of involving citizens in identifying the conditions, resources and priorities of the community is the central means of improving one's opportunity in life. This process focuses upon every institution, agency and organization of the community to deliver identified and prioritized services.

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

Alaskans are "shareholders" in the community education - community school program. They have spent their time, money, energy and know-how in helping establish community schools, special program activities, a state plan and, most importantly, the enabling legislation.

The shareholders live in every part of Alaska and come from every walk of life. Yes, we are many and we represent Alaska. We want to improve our lives and have a say in how this is done. We have a common feeling and need - that is why we are shareholders in this endeavor...Community Education, Community Schools.

APPENDIX D

INSTRUMENT

Questionnaire

NUMBER \_\_\_\_\_

## - QUESTIONNAIRE -

Please check (✓) appropriate response for each statement.

1. Our school facilities are available for citizen use.                
yes no
2. Our Board of Education has adopted a statement encouraging the use of school facilities by all residents of the community.  
               
yes no
3. Our school district has a set of policies for the use of school facilities by community residents.                
yes no
4. Our school district utilizes citizen advisory groups in addition to the Board of Education, to assess conditions of the community.  
               
yes no
5. Our school district utilizes citizen advisory groups in addition to the Board of Education to set priorities.                
yes no
6. Our school district utilizes citizen advisory groups in addition to the Board of Education, to assist with program planning.  
               
yes no
7. Our school district has identified physical and human resources in the community, other than those of the school.                
yes no
8. Our school district encourages joint planning by local agencies in community activities.                
yes no
9. Our school district encourages the utilization of all community resources in addressing community programs.                
yes no
10. Our school district is involved in the initiation of programs for all residents of the community.                
yes no



11. Our school district is concerned with helping to improve programs for all residents of the community.                
yes no
12. Our school district provides programs for community residents which other community agencies are unable to provide.                
yes no
13. Additional information, activities, and experiences should be provided to citizens by expanding program offerings before school, after school, weekends and summers.  
Strongly Agree Disagree Strongly  
Agree Disagree
14. Community residents have many education needs which should be addressed through the schools.  
Strongly Agree Disagree Strongly  
Agree Disagree
15. There are times during the day, evening and summer when school facilities should be made available for general citizen usage at minimal cost.  
Strongly Agree Disagree Strongly  
Agree Disagree
16. Citizens should participate in decisions that affect the quality of life in their community.  
Strongly Agree Disagree Strongly  
Agree Disagree
17. Citizens should be encouraged to become involved in decision making and problem solving.  
Strongly Agree Disagree Strongly  
Agree Disagree
18. The school should help identify problems and resources, and provide the coordination necessary to bring community resources to bear on problems.  
Strongly Agree Disagree Strongly  
Agree Disagree
19. All community resources should cooperatively plan their activities which may interrelate.  
Strongly Agree Disagree Strongly  
Agree Disagree

20. The school should play a role in the delivery of community services.

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

21. Efficiency in providing community services is improved when community agencies work together.

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

22. The school should provide educational programs for all age citizens.

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

23. The school should provide for the ever increasing need for additional activities for all citizens.

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

24. Educational interests and needs of non-school age citizens should be recognized as being as important as those of the school age citizens.

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

APPENDIX E

SCHOOL DISTRICTS IN SAMPLE

1976-77 Community School Districts

1976-77 Non-Community School Districts

## 1976-77 Community School Districts

31 020\* Adams Township School District  
46 010 Adrian City School District  
03 030 Allegan Public Schools  
82 020 Allen Park Public Schools  
29 010 Alma Public Schools  
44 020 Almont Community Schools  
04 010 Alpena City School District  
50 040 Anchor Bay School District  
81 010 Ann Arbor Public Schools  
50 050 Armada Area Schools  
13 050 Athens Area Schools  
06 020 Au Gres Sims School District  
63 070 Avondale School District  
07 020 Baraga Township School District  
21 090 Bark River Harris School District  
26 010 Beaverton Rural Schools  
58 030 Bedford Public School District  
25 240 Beecher Community School District  
34 080 Belding Area School District  
23 010 Bellevue Community School District  
63 050 Berkley City School District  
11 240 Berrien Springs Public School District  
27 030 Bessemer Township School District  
54 010 Big Rapids Public Schools

\* School code number

63 010 Birmingham City School District  
46 040 Blissfield Community Schools  
15 020 Boyne City Public School District  
63 180 Brandon School District  
11 210 Brandywine Public School District  
29 040 Breckenridge Community Schools  
22 030 Breitung Township School District  
73 180 Bridgeport-Spaulding Community School District  
11 340 Bridgman Public Schools  
47 010 Brighton Area Schools  
17 140 Brimley Public Schools  
11 310 Buchanan Community School District  
73 080 Buena Vista School District  
41 040 Byron Center Public Schools  
41 050 Caledonia Community Schools  
25 080 Carman School District  
55 010 Carney Nadeau Public Schools  
79 020 Caro Community Schools  
73 030 Carrollton School District  
41 070 Cedar Springs Public Schools  
59 125 Central Montcalm Public Schools  
23 030 Charlotte Public Schools  
31 050 Chassell Township School District  
81 040 Chelsea School District  
73 110 Chesaning Union Schools  
54 025 Chippewa Hills School District

50 080 Chippewa Valley Schools  
18 010 Clare Public Schools  
63 090 Clarenceville School District  
50 070 Clintondale Community Schools  
25 150 Clio Area School District  
12 010 Coldwater Community Schools  
56 030 Coleman Community School District  
38 040 Columbia School District  
39 030 Comstock Public Schools  
38 080 Concord Community Schools  
78 100 Corunna Public School District  
20 015 Crawford AuSable Schools  
76 080 Crowsell Lexington Community School District  
25 140 Davison Community Schools  
80 050 Decatur Public Schools  
08 010 Delton Kellogg School District  
82 010 Detroit City School District  
44 050 Dryden Community Schools  
78 030 Durand Area Schools  
50 020 East Detroit City School District  
38 090 East Jackson Public Schools  
15 060 East Jordan Public School District  
33 010 East Lansing School District  
23 050 Eaton Rapids Public Schools  
14 030 Edwardsburg Public Schools  
49 055 Engadine Consolidated Schools

21 010 Escanaba Area Public Schools  
63 200 Farmington Public School District  
03 050 Fennville Public Schools  
25 100 Fenton Area Public Schools  
63 020 Ferndale City School District  
82 180 Flat Rock Community Schools  
25 010 Flint City School District  
25 120 Flushing Community Schools  
41 110 Forest Hills Public Schools  
36 015 Forest Park School District  
62 040 Fremont Public School District  
61 080 Fruitport Community Schools  
39 050 Galesburg Augusta Community Schools  
11 160 Galien Township School District  
82 290 Gibraltar School District  
21 025 Gladstone Area Public Schools  
26 040 Gladwin Community Schools  
45 010 Glen Lake Community School District  
80 110 Gobles Public School District  
41 120 Godfrey Lee Public School District  
41 020 Godwin Heights Public Schools  
25 030 Grand Blanc Community Schools  
70 010 Grand Haven City School District  
23 060 Grand Ledge Public Schools  
41 010 Grand Rapids City School District  
41 130 Grandville Public Schools

38 050 Grass Lake Community Schools  
59 070 Greenville Public Schools  
82 055 Grosse Pointe Public Schools  
52 040 Gwinn Area Community Schools  
35 020 Hale Area Schools  
31 010 Hancock Public Schools  
38 100 Hanover Horton Schools  
24 020 Harbor Springs School District  
13 070 Harper Creek Community Schools  
18 060 Harrison Community Schools  
47 060 Hartland Consolidated Schools  
08 030 Hastings Area School District  
63 130 Hazel Park City School District  
73 210 Hemlock Public School District  
82 070 Highland Park City Schools  
30 020 Hillsdale Community Public Schools  
70 020 Holland City School District  
63 210 Holly Area School District  
33 070 Holt Public Schools  
61 120 Holton Public Schools  
13 080 Homer Community Schools  
03 070 Hopkins Public  
47 070 Howell Public Schools  
82 340 Huron School District  
63 220 Huron Valley Schools  
82 080 Inkster City School District



34 010 Ionia Public Schools  
22 010 Iron Mountain City School District  
27 020 Ironwood Area Schools  
52 180 Ishpeming Public School District  
29 060 Ithaca Public Schools  
38-170 Jackson Public Schools  
70 175 Jenison Public Schools  
30 030 Jonesville Community Schools  
39 010 Kalamazoo City School District  
25 110 Kearsley Community Schools  
41 140 Kelloggsville Public Schools  
41 145 Kenowa Hills Public Schools  
41 150 Kent City Community Schools  
41 160 Kentwood Public Schools  
07 040 L'Anse Township School District  
59 090 Lakeview Community Schools  
50 130 Lakeview Public Schools  
13 090 Lakeview School District  
25 280 Lakeville Community School District  
34 090 Lakewood Public Schools  
33 020 Lansing Public School District  
44 010 Lapeer Community Schools  
80 130 Lawrence Public School District  
49 040 Les Cheneaux Community School District  
33 100 Leslie Public Schools  
82 090 Lincoln Park Public Schools

25 250 Linden Community School District  
30 040 Litchfield Community Schools  
24 030 Littlefield Public School District  
82 095 Livonia Public Schools  
41 170 Lowell Area School District  
53 040 Ludington Area School District  
16 070 Mackinaw City Public Schools  
46 090 Madison School District  
81 080 Manchester Public School District  
77 010 Manistique Area Schools  
23 065 Maple Valley School District  
27 060 Marenisco School District  
52 170 Marquette City School District  
03 060 Martin Public Schools  
53 010 Mason County Central School District  
02 060 Mathias Township School District  
55 100 Menominee Area Public Schools  
38 120 Michigan Center School District  
56 010 Midland Public Schools  
61 060 Mona Shores School District  
58 010 Monroe Public Schools  
59 045 Montabella Community School District  
61 180 Montague Area Public Schools  
49 070 Moran Township School District  
50 160 Mt. Clemens Community Schools  
37 010 Mt. Pleasant City School District

02 070    Munising Public Schools  
61 010    Muskegon City School District  
52 015    NICE Community Schools  
38 130    Napoleon School District  
52 090    Negaunee Public Schools  
11 300    Niles Community School District  
30 050    North Adams Public Schools  
55 115    North Central Area Schools  
61 230    North Muskegon Public Schools  
41 025    Northview Public School District  
38 140    Northwest School District  
22 025    Norway Vulcan Area Schools  
63 250    Oak Park City School District  
61 065    Oakridge Public Schools  
33 170    Okemos Public Schools  
23 080    Olivet Community Schools  
61 190    Orchard View Schools  
03 020    Otsego Public Schools  
19 120    Ovid Elsie Area Schools  
63 110    Oxford Area Community School District  
80 160    Paw Paw Public School District  
24 040    Pellston Public School District  
19 125    Pewamo Westphalia Community Schools  
17 090    Pickford Public Schools  
09 090    Pinconning Area Schools  
30 060    Pittsford Area Schools

03 010 Plainwell Community Schools  
82 100 Plymouth Community Schools  
63 030 Pontiac City School District  
39 140 Portage Public Schools  
31 110 Portage Township School District  
34 110 Portland Public School District  
71 060 Posen Consolidated School District  
23 090 Potterville Public Schools  
24 070 Public Schools of Petoskey  
12 040 Quincy Community School District  
30 070 Reading Community Schools  
67 060 Reed City Public Schools  
61 220 Reeths Puffer Schools  
82 120 River Rouge City Schools  
11 033 River Valley School District  
82 400 Riverview Community School District  
63 260 Rochester Community School District  
02 080 Rock River Limestone School District #7  
41 210 Rockford Public Schools  
71 080 Rogers Union School District  
50 190 Romeo Community Schools  
82 130 Romulus Community Schools  
17 110 Rudyard Area Schools  
73 010 Saginaw City School District  
73 040 Saginaw Township Community Schools  
81 120 Saline Area School District

46 130 Sand Creek Community Schools  
34 120 Saranac Community Schools  
17 010 Sault Ste. Marie Area Schools  
63 040 School District City of Royal Oak  
81 020 School District of Ypsilanti  
37 060 Shepherd Public School District  
80 010 South Haven Public Schools  
50 200 South Lake Schools  
63 240 South Lyon Community Schools  
63 060 Southfield Public School District  
41 240 Sparta Area Schools  
70 300 Spring Lake Public School District  
73 240 St. Charles Community Schools  
49 010 St. Ignace City School District  
49 100 St. Ignace Township School District  
29 100 St. Louis Public Schools  
06 050 Standish Sterling Community School District  
75 010 Sturgis City School District  
73 255 Swan Valley School District  
25 180 Swartz Creek Community Schools  
48 040 Tahquamenon Area Schools  
35 030 Tawas Area Schools  
82 150 Taylor School District  
08 050 Thornapple Kellogg School District  
75 080 Three Rivers Community Schools  
63 150 Troy Public Schools

13 135 Union City Community School District  
50 210 Utica Community Schools  
79 150 Vassar Public Schools  
59 150 Vestburg Community Schools  
65 045 West Branch Rose City Area Schools  
27 070 Wakefield Township School District  
30 080 Waldron Area Schools  
63 290 Wallen Lake Consolidated School District  
50 230 Warren Consolidated Schools  
63 300 Waterford School District  
27 080 Watersmeet Township School District  
03 040 Wayland Union Schools  
82 160 Wayne-Westland Community School District  
63 160 West Bloomfield School District  
36 025 West Iron County School District  
70 070 West Ottawa Public School District  
38 010 Western School District  
17 160 Whitefish Schools  
61 240 Whitehall School District  
35 040 Whittemore Prescott Area School District  
81 150 Willon Run Community Schools  
82 365 Woodhaven School District  
41 026 Wyoming Public Schools  
70 350 Zeeland Public Schools

## 1976-77 Non-Community School Districts

46 020 Addison Community Schools  
58 020 Airport Community School District  
79 010 Akron Fairgrove Schools  
05 010 Alba Public Schools  
13 010 Albion Public Schools  
01 010 Alcona Community Schools  
74 030 Algonac Community School District  
70 040 Allendale Public School District  
06 010 Arenac Eastern School District  
07 010 Arvon Township School District  
29 020 Ashley Community Schools  
25 130 Atherton Community School District  
60 010 Atlanta Community Schools  
02 010 AuTrain Township School District  
32 010 Bad Axe Public Schools  
43 040 Baldwin Community Schools  
80 020 Bangor Public Schools  
09 030 Bangor Township Schools  
80 240 Bangor Township School District #8  
19 100 Bath Community Schools  
13 020 Battle Creek Public Schools  
09 010 Bay City School District  
37 040 Beal City School  
51 020 Bear Lake School District

15 010	Beaver Island Community Schools
05 040	Bellaire Public Schools
25 060	Bendle Public Schools
25 230	Bently Community School District
11 010	Benton Harbor Area Schools
10 015	Benzie County Central Schools
66 010	Bergland Community School District
34 140	Berlin Township School District #3
34 150	Berlin Township School District #5
27 010	Bessemer City School District
21 065	Big Bay DeNoc School District
62 470	Big Jackson School District
73 170	Birch Run Area School District
63 080	Bloomfield Hills School District
32 140	Bloomfield No. 1 Red Schools
32 250	Bloomfield Township School District #7F
32 220	Bloomfield Township School District #4
80 090	Bloomington Public School District
49 020	Bois Blanc Pines School District
15 030	Boyne Falls Public School District
46 050	Britton Macon Area School District
12 020	Bronson Community School District
76 060	Brown City Community School District
28 035	Buckley Community School District
56 020	Bullock Creek School District
75 020	Burr Oak Community School District



02 020 Burt Township School District  
78 020 Byron Area Schools  
83 010 Cadillac Area Public Schools  
30 010 Camden Frontier Schools  
34 250 Campbell Township School District #4  
74 040 Capac Community School District  
59 020 Carson City Crystal Area School District  
76 070 Carsonville Point Sanilac School District  
32 030 Caseville Public Schools  
79 030 Cass City Public Schools  
14 010 Cassopolis Public Schools  
50 010 Centerline Public Schools  
05 035 Central Lake Public Schools  
75 030 Centreville Public Schools  
15 050 Charlevoix Public Schools  
16 015 Cheboygan Area Schools  
82 025 Cherry Hill School District  
32 040 Church School District  
82 320 City of Harper Woods Schools  
61 020 City of Muskegon Heights School District  
63 190 Clarkston Community School District  
63 270 Clawson City School District  
39 020 Climax Scotts Community Schools  
46 060 Clinton Community Schools  
32 260 Colfax Township School District #1F  
32 290 Colfax Township School District #6

11 330 Coloma Community Schools  
75 040 Colon Community School District  
41 080 Comstock Park Public Schools  
75 050 Constantine Public School District  
70 120 Coopersville Public School District  
80 040 Covert Public Schools  
07 030 Covington School District  
82 230 Crestwood School District  
24 010 Cross Village School District  
33 040 Dansville Argicultural School  
82 030 Dearborn City School District  
82 040 Dearborn Heights School District #7  
76 090 Deckerville Community School District  
46 070 Deerfield Public Schools  
17 050 Detour Area Schools  
19 010 Dewitt Public Schools  
81 050 Dexter Community School District  
14 020 Dowagiac Union Schools  
61 420 Duck Creek School District  
58 050 Dundee Community Schools  
74 050 East China Township School District  
41 090 East Grand Rapids Public Schools  
34 340 Easton Township School District #6  
11 250 Eau Claire Public Schools  
13 060 Eckford Community Schools  
82 250 Ecorse Public School District

05 060 Elk Rapids Schools  
32 050 Elkton Pigeon Bayport School District  
05 065 Ellsworth Community Schools  
31 070 Elm River Township School District  
09 050 Essexville Hampton School District  
67 020 Evart Public Schools  
66 045 Ewen-Trout Creek Consolidated School District  
40 060 Excelsior District #1  
68 030 Fairview Area School District  
57 010 Falmouth Elementary School District  
18 020 Farwell Area Schools  
64 030 Ferry Community School District  
50 090 Fitzgerald Public Schools  
40 020 Forest Area Community School District  
19 070 Fowler Public Schools  
47 030 Fowlerville Community Schools  
73 190 Frankenmuth School District  
10 025 Frankfort Area Schools  
50 100 Fraser Public Schools  
13 340 Fredonia Township School District #2F  
73 200 Freeland Community School District  
53 030 Freesoil Community School District  
29 050 Fulton Schools  
03 440 Ganges School District #4  
82 050 Garden City School District  
69 020 Gaylord Community Schools

25 070 Genesee School District  
72 010 Gerrish Higgins School District  
25 050 Goodrich Area School District  
62 050 Grant Public School District  
42 030 Grant Township Schools  
28 220 Green Lake Township School District #1  
82 300 Grosse Ile Township Schools  
39 065 Gull Lake Community Schools  
11 670 Hagar Township School District #6  
03 100 Hamilton Community Schools  
82 060 Hamtramck Public Schools  
32 060 Harbor Beach Community Schools  
64 040 Hart Public School District  
80 120 Hartford Public School District  
33 060 Haslett Public Schools  
62 060 Hesperia Community School District  
60 020 Hillman Community Schools  
72 020 Houghton Lake Community Schools  
46 080 Hudson Area Schools  
70 190 Hudsonville Public School District  
58 070 Ida Public School District  
44 060 Imlay City Community Schools  
16 050 Inland Lakes School District  
34 380 Ionia Township School District #5  
34 360 Ionia Township School District #2  
58 080 Jefferson Schools--Monroe County

69 030    Johannesburg-Lewiston Schools  
51 045    Kaleva Norman-Dickson Schools  
40 040    Kalkaska Public Schools  
28 090    Kingsley Area Schools  
79 080    Kingston Community School District  
50 140    L'Anse Creuse Public Schools  
78 040    Laingsburg Community School District  
57 020    Lake City Area School District  
25 200    Lake Fenton Schools  
31 130    Lake Linden Hubbell School District  
63 230    Lake Orion Community Schools  
50 120    Lakeshore Public Schools  
11 030    Lakeshore School District  
63 280    Lamphere Public Schools  
80 140    Lawton Community School District  
45 020    Leland Public School District  
81 070    Lincoln Consolidated School District  
49 110    Mackinac Island Public Schools  
63 140    Madison Public Schools  
05 070    Mancelona Public Schools  
51 070    Manistee Area Public Schools  
83 060    Manton Consolidated Schools  
14 050    Marcellus Community Schools  
67 050    Marion Public Schools  
13 095    Mar-Lee Consolidated Schools  
76 140    Marlett Community Schools

52 060 Marquette Township School District  
13 110 Marshall Public Schools  
74 100 Marysville Public School District  
58 090 Mason Consolidated School District  
53 020 Mason County Eastern School District  
33 130 Mason Public Schools  
80 150 Mattawan Consolidated School District  
79 090 Mayville Community School District  
57 030 McBain Rural Agricultural School District  
82 045 Melvindale Allen Park Schools  
74 120 Memphis Community Schools  
75 060 Mendon Community School District  
56 050 Meridian Public Schools  
73 230 Merrill Community School District  
83 070 Mesick Consolidated School District  
21 135 Mid Penninsula School District  
81 100 Milan Area Schools  
79 100 Millington Community Schools  
68 010 Mio AuSable Schools  
25 260 Montrose Community Schools  
46 100 Morenci Community Schools  
54 040 Morley Stanwood Community Schools  
78 060 Morrice Area Schools  
25 040 Mt. Morris Consolidated Schools  
11 200 New Buffalo Area School District  
50 170 New Haven Community Schools

78 070 New Lothrop Area Public School District  
62 070 Newaygo Public School District  
44 090 North Branch Area Schools  
82 220 North Dearborn Heights School District  
22 045 North Dickinson Community School District  
32 080 North Huron School District  
45 040 Northport Public School District  
83 390 Northville Public Schools  
75 100 North Ottawa Community Schools  
63 100 Novi Community Schools  
71 050 Onaway Area Community School District  
23 490 Oneida Township School District #3  
51 060 Onekama Consolidated Schools  
46 110 Onsted Community Schools  
66 050 Ontonagon Area Schools  
34 600 Orleans Township School District #9  
34 610 Orleans Township School District #10  
31 100 Osceola Township School District  
35 010 Oscoda Area Schools  
32 090 Owendale Gagetown Area School District  
78 110 Owosso Public Schools  
34 040 Palo Community School District  
39 130 Parchment School District  
76 180 Peck Community School District  
13 120 Pennfield School District  
64 070 Pentwater Public School District

78 080 Perry Public School District  
47 080 Pinckney Community Schools  
67 055 Pine River Area Schools  
62 080 Pineview School District  
32 120 Port Austin Public Schools  
32 130 Port Hope Community Schools  
74 010 Port Huron Area School District  
52 100 Powell Township School District  
31 030 Public Schools of Calumet  
21 060 Rapid River Public Schools  
61 210 Ravenna Public Schools  
82 110 Redford Union School District  
79 110 Reese Public Schools  
52 110 Republic Michigamme Schools  
50 180 Richmond Community Schools  
50 030 Roseville Community Schools  
23 590 Roxand Township School District #12  
76 210 Sandusky Community School District  
03 080 Saugatuck Public Schools  
39 160 Schoolcraft Community Schools  
64 080 Shelby Public Schools  
32 540 Sheridan Township School District #5  
32 630 Sigel Township School District #6  
32 620 Sigel Township School District #4  
32 610 Sigel Township School District #3  
11 830 Sodus Township School District #5



82 140 South Redford School District  
82 405 Southgate Community School District  
13 030 Springfield City School District  
38 150 Springport Public Schools  
19 140 St. Johns Public Schools  
11 020 St. Joseph Public Schools  
31 140 Stanton Township School District  
55 120 Stephenson Area Public Schools  
33 200 Stockbridge Community Schools  
58 100 Summerfield School District  
45 050 Suttons Bay Public School District  
46 140 Tecumseh Public Schools  
13 130 Tekonska Community Schools  
28 010 Traverse City School District  
82 155 Trenton Public Schools  
59 080 Tri County Area Schools  
32 170 Ubly Community Schools  
79 145 Unionville Sebawaing Area School District  
82 430 Van Buren Public Schools  
50 220 Van Dyke Public Schools  
69 040 Vanderbilt Area School  
38 020 Vandercook Lake Public School District  
32 650 Verona Township School District #1F  
39 170 Vicksburg Community Schools  
64 090 Walkerville Rural Community School District  
50 240 Warren Woods Public Schools

11 320 Watervliet School District  
33 215 Waverly Schools  
33 220 Webberville Community Schools  
52 160 Wells Township School District  
82 240 Westwood Community Schools  
25 210 Westwood Heights School District  
62 090 White Cloud Public Schools  
75 070 White Pigeon Community School District  
66 070 White Pine School District  
58 110 Whiteford Agricultural School District  
81 140 Whitmore Lake Public School District  
33 230 Williamston Community Schools  
16 100 Wolverine Community School District  
82 170 Wyandotte City School District  
74 130 Yale Public Schools

APPENDIX F

INSTRUMENT IMPROVEMENT

Letter Accompanying Original Questionnaire  
Original Questionnaire

640 N. Waverly Road  
Dimondale, Michigan 48821  
January 3, 1977

Dear :

At its meeting of August 13, 1975, the State Board of Education adopted the document Position Paper on the Community School Within the Philosophical Concept of Community Education. The purpose of this position paper was to provide some structure and common criteria upon which districts participating in the States' Community School Grant Program can be evaluated.

In partial fulfillment of the degree of Doctor of Education I am preparing a study to determine if...

community school districts differ from non-community school districts in the superintendent's attitude and/or implementation of the Michigan State Board of Education adopted four-fold role of a community school.

For purposes of this study "community school districts" are defined as those districts which are participating in the 1976-77 State partial salary reimbursement program for community school directors.

I would like to request that you take a few minutes from your busy schedule to read the attached questionnaire and make any suggestions for improvement. The purpose of the questionnaire is to measure:

1. the superintendent's attitude of the four roles of a community school as adopted by the State Board of Education; and
2. whether the superintendent's school district has implemented the four roles of a community school as adopted by the State Board of Education.

I have enclosed a self-addressed stamped envelope for your convenience.

Your assistance is most appreciated.

Sincerely,

Gary L. Sullenger

Number \_\_\_\_\_

## - QUESTIONNAIRE -

Please check (✓) appropriate response for each statement.

1. Our school facilities are available for citizen use.                
yes      no
2. Our Board of Education has adopted a statement encouraging the use of school facilities by all residents of the community.  
               
yes      no
3. Our school district has a set of policies for the use of school facilities by community residents.                
yes      no
4. Our school district utilizes citizen advisory groups in addition to the Board of Education, to assess community conditions.  
               
yes      no
5. Our school district utilizes citizen advisory groups, in addition to the Board of Education, to set priorities.                
yes      no
6. Our school district utilizes citizen advisory groups, in addition to the Board of Education, to identify program planning.  
               
yes      no
7. Our school district has identified resources in the community, other than the schools.                
yes      no
8. Our school district encourages joint planning by local agencies, including the schools.                
yes      no
9. Our school district encourages the utilization of the community resources.                
yes      no
10. Our school district is involved in the initiation of new programs for all residents of the community.                
yes      no

11. Our school district is concerned with improving programs for all residents of the community.                        
yes no
12. Our school district provides programs for community residents which other community agencies are unable to.                        
yes no
13. Additional information, activities, and experiences can be provided to citizens by expanding offerings before school, after school, weekends and summers.  
Strongly Agree Disagree Strongly  
Agree Disagree
14. Community residents have many educational needs which can be addressed through the schools.  
Strongly Agree Disagree Strongly  
Agree Disagree
15. There are times during the day, evening and summer when school facilities should be made available for general citizen usage.  
Strongly Agree Disagree Strongly  
Agree Disagree
16. Citizens should participate in decisions that affect the quality of life in their community.  
Strongly Agree Disagree Strongly  
Agree Disagree
17. Citizens should be encouraged to become involved in decision making and problem solving.  
Strongly Agree Disagree Strongly  
Agree Disagree
18. The school should help identify problems and resources, and provide the coordination necessary to bring these two together.  
Strongly Agree Disagree Strongly  
Agree Disagree
19. All community resources should cooperatively plan their activities.  
Strongly Agree Disagree Strongly  
Agree Disagree

20. The school should play a role in the delivery of community services.

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

21. Efficiency in providing community services is improved when all community agencies work together.

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

22. The school should provide citizen education programs.

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

23. The school can provide for the ever increasing need for additional activities for all citizens.

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

24. Adult educational interests and needs should be recognized as being as important as those of the school age students.

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

APPENDIX G

CORRESPONDENCE

Letter Accompanying Questionnaire



THE LEGISLATURE  
STATE OF MICHIGAN  
AT LANSING

SENATE FISCAL AGENCY  
150

Post Office Box 30036, Lansing, Michigan 48909  
Telephone: 517 373-2767

SENATOR JEROME T. HART  
*Chairman Appropriations Committee*

SENATOR BILL S. HUFFMAN  
SENATOR CHARLES O. ZOLLAR

EUGENE FARNUM  
*Director*

September 14, 1977

Dear Superintendent:

At its meeting of August 13, 1975, the State Board of Education adopted the document Position Paper on the Community School Within the Philosophical Concept of Community Education. The purpose of this position paper was to provide some guidance for districts participating in the State's Community School Grant Program.

In order that the comprehensiveness of this document can be tested, the attached questionnaire has been developed to collect information on the current status of various aspects of this position paper in local public school districts throughout the State. Research has shown that the direction a school district takes is influenced by those assumptions carried by the superintendent; for this reason we are requesting that you take approximately fifteen minutes to complete the attached "Questionnaire". Although your school code number is on the "Questionnaire", this is only done in order that we may check them off as they are returned; and later for comparison of districts by size. Neither you nor your school district will be identified by name in the final report. Please return by September 30, 1977 your completed "Questionnaire" in the attached pre-addressed stamped envelope.

Your cooperation in this study is most appreciated. If you have any additional question, please write or call me.

Sincerely,

Gary L. Sullenger  
Analyst

GLS:ge

Enclosures

NOTE: IT IS IMPORTANT THAT ALL DISTRICTS COMPLETE AND RETURN THE QUESTIONNAIRE; WHETHER THEY PARTICIPATE IN THE STATE GRANT PROGRAM OR NOT.

