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Mary Pace

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TEACHER ATTITUDES
TOWARD COMMUNITY EDUCATION

by

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MARY PACE

A professional paper submitted in partial fulfillment
of the requirements for the degree

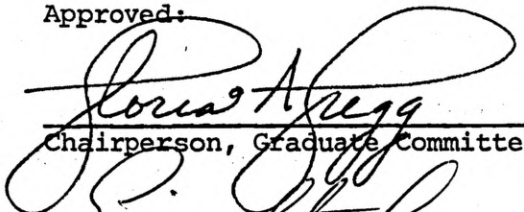
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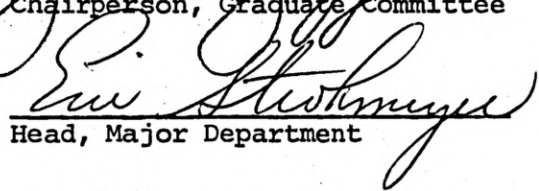
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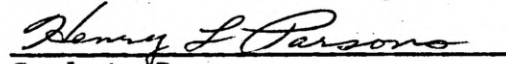
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ABSTRACT

The purpose of this study was to determine the attitudes of teachers in the Bozeman School District toward community education.

The study was conducted using a thirty statement instrument designed to measure attitudes toward specific aspects of community education. Each statement fit under one of the six components of community education: (1) traditional day school programs, (2) extended use of school facilities, (3) additional programs for school-aged children and youth, (4) programs for adults, (5) delivery and coordination of services and, (6) community involvement. Two additions asked questions about teaching level and years of teaching experience.

By using a two-factor analysis of variance, F-tests were computed to test differences among the categories of teaching level and number of years of experience; among the six components; and among the interaction between the categories and components. If the F-tests were significant at the .05 level, a Duncan's Test was used to determine exactly where the significant differences were.

Portions of both null hypotheses were rejected, indicating that (1) there were significant differences among means of scores related to teaching level and each of the six components of community education and that (2) there were significant differences among means of scores related to years of teaching experience and the six components.

The conclusions for this study, on which the recommendations were based, indicated that there was a significant difference among the six components and that Component I, traditional day school programs, was rated most favorably by the teachers and that Component III, additional program for school-aged children and youth, was rated most negatively. There was no significant difference found among the levels of experience, but there was a significant difference among the teaching levels. Junior and senior high teachers were more positive toward the overall concept of community education than were the teachers from the middle and elementary schools.

CHAPTER 1

INTRODUCTION

Educators as well as lay citizens are constantly searching for new processes to satisfy current educational needs in their communities. According to Melby (1964), one movement that has gained momentum over the past thirty years and shows promise of fulfilling more of the educational objectives than others is that of community education.

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. (Kaplan, 1975, p.4)

However, as valid and worthwhile as community education is purported to be, its successful implementation into a specific community depends in large part on its acceptance by the public school teaching staff. In order to facilitate this acceptance, those in positions of leadership must be aware of certain relevant change processes so that when areas of teacher resistance to and acceptance of the basic concepts of community education are uncovered, they can successfully be dealt with.

The good leader will spend time working to change

his system; he will be looking for better ways to do things, new solutions to old problems and new problems that he and his staff should be concerned about. Hence, he has a real and continuing need to know about change and the process of change. (Havelock, 1973, p. 9)

The Bozeman School District is presently considering a changeover from the traditional to a community education concept of education. In doing so, the attitudes of the teaching faculty toward community education have to be carefully measured, considered, and dealt with.

Statement of the Problem

The problem of this study was to determine the attitudes of classroom teachers during the 1978-79 school year toward community education in the Bozeman School District.

Contribution to Educational Practice (Need for the study)

If community education is favorably perceived by school leaders as a potential way of revitalizing the role and enlarging the scope of public education, they may well decide to give it a try. If, however, these same leaders neglect to carefully consider the attitudes of classroom teachers in this decision, the resultant program will be neither comprehensive nor successful.

As Jeffrey (1976) stressed in his study:

Essential to effecting the marriage between life of the school and the life of the community is teacher acceptance of the community education philosophy. Once this acceptance happens, teachers

find themselves in a new role which is broader than and different from that required of the traditional school teacher. (p. 12)

Kerensky and Melby (1971) noted that lack of teacher understanding and acceptance of the community education philosophy weakens its influence on one of the major components of the program, that is the K-12 program:

Many teachers see a community school as a mere addition to the usual K-12 program. It is something seen as a good program to be paid for by special friends. In many established 'community schools,' this inadequate perception prevails. The school is 'lighted' and open in the evening. Interesting activities are conducted in the afternoon and evening, but the school for children during the day is untouched by the concept. (p. 182)

Recognizing the crucial importance of teacher acceptance of the community education philosophy, Walker and Almon in their 1977 study of teacher attitudes found:

The successful implementation of community education depends on the entire school staff. Teachers function at the center of the educational process and are thus more aware of the needs of their students and through their students, can be more aware of the needs of the parents (and families) than almost anyone else in the community. (p. 8)

It therefore appears evident that an appropriate assessment of teacher's attitudes toward community education is essential and that these measured attitudes be taken into account in the planning process.

Without the consideration of these attitudes in the planning stages, community education may still be implemented into the overall community's educational program, but the K-12 portion will remain relatively untouched by the community education concept. Basic to this concept is the philosophy that community education serves the entire community by providing for the educational needs of all its community members; thus, if the K-12 component is omitted, community education, by definition, is unattainable.

Questions to be Answered

1. What do classroom teachers perceive the role and scope of the traditional day school program to be?
2. What are the classroom teachers' reactions to the possibility of extended use of school facilities and equipment?
3. What attitudes do classroom teachers have toward additional programs for school-aged children, pre-school, and post-high school youth?
4. What are the reactions of classroom teachers toward programs for adults in the community?
5. How do classroom teachers perceive the role of the public school concerning the delivery and coordination of services and programs for the entire community?
6. What are the classroom teachers' perceptions concerning the

degree of involvement the community as a whole should have in educational affairs?

7. Are there significant differences among the attitudes of teachers as a group in elementary, middle, junior high, and senior high school toward community education?
8. Does length of teaching experience have a significant effect on teacher attitudes toward community education?

General Procedure

The study was conducted through the use of a survey consisting of a series of written statements designed to measure the acceptance of or resistance to specific aspects of the concept of community education. The survey was distributed to all classroom teachers in the Bozeman School District. The results of the survey will give direction to those in positions of leadership (change agents) in dealing with teacher attitudes toward community education in the Bozeman School system.

Limitations and Delimitations

The study was limited to the Bozeman School District because it is one of the very few districts in the State currently taking steps toward the implementation of community education.

Even though community education will impact the entire school and community population, this study was restricted (delimited) to a

survey of the attitudes of classroom teachers in the Bozeman School District only.

Definition of Terms

The following definitions are applicable to this study:

Change. A significant alteration in the status quo which is intended to benefit the people involved.

Change Agent. A person who facilitates planned change or planned innovation.

Change Process. Change which comes about through a deliberate process which is intended to make acceptance by the people who are changed more likely.

Classroom Teacher. Certified employees of a school district who are assigned classroom teaching duties for half or more of each regular school day; sometimes referred to as teaching faculty or teaching staff.

Community Education. A philosophical concept which serves the entire community by providing for the educational needs of all its community members.

Concept. A generalized idea or class of thoughts concerning the totality of the community education concept.

Summary

The Bozeman School District is currently in the initial stages of implementing the community education concept into its educational system. Because the literature in the field of community education stresses that proper assessment and careful handling of teacher attitudes toward the community education concept are essential to the successful implementation of community education, it is therefore imperative that groups and individuals in positions of leadership in the district adequately measure and carefully deal with the attitudes of the teachers during the implementation process.

In order to enhance their effectiveness in promoting the change from the traditional to the community education concept of public education, these same leaders should have a basic working understanding of relevant change processes and an understanding of their role as change agents.

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

Community education is a philosophical concept that achieves a balance and a use of all institutional forces toward the education of all people within a community (Seay, 1974). The public school, which is the principal delivery system for the community education concept, is the "catalyst that maximizes the use of community resources to meet individual student and community needs" (Longstreth and Porter, 1975, p. 16). Essential to this marriage between life of the school and the life of the community is faculty acceptance of the community education philosophy and their consequent participation in its implementation. While the successful implementation of community education depends on acceptance by the entire school staff (as well as the community), this study concerned itself only with the K-12 classroom teacher.

Generally, this chapter encompasses an overview of community education stressing its advantages over the traditional K through 12 program, a brief discussion of the relevant change process, a section dealing with faculty attitudes toward community education as determined by other studies, and a rationale for the necessity of faculty involvement in the entire process of change from a traditional to a community education concept of public education.

Specifically, the purpose of the study was to identify areas of resistance to and acceptance of community education in the Bozeman School District as perceived by the District's teaching staff and to make recommendations for overcoming those areas of resistance and capitalizing on the areas of acceptance.

Overview of Community Education

Community education is not merely a slogan nor is it a new way of describing the traditional public educational structure. It is an alternative educational concept that provides an expanded role for public education and a viable new approach to individual and community improvement. It stresses the principle that people can and should have input into the educational system that serves their community (Kerensky, 1972). Community education is very process oriented and looks for programs and procedures through which all agencies can cooperate in the attainment of a "coordinated delivery system for providing educational, recreational, social, and cultural services for all people in a community" (Decker, 1977, p. 5).

Central to the community education philosophy is the idea that each community education program should reflect the needs of its particular community. That is, there is no one preconceived package that will fit into every community's changing needs. The community education concept, therefore, advocates a process which produces

necessary changes and modifications as times and community problems change (Decker, 1975).

Community education provides a way for people to work together in achieving community and individual improvement. As community members become involved in the implementation process through committees and advisory councils, a healthier community-school relationship develops. Through this kind of cooperation and coordination, schools become community schools that are operated not only by the traditional school administration and board but also with input from various community leaders as well as other local, state, and federal agencies and organizations. These community schools consequently become community centers where lifelong learning and enrichment opportunities are offered and where social services are delivered to community members. Programs, activities, and services are coordinated, developed, and implemented for all the citizens of the community, regardless of age, socio-economic status, or ethnic background (Decker, 1977).

The distinction between the terms community education and community school is that the former refers to the concept or philosophy while the latter refers to an actual location. Community schools differ from traditional public schools in that they remain open during the entire year and for as many hours as necessary. The doors are not locked at 4:30 as is the case in most traditional systems.

The following chart (Decker, 1977, p. 6) illustrates this difference:

<u>TRADITIONAL SCHOOL</u>	VS.	<u>COMMUNITY SCHOOL</u>
children (K-12)		all ages
9 months/year		12 months/year
6-7 hours/day		12-18 hours/day
5 days/week		7 days/week
1/3 of potential		full potential
Taxpayers get 1/4 return on investment in school, plus, paying for many other duplicated services		Taxpayers get full return on investment in school, plus, interest through more and better organized services

When the public school becomes a community school, the development of a community education program is usually achieved by a modification in the school's internal organizational structure. Although activities and programs are often provided in school facilities, they are not limited to the school building itself because the educational process extends itself into the community. Other agencies, programs and activities as well as factories, businesses, and the total surrounding environment become part of a living/learning system that can influence the lives of every member of the community (Decker, 1975).

The community school, then, does not become all things to all people. It does, however, become a major component of the community education system because of its ubiquitous nature.

As Decker (1975) pointed out, although there are examples where community colleges, community recreation programs, or other local agencies have initiated the leadership and support structure for

community education, implementation is usually facilitated through the public schools. The school becomes the agent of implementation because of its position in the community. Although it is only one of society's many institutions of influence, the school is the primary source of formal education.

The school is one neighborhood institution that is readily accessible to every man, woman, and child in the neighborhood regardless of class, creed, or color. "Furthermore, the physical plant of the school, which represents a high community investment, is suited for community multi-use centers. Utilization of the school plant eliminates costly duplication of facilities" (Decker, 1975, p. 10).

The basic concepts underlying community education as set forth by V. M. Kerensky (1972, p. 160) are summarized as follows:

1. Community education is not a product; it is a process that attempts to put the ideas, wants, and needs of local citizens back into the educational system.
2. Community education seeks to mobilize all the human and physical resources available in each community to work together for the common benefit of all.
3. Community education is an attempt to decentralize the public school and is based on the assumption

that people more readily accept change if they are involved in the process.

Although most public school systems in the United States currently include some individual programs like adult education that are advocated by the community education philosophy, as of February, 1977, only 5.6 percent of all public school buildings (5,323 out of 95,000) and only 8 percent of all public school systems (1,325 out of 16,500) were identified as being involved in the implementation of a comprehensive community education program. (Decker, 1977).

The enthusiasm with which board members, educational leaders, and lay citizens have embraced the concept and have worked to mobilize the community is evidence that a search for commitment and a belief in tomorrow still exist in America. The thing lacking has been a process by which these dreams can become a reality. The community education concept provides the process. (Kerensky, 1972, p. 160)

Relevant Change Processes

A critical barrier arises when the members of the school staff are unable or unwilling to change their customary methods of doing things. Teachers who for years have used certain class notes or outlines may resist any change that would cause them to develop new materials. These teachers may be reluctant to participate in planning activities with other individuals and groups. Their resistance to change may be due either to lack of understanding of the new program or unwillingness to accept new ideas. Obviously, the leadership has not brought these teachers to the acceptance of the community-school concept. The community-school leaders

must be aware of the need for determining readiness for change by the staff as well as readiness for change by the community. (Seay and Wilkinson, 1953, p. 280)

Change is a topic often discussed among educators; schools constantly are attempting to change in some way. Unfortunately, change management is too often based on a kind of intuition or seat-of-the-pants strategy instead of on a knowledge of the social science research in the field of change processes (Baldridge and Deal, 1975). There is a vast amount of research available that deals with how best to affect change - some of which ought to be considered when attempting to gain faculty acceptance of the change from the traditional K-12 concept of public education to a community education concept.

Baldridge and Deal (1975, p. 75) identified three areas as necessary in order to understand and facilitate change processes in educational organizations:

1. A comprehensive organizational perspective; that is, an understanding of crucial organizational subsystems and processes involved in innovation.
2. Familiarity with strategies that can be used to cause and support educational changes such as leadership dynamics, the roll of change agents, the dynamics of organizational politics, and the use of program

evaluation processes.

3. Practical experience with the dynamics of educational change through actual experience or case studies.

In education, as in any other complex system, leaders should "reach beyond themselves to other individuals and agencies judged relevant to a proposed change: tested ideas, useful resources, and related services ought to be gathered, organized, and utilized in thoughtful ways to undergird any concerted effort directed at improving performance" (Nash and Culbertson, 1977, p. 1).

Over 100 empirical studies completed since 1970 were analyzed by Nash and Culbertson (1977) to provide the basis for a series of generalizations and inferences about change in education that should be useful to any school system contemplating change. Following is a summary outline of this study:

- I. Process Dimension

- A. External change agents may bring about greater awareness of change and innovation, but they must overcome resistance.
- B. The perceived legitimacy of change agents is a major influence on the effectiveness of entry into the system and working with the staff.
- C. When outside agents advocate a particular innovation (model) their legitimacy decreases.

- D. Teachers work best with and rely most on fellow teachers in information sharing and collaboration for change, however, hierarchical support may be critical.
- E. Teachers may be reluctant to get involved with linking agents unless there are direct and concrete benefits.
- F. Teachers tend to rely on their own experiences rather than ideas from administrators or university courses; conversely, facilitating activities promote, encourage and stimulate teacher use of ideas and information developed or furnished outside the teachers' classroom.
- G. Training activities, if properly applied, increase the likelihood of successful implementation and continuation of new programs.
- H. Face-to-face interaction and two-way communication are a most effective mode of conveying information.
- I. A mutually agreed frequency of face-to-face interaction optimizes effectiveness.
- J. Each individual school has its own optimal frequency of interaction curve which varies frequently.

II. Influence Dimension: Internal and External Organization

- A. An open organizational climate may facilitate the introduction and use of change (innovation), but it does not assure introduction use.
- B. Involvement and participation in the decision - making process by those affected by a change program will be beneficial.
- C. Leadership for change is important, but it is not sufficient to counteract all barriers to change.
- D. Increased vertical and horizontal communication facilitates change.
- E. Linkages between organizations such as schools and other agencies should be accompanied by extensive communication and flexible arrangements.
- F. Recognition of school needs and congruence of the change program with the needs facilitates change.
- G. Experience in past change programs and expectations for future programs influence the change process.
- H. Accurate perceptions and expectations which are mutually agreeable between organizational levels and between organizations facilitate change.

- I. Positive attitudes toward change facilitate the change process.
- J. Positive commitment toward change facilitates the change process.
- K. The orientation of staff will influence the change process - a systemwide orientation will have a positive impact, whereas a classroom or self-centered orientation will have a negative impact.
- L. Personality characteristics influence change processes: open mindedness and experimenting personality types have a positive influence on change.
- M. The availability of time to plan and implement the changes influence the change process.
- N. Availability of funds influences the change process, but the motivation of districts requesting funds may have a stronger influence.
- O. Boards of education appear to be either passive or negative regarding change programs.
- P. Communities and parents are more likely to prevent change than they are to promote change.
- Q. The physical configuration of a school may influence the implementation of innovations.

- R. Perceptions of the characteristics of innovations may vary from group to group, and disagreement hinders implementation.
- S. The relative advantage, the compatibility, and the complexity of innovations influence their implementation.
- T. Organizational and administrative factors mediate influence on implementation in addition to the influence of the attributes of innovations.

The literature indicates that changing an organizational structure as complex as a public school system is quite complicated, and as Baldrige and Deal (1975) pointed out, administrators need more than personal skill and charm; "they need extensive knowledge of organizational behavior and the process of organizational change" (p. 7).

Faculty Attitudes Toward Community Education

Kerensky in discussing the concepts that underpin community education said, "If you want people to accept change, they must be involved in the process" (1972, p. 160). Decker in listing the goals of community education stated one as "Provide and develop increased opportunities for lay and professional people to assume leadership roles" (1977, p. 7). One of Longstreth and Porter's major areas of emphasis was on the need for a planned and careful use of public

school faculty in the implementation of community education adding that if the K-12 component, which is one of the major components, is not successfully integrated "a comprehensive community education program is impossible" (1975, p. 7).

According to Decker (1975) the one component advocated by supporters of community education that has had little impact on the American education scene is the integration of all the other components of the community education philosophy with the formal K-12 program. The rationale for this integration is the interdependent relationship of the home, the school, and the community that provides and reinforces learning experiences. Decker (1975) went on to say that a basic thrust of educational planning is a continual effort to improve the quality of interaction between student and teacher no matter where that experience takes place. Yet efforts to create and provide action - learning programs in the community setting, as well as to bring more community people with special skills, talents, and experience into the formal classroom as resource specialists or supporters to professional teachers, have often met with opposition or indifference - usually by educators themselves. One reason for this resistance by professional teachers may be that they have not been included in the process which according to Kerensky (1972) is the most vital factor in people's willingness to accept and adapt to change.

In a doctoral study conducted by Jeffrey (1976) more specific teacher attitudes toward the acceptance of community education were measured. For the purposes of his study, Jeffrey divided the teachers into two groups - those from districts with community education programs and those from districts with no such programs. Overall, the results of Jeffrey's study indicated that there was greater acceptance of the community education philosophy and its process and program components by those teachers in districts which already had community education programs. Jeffrey concluded that once teachers have a knowledge of and contact with community education, they react more favorably to it.

In a subsequent section of Jeffrey's study, six components of the community education philosophy were tested to determine which received the greatest and least acceptance among both groups of teachers surveyed. Using a scale of one (strongly disagree) to five (strongly agree) the following results were found regarding teacher acceptance of community education:

TABLE 1

RANKINGS OF MEAN COMPONENT SCORES FOR TWO
INSTRUCTIONAL STAFF GROUPS

COMPONENT	DISTRICTS WITH PROGRAMS		DISTRICTS WITHOUT PROGRAMS		OVERALL MEAN SCORE	
	MEAN	RANK	MEAN	RANK	MEAN	RANK
1. Traditional Day-School Program	4.02	2	4.03	1	4.02	2
2. Extended use of Community Facil.	4.21	1	3.86	2	4.04	1
3. Additional Programs for school-age children	3.86	3	3.71	3	3.79	3
4. Adult Programs	3.85	4	3.65	5	3.75	4
5. Delivery and Coordination of Community Services	3.61	6	3.49	6	3.55	6
6. Community Involvement	3.79	5	3.66	4	3.73	5

(Jeffrey, 1976, p. 18).

In assessing the data in the table Jeffrey noted:

Components related to extended usage of facilities and the traditional day-school program received the greatest acceptance among all teachers surveyed. Components related to community involvement and delivery and coordination of services received the least acceptance among all teachers surveyed... Overall mean scores of teachers on the six com-

ponents ranged from 3.55 to 4.04. This range of scores indicated moderate to strong acceptance of the six components of the philosophy. (p. 16)

In a study by Walker and Almon (1977) the purpose was to compare the attitudes of teachers who had taken community education courses toward the concept of community education to a group of teachers who had never taken such courses. Following is a summary of their conclusions:

1. Teachers who have had a community education course support the community education concept more favorably than those who have not.
2. Teachers between the age of 20 and 35 are less favorable than those over 36 toward the community education philosophy.
3. Teachers with 4 to 10 years experience are less favorable toward the community education concept than those with over 10 years of experience.
4. Teachers whose school had no community education programs are less favorable toward the community education concept than those whose schools had such programs.

According to Jeffrey (1976, p. 13), "The teacher, more than any other staff person, will determine the impact of community education

on the K-12 program. It appears that teachers who fail to understand and accept the community education philosophy will be a hindrance to their community in its efforts to implement the concept." Decker (1975) also stressed that the demise of community school efforts could be directly attributed to the lack of understanding and acceptance of the goals of community education by the teaching staff.

Need for Faculty Involvement

If change is to be brought about in the educational program, teachers who implement change will have to be both involved in and committed to program development. (Licata, Ellis, Wilson, 1977, p.33)

Isherwood and Taylor (1978) found that school policies and programs are better understood, accepted and executed when the policy or program resulted from a decision in which the faculty was involved.

The teacher who has an opportunity to participate in decision making is more likely to identify with the school's purposes and objectives. This seems to lead to an active sense of responsibility which in turn makes teachers more enthusiastic and effective. (Isherwood, Taylor, 1978, p. 257)

In summary, Isherwood and Taylor found that faculty involvement in the decision making process may provide teachers with an opportunity to make distinctive contributions to the school, receive recognition for their efforts, and have opportunities to display their leadership

potential.

Since teachers will ultimately be asked to implement community education in their schools and classrooms, they are a key factor in the change from traditional education to community education. Classroom teachers need, therefore, to be involved in the changeover process.

Summary

Community education is a viable alternative concept of public education which, unlike the traditional concept, can serve the entire community by providing for the educational, recreational, cultural, and social needs of all its community members. However, without an understanding of and a commitment to the concept of community education by the teaching staff, achieving a successful and comprehensive community education program is impossible. In order to facilitate faculty acceptance of community education, those in positions of leadership have a real and continuing need to understand the relevant processes of change.

CHAPTER 3

PROCEDURES

Introduction

The problem of this study was to determine the attitudes of teachers toward community education in the Bozeman School District. This Chapter deals with a discussion of the procedures used in carrying out the study. Specifically, information is divided into the following sections: population selection; investigative categories; the instrument used to collect the data; method of organizing the data; hypotheses; analysis of data; and finally, a brief explanation of precautions taken for accuracy. A summary concludes the Chapter.

Population

The population surveyed for this study consisted of the 215 faculty in the Bozeman School District during the 1978-79 school year who qualified as "classroom teachers" according to the definition in Chapter One. Broken down into teaching level, there were 67 elementary, 28 middle school, 55 junior high, and 65 high school teachers who were sent survey forms. Each member of this population was surveyed; therefore, no sampling procedure was necessary.

Investigative Categories

The general categories investigated in this study are as

follows:

1. What do classroom teachers perceive the role and scope of the traditional day school program to be?
2. What are the classroom teachers' reactions to the possibility of extended use of school facilities and equipment?
3. What attitudes do classroom teachers have toward additional programs for school-aged children, pre-school, and post-high school youth?
4. What are the reactions of classroom teachers toward programs for adults in the community?
5. How do classroom teachers perceive the role of the public school concerning the delivery and coordination of services and programs for the entire community?
6. What are the classroom teachers' perceptions concerning the degree of involvement the community as a whole should have in educational affairs?
7. Are there significant differences among the attitudes of teachers as a group in elementary, middle, junior high, and senior high school toward community education?
8. Does length of teaching experience have a significant effect on teacher attitudes toward community education?

Development, Reliability, and Validity of the Instrument

The actual questionnaire (instrument) that was used in this study is included in Appendix A. Following is an explanation of how the instrument was developed and a brief discussion of the reliability and validity of the instrument as determined by its author.

An instrument designed to measure teacher acceptance of the community education philosophy was originally developed as part of a doctoral dissertation by J. B. Jeffrey in 1975. This instrument was later modified by Frank J. Manley (1976) and used as part of his doctoral study. It is Manley's modified instrument that was used in conducting this study. (See Appendix A.)

The instrument requires the respondent to react to each statement on the questionnaire by marking a Likert-type 5-point scale which measures the extent of agreement or disagreement with each statement. The scale is as follows: strongly disagree = 1; disagree = 2; neutral = 3; agree = 4; and strongly agree = 5.

Each statement fits under one of the following six component parts of community education which were originally developed by Minzey:

- I. Traditional Day School Programs
- II. Extended Use of School Facilities
- III. Additional Programs for School-aged Children and Youth
- IV. Programs for Adults
- V. Delivery and Coordination of Services

VI. Community Involvement

(1974, p.7)

Appendix B shows how the 30 statements are organized under the six component areas listed above.

The questionnaire itself mixes all 30 community education philosophy statements into a single group without regard to the component each fits under, the assumption being that a more accurate attitude assessment would result. (See Appendix A.)

Concerning the reliability and validity of his instrument, Manley (1976) states:

The content validity of the M-CEPI (Modified Community Education Philosophy Instrument) was determined by asking 15 experts in the field of community education to comment as to whether or not they felt the statements reflected the community education philosophy. These experts were directors of Centers for Community Education, personnel from the C. S. Mott Foundation and district-wide directors for community education. In addition, these experts were asked to suggest changes in wording which would make each statement more clear. On the basis of this additional knowledge, a number of minor word changes were made in the M-CEPI.

To determine the reliability of the M-CEPI, a test-retest procedure using the Pearson product-moment correlation coefficient was employed. A group of 21 individuals was asked to respond to the items on the M-CEPI. One week later, these same individuals were again asked to respond to the items on the M-CEPI. A correlation coefficient was determined for the total test as well as each of the six components of community education. The results were: (1) Total score, $\underline{r} = .95$; (2) Component I, $\underline{r} = .84$; (3) Component II, $\underline{r} = .91$; (4) Component III, $\underline{r} = .92$; (5) Component IV, $\underline{r} = .73$; (6) Component V, $\underline{r} = .97$; and (7) Component VI, $\underline{r} = .86$. (p.67)

A brief addendum to the questionnaire (Appendix A) asked two questions necessary to a portion of the study: (1) number of years of teaching experience, and (2) teaching level.

Method of Collecting the Data

The data for this research was collected by distributing 215 questionnaires to the Bozeman teachers through the use of the school district's inter-school mail delivery. A self-addressed envelope was included for the respondents to use in returning the questionnaire, again using the inter-school mail system. A cover letter, including an explanation of the purpose of the study, accompanied each questionnaire. (See Appendix C.)

Two months before the questionnaires were distributed, a letter was sent to the district superintendent asking permission. (See Appendix D.) Several days before the questionnaires were mailed out, another letter was sent (Appendix E) to the building principals apprising them of what was to follow.

Method of Organizing the Data

The data for this study was organized primarily into tables. These tables were used to show the extent of agreement or disagreement classroom teachers have with each community education philosophy statement on the questionnaire. The data gathered from the two additional questions was used to determine whether there was any

significant relationship between attitude and teaching level and attitude and number of years of teaching experience.

Statistical Hypotheses

The questions tested through the use of null hypotheses attempted to determine whether or not there was any significant relationship between teacher attitude toward community education and teaching level and/or attitude and years of teaching experience.

For each of the following six component parts,

- I. Traditional Day School Program
- II. Extended Use of School Facilities
- III. Additional Programs for School-aged Children and Youth
- IV. Programs for Adults
- V. Delivery and Coordination of Services
- VI. Community Involvement

the investigative categories of teaching level and years of teaching experience lead to null hypotheses as follows:

1. H_0 : There is no significant difference among means of scores related to teaching level and each of the six components of community education.
2. H_0 : There is no significant difference among means of scores related to years of teaching experience and each of the six components of community education.

The alternative hypotheses for each of the null hypotheses follows:

1. There is a significant difference among means of scores related to teaching level and each of the six components of community education.
2. There is a significant difference among means of scores related to years of teaching experience and each of the six components of community education.

Analysis of the Data

A two-factor analysis of variance was used to analyze the data dealing with teaching level and years of teaching experience as related to attitude toward community education. Duncan's test between means was used if the F test was significant at the .05 level.

Precautions Taken for Accuracy

The calculations for means and percentages was first done with a hand calculator and then checked by a second party on a large desk calculator. The data used for the two-factor analysis of variance was fed into the computer at Montana State University for analysis.

Summary

The entire population of Bozeman School District's classroom teachers was surveyed during the course of this study to determine

their attitudes toward community education. The data was collected through the use of a questionnaire designed to measure these attitudes. The data thus obtained was analyzed using a two-factor analysis of variance and Duncan's test.

CHAPTER 4

ANALYSIS OF DATA

Introduction

This Chapter presents the results of the analysis of the data. The data was collected by means of the Community Education Philosophy Instrument which was sent to all 215 classroom teachers in the Bozeman School District. One hundred forty five of these teachers responded for a return of 67 per cent.

The instrument, designed to measure the attitudes of teachers toward the concept of community education, was composed of 30 statements each of which fit under one of the six components of community education:

- I. Traditional Day School Program
- II. Extended Use of School Facilities
- III. Additional Programs for School-aged Children and Youth
- IV. Programs for Adults
- V. Delivery and Coordination of Services
- VI. Community Involvement

Respondents used a 1-5 Likert-type scale to indicate how much they agreed or disagreed with each statement. Two additional questions were added to the instrument to determine number of years of teaching experience and teaching level.

The data thus gathered was analyzed using least square means, a two-factor analysis of variance and the Duncan's test. The level of significance was set at the .05 level.

Description of the Population

Out of the 215 teachers in the Bozeman School District who were sent the survey, 145 responded for a total return of 67 per cent. Broken down into teaching levels, the percentages of return were as follows: (1) elementary, 78 per cent; (2) middle school, 61 per cent; (3) junior high, 58 per cent and ; (4) high school, 63 per cent.

Presentation of Data

In conducting this study, the researcher set out to answer the following questions:

1. What do classroom teachers perceive the role and scope of the traditional day school program to be?
2. What are the classroom teachers' reactions to the possibility of extended use of school facilities and equipment?
3. What attitudes do classroom teachers have toward additional programs for school-aged children, pre-school, and post-high school youth?
4. What are the reactions of classroom teachers toward

programs for adults in the community?

5. How do classroom teachers perceive the role of the public school concerning the delivery and coordination of services and programs for the entire community.
6. What are the classroom teachers' perceptions concerning the degree of involvement the community as a whole should have in educational affairs?
7. Are there significant differences among the attitudes of teachers as a group in elementary, middle, junior high, and senior high school toward the implementation of community education?
8. Does length of teaching experience have a significant effect on teacher attitudes toward community education?

The two hypotheses which were utilized to partially answer these questions were as follows:

1. There is a significant difference among means of scores related to teaching level and each of the six components of community education.
2. There is a significant difference among means of scores related to years of teaching experience and each of the six components of community education.

The null forms of the two hypotheses were used in the actual determination of whether or not significant differences existed.

Table 2, which deals with teaching experience, and Table 3, which deals with teaching level, present information related to least square means. In terms of the six components of community education, the total mean score for the traditional day school program was the highest in both tables, 4.05 in Table 2 and 4.07 in Table 3. The lowest total mean score in both tables, 3.34, was for additional programs for school-aged children and youth.

In regard to length of teaching experience (Table 2), teachers in all three categories had the highest mean for Component 1, the traditional day school program. Teachers with between six and ten years experience had the lowest mean, 3.32, for Component 5, delivery and coordination of services. Teachers in both of the other experience categories had the lowest mean, 3.45 and 3.23, for Component 3, additional programs for school-aged children and youth. Those teachers with less than six years experience had the highest total means for all six components, 3.68, and those with between six and ten years had the lowest, 3.55.

In Table 3, which deals with teaching levels, Component 1, the traditional day school program again had the highest mean in all four categories. Middle school teachers had the lowest mean, 3.25, for Component 5, delivery and coordination of services. In all the other three categories of teaching level, Component 3, additional programs for school-aged children and youth, had the lowest mean.

Junior and senior high teachers had higher total means for all six components, 3.71 and 3.67 respectively, than did teachers in the middle school, 3.52, and the elementary schools, 3.51.

TABLE 2

Least Square Means Results
Among the Three Categories of Number of Years
of Teaching Experience and the Six Components of Community Education

Number of Years of Teaching Experience	Comp. I	Comp. II	Comp. III	Comp. IV	Comp. V	Comp. VI	Total Means
Less than 6 years	4.10	3.66	3.45	3.61	3.49	3.74	3.68
Between 6 and 10 years	3.95	3.60	3.34	3.48	3.32	3.61	3.55
Over 10 years	4.11	3.63	3.23	3.53	3.35	3.60	3.57
Total means	4.05	3.63	3.34	3.54	3.39	3.65	

Note. 5-point scale: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree

Component I - traditional day school program; Component II - extended use of school facilities; Component III - additional programs for school-aged children & youth; Component IV - programs for adults; Component V - delivery and coordination of services; Component VI - community involvement

TABLE 3

Least Square Means Results
Among the Four Categories of Teaching Level
and the Six Components of Community Education

Teaching Level	Comp. I	Comp. II	Comp. III	Comp. IV	Comp. V	Comp. VI	Total Means
Elementary (1-4)	4.01	3.49	3.24	3.42	3.35	3.56	3.51
Middle (5 & 6)	3.98	3.61	3.40	3.37	3.25	3.54	3.52
Junior High (7-9)	4.17	3.84	3.29	3.86	3.41	3.66	3.71
Senior High (10-12)	4.10	3.67	3.41	3.55	3.46	3.80	3.67
Total means	4.07	3.65	3.34	3.55	3.37	3.64	

Note. 5-point scale: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree

Component I - traditional day school program; Component II - extended use of school facilities; Component III - additional programs for school-aged children & youth; Component IV - programs for adults; Component V - delivery and coordination of services; Component VI - community involvement

The first null hypothesis tested was as follows:

H_0 : There is no significant difference among means of scores related to teaching level and each of the six components of community education.

By using a two-factor analysis of variance, F-tests were computed to test differences among the four categories of teaching level; among the six components of community education; and among the interaction between the four categories of teaching level and the six components. Table 4 shows the results of these F-tests.

TABLE 4

Analysis of Variance Results
Among the Four Categories of Teaching Level
and the Six Components of Community Education

Source	Degrees of Freedom	<u>F</u>
Teaching Level	3	3.486 *
Components	5	14.041 *
Level X Component	15	.500

* Significant at the .05 Level

For that part of the null hypothesis related to teaching level, the computed F-test of 3.486 was found to be significant at the .05 level. The null hypothesis that there were no significant differences among the four categories of teaching level was rejected.

In regard to the six component parts, the computed F-test of 14.041 was significant at the .05 level; therefore, the null hypothesis that there were no significant differences among the six components was rejected.

Since the computed F-test of .500 for interaction between teaching level and the six component parts was not significant, that portion of the null hypothesis stating that there was no significant interaction between teaching level and the six component parts was not rejected at the .05 level.

Because the two-factor analysis of variance found significant differences among the four categories of teaching level and among the six component parts, a Duncan's test was used to determine exactly where the significant differences were. In terms of teaching level, the junior and senior high school teachers were significantly higher than the teachers in the middle and elementary schools.

Table 5 shows the results of this Duncan's test.

TABLE 5

Duncan's Test of Significance
 Among the Four Categories of Teaching Level
 and the Six Components of Community Education

	Senior High	Middle School	Elementary School
Junior High		*	*
Senior High		*	*
Middle School			
Elementary School			

* Significant Beyond The Standard .05 Level

In relation to significant differences among the component parts, the results of the Duncan's test indicated that Component I, traditional day school program, was significantly higher than all other components and that Component III, additional programs for school-aged children and youth, was significantly lower than all other components. Table 6 illustrates the results of this Duncan's test.

TABLE 6

Duncan's Test of Significance
Among the Six Components
of Community Education

	Mean of Comp. VI	Mean of Comp. II	Mean of Comp. IV	Mean of Comp. V	Mean of Comp. III
Mean Component I	*	*	*	*	*
Mean Component VI				*	*
Mean Component II				*	*
Mean Component IV					*
Mean Component V					

* Significant Beyond The Standard .05 Level

The second null hypothesis tested was as follows:

H_0 : There is no significant difference among means of scores related to years of teaching experience and each of the six components of community education.

Table 7 shows the F-tests that were obtained using a two-factor analysis of variance. The first F-test tested differences among the three categories of years of teaching experience; the second tested the differences among the six components; and the third tested the interaction between the three categories of years of teaching experience and the six components.

TABLE 7

Analysis of Variance Results
Among the Three Categories of Number of Years
of Teaching Experience and the Six Components of Community Education

Source	Degrees of Freedom	<u>F</u>
Years of Teaching Experience	2	1.861
Components	5	14.334 *
Experience X Component	10	.225

* Significant at the .05 Level

Because the computed F -test of 1.861 was not significant at the .05 level, the part of the null hypothesis that there were no significant differences among the three categories of teaching experience was not rejected. The null hypothesis that there were no significant differences among the six components was, however, rejected, since the computed F -test of 14.334 for the six components was significant at the .05 level.

Regarding the null hypothesis that there was no significant interaction between years of teaching experience and the six components, the computed F -test of .225 was not significant at the .05 level. On that basis, the null hypothesis was not rejected.

The discussion related to the Duncan's test for significance among the six components precedes Table 6. This information is also applicable to the significant difference found among the component parts in the second hypothesis.

Even though the six components were the same for both teaching level and years of teaching experience, the results of the F -tests were slightly different each time. The reason for the slight difference, 14.041 for level and 14.334 for experience, was that not every respondent filled in the two questions dealing with teaching level and years of teaching experience.

Summary

Three points can be made based on the results of the analysis of data presented in this Chapter. First, in both hypotheses there was a significant difference among the six components of community education. Component I, traditional day school program, was the most significant and Component III, additional programs for school-aged children and youth was the least significant. Second, there was no significant difference found among the three levels of teaching experience; less than six years, between six and ten years, and over ten years. Finally, there was a significant difference among the four teaching levels. Junior and senior high school teachers were significantly higher in their responses than middle and elementary school teachers.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Community Education is an alternative concept of public education which, unlike the traditional concept, can serve the entire community by providing for not only the educational needs of all its community members, but also for their recreational, cultural, and social needs. Because of its ubiquitous nature, the public school usually becomes the agent of implementation for community education.

The Bozeman School District is in the beginning stages of implementing community education. However, without an understanding of and a commitment to the concept of community education by the teaching staff, achieving a successful and comprehensive community education program is impossible. As Decker (1975) pointed out, the failure of the K through 12 portion of community education can be directly attributed to the lack of understanding and acceptance of the goals of community education by the teaching staff. According to Kerensky (1972) this failure or resistance occurs when teachers have not been included in the process. Kerensky, in discussing concepts that underpin community education, went on to say that if people are to accept change, they must be involved in the process.

Community education involves change, and it is important that those involved understand change processes in order to enhance their effectiveness in promoting the transition from traditional to community education. Nash and Culbertson (1977) stressed that those in positions of leadership should have at least a basic working understanding of relevant change processes and of their role as change agents. Seay and Wilkinson (1953) urged community education leaders to be aware of the need for determining readiness for change by the teaching staff and to deal with change carefully.

All 215 classroom teachers in the Bozeman School District were surveyed for this study to determine their attitudes toward community education. The data was collected through the use of the Community Education Philosophy Instrument which was designed to measure these attitudes. This instrument consisted of 30 statements each of which required a response ranging from one, strongly disagree, to five, strongly agree. The instrument was structured so that each statement fit under one of the following six components of community education:

- I Traditional Day School Programs
- II Extended Use of School Facilities
- III Additional Programs for School-aged Children and Youth
- IV Programs for Adults

V Delivery and Coordination of Services

VI Community Involvement

The data thus obtained was analyzed using a two-factor analysis of variance and a Duncan's test. The .05 level of significance was used in testing the null hypothesis.

Conclusions

Two conclusions resulted from the analysis of the data relative to the six components of community education. Component I, the traditional day school program, received significantly higher acceptance among all teachers surveyed and Component III, additional programs for school-aged children and youth received significantly lower acceptance. Although no significant difference was found for Component V, delivery and coordination of services, it was similar in lack of acceptance among the teachers to Component III.

Another conclusion resulted from the analysis of the data related to teaching level. Junior and senior high school teachers reacted significantly more favorably toward the overall concept of community education than did teachers in the middle and elementary schools.

Although no significant differences were noted relative to years of teaching experience, teachers with less than six years experience were more favorable toward community education than were teachers

in either of the other two categories, between six and ten years and over ten years.

Recommendations

The literature indicated that changing a structure as complex as a public school system is very difficult. According to Baldrige and Deal (1975), administrators need more than personal skill and charm to bring about effective change; they also need to have an adequate working knowledge of the process of organizational change. The literature also indicated that because teachers will determine, more than any other staff people, the success of community education in the K through 12 program, their attitudes toward community education should be carefully considered (Jeffrey, 1976). Isherwood and Taylor (1978) not only discussed the need to consider faculty attitudes but also pointed out that faculty involvement in the decision making process is crucial for effective change to occur.

Based on the results of this study concerning teacher attitudes toward community education, the following recommendations are made to those groups and individuals in the Bozeman School District who hold positions of leadership and who will be actually involved in the transition from a traditional school system to community education:

1. Use examples to show teachers that the traditional

day school program will not in any way be diminished but rather enhanced through community education.

2. Point out to teachers the benefits of extended use of school facilities and equipment.
3. Promote additional programs for school-aged children, pre-school and post-high school youth only after teachers are more aware of the concepts and benefits of community education.
4. Inform teachers about the advantages to the K through 12 school program of expanding programs for adults.
5. Expand the role of the public school to include the delivery and coordination of services and programs for the entire community only after there is more understanding and acceptance of this component of community education.
6. Educate teachers concerning the benefits of involving the entire community in educational affairs.
7. Utilize the more positive attitude of senior and junior high teachers toward the overall concept of community education by initiating the first steps toward community education in either or both of those schools.
8. Determine why there is a less positive attitude among the middle and elementary school teachers than among

junior and senior high school teachers toward community education and immediately set out to correct this discrepancy.

9. Recruit the faculty leadership for community education from those teachers with less than six years teaching experience and utilize them to build more positive attitudes among teachers with over six years experience.

Because community education involves change and because teachers' attitudes are very important to the change, community education leaders should acquire an adequate working knowledge of the processes of organizational change and use that knowledge in promoting an effective transition from traditional to community education. Leaders should also consider very carefully teachers' attitudes toward the various components of community education and make decisions based on those attitudes. Finally, those who hold positions of leadership and who will be involved in making decisions necessary to move from traditional to community education, should make every effort to involve teachers in that decision making process.

APPENDIX A

COMMUNITY EDUCATION PHILOSOPHY INSTRUMENT

(MODIFIED)

COMMUNITY EDUCATION PHILOSOPHY INSTRUMENT (MODIFIED)

Please indicate the length of time you've been teaching: (1) less than 6 years ____ (2) between 6-10 years ____ (3) more than 10 years ____.

Check the level you are now teaching: (1) elementary ____ (2) middle school ____ (3) junior high ____ (4) senior high ____.

Directions

Please read each statement on the following pages. Circle the number which most accurately indicates the extent to which each statement reflects your personal educational philosophy. Your responses will remain anonymous.

- 1 - strongly disagree
- 2 - disagree
- 3 - neutral

- 4 - agree
- 5 - strongly agree

- 1.1 Research studies indicate that students learn from their total environment; hence, the entire community is a vital part of the learning experience. 1 2 3 4 5
- 2.2 Public school facilities belong to all the taxpayers in the community and their use should be maximized beyond the traditional academic school day. 1 2 3 4 5
- 3.3 There is an increasing need for additional educational experience and opportunities for youngsters. 1 2 3 4 5
- 4.4 Public schools should provide opportunities for adults to complete high school (earn a diploma). 1 2 3 4 5
- 5.5 Public schools, with other agencies, should assume the leadership for identifying community resources to attack community problems. 1 2 3 4 5
- 6.6 Administrators, other school personnel, and community leaders should work together to develop educational goals to make learning opportunities available to individuals of all ages. 1 2 3 4 5

- | | | |
|------|---|-----------|
| 7.1 | Educational practices should reflect the expressed interests, needs, desires, and problems of all students for whom they are planned. | 1 2 3 4 5 |
| 8.2 | Public school facilities which are restricted entirely to use by school-age students represent a wasted community resource. | 1 2 3 4 5 |
| 9.3 | Recreational activities for school-age children not provided by another community agency in sufficient quantity, should be provided by the community education department. | 1 2 3 4 5 |
| 10.4 | Other agencies, working together with the public schools, should be responsible for adult vocational training and job up-grading programs. | 1 2 3 4 5 |
| 11.5 | Public schools should share their facilities and resources with local governmental and social agencies to deliver increased and improved services. | 1 2 3 4 5 |
| 12.6 | Citizen's advisory councils are needed to assist professional educators in uncovering the community's educational needs, desires and expectations. | 1 2 3 4 5 |
| 13.1 | Educational programs can be made more meaningful by bringing "the community into the classroom" and taking "the classroom into the community." | 1 2 3 4 5 |
| 14.2 | Administrators should be expected to meet the increasing needs of K-12 students while attempting to provide services for all citizens in the community through the schools. | 1 2 3 4 5 |
| 15.3 | Other agencies, in cooperation with public schools, should be responsible for providing pre-school activities for 3 and 4 year old children. | 1 2 3 4 5 |
| 16.4 | Taxpayers should be expected to finance their share of the so-called "frills" included in education, such as enrichment, avocational, recreational or evening programs. | 1 2 3 4 5 |

- 17.5 The public school has an obligation to work toward the improvement of the physical, social, economic and psychological environment through cooperative efforts with other agencies. 1 2 3 4 5
- 18.6 School personnel should be aware that people in every community provide a wealth of untapped skills, talents, and services which should be utilized by the school district. 1 2 3 4 5
- 19.1 Public school buildings should remain open as many hours as necessary to satisfy the total educational needs of its community members. 1 2 3 4 5
- 20.2 Administrators should have or develop a flexible procedure to insure that school facilities are made available for use by interested community groups or responsible agencies. 1 2 3 4 5
- 21.3 The school should provide remedial learning opportunities for students who need such programs. 1 2 3 4 5
- 22.4 Learning is a life long process, therefore, a balanced program of educational experiences, including adults, should be offered by the public schools. 1 2 3 4 5
- 23.5 The public school should be considered a human resource center through which some other agencies may funnel their services into the community. 1 2 3 4 5
- 24.6 Community members without children in school should have as influential a voice in educational affairs as those whose children are presently enrolled. 1 2 3 4 5
- 25.1 Helping students develop a positive self-concept is as important as helping the student learn "subject matter." 1 2 3 4 5
- 26.2 Administrators should plan the construction of new school facilities with the total learning needs of the community as a high priority. 1 2 3 4 5
- 27.3 Avocational (hobby) and enrichment (interest areas) programs for youngsters should be the shared 1 2 3 4 5

responsibility of appropriate city/county agencies and the public schools.

- | | | |
|------|---|-----------|
| 28.4 | Recreational, cultural and avocational (hobby) activities for adults should be a shared responsibility of public schools and other agencies in community sponsorship. | 1 2 3 4 5 |
| 29.5 | Agency personnel, in coordination with the public school staff, should serve as catalytic agents in directing local resources to solve community problems. | 1 2 3 4 5 |
| 30.6 | Authority for educational planning should not rest solely in the hands of the professional educator. | 1 2 3 4 5 |

APPENDIX B

PHILOSOPHY STATEMENTS FOR EACH COMPONENT

OF COMMUNITY EDUCATION

PHILOSOPHY STATEMENTS FOR EACH COMPONENT
OF COMMUNITY EDUCATION

Component I

Traditional Day School Programs

- 1.1 Research studies indicate that students learn from their total environment; hence, the entire community is a vital part of the learning experience.
- 7.1 Educational practices should reflect the expressed interests, needs, desires, and problems of all students for whom they are planned.
- 13.1 Educational programs can be made more meaningful by bringing "the community into the classroom" and taking "the classroom into the community."
- 19.1 Public school buildings should remain open as many hours as necessary to satisfy the total educational needs of its community members.
- 25.1 Helping the student develop a positive self-concept is as important as helping the student learn "subject matter."

Component II

Extended Use of School Facilities

- 2.2 Public school facilities belong to all the taxpayers in the community and their use should be maximized beyond the traditional academic school day.
- 8.2 Public school facilities which are restricted entirely to use by school-age students represent a wasted community resource.
- 14.2 Administrators should be expected to meet the increasing needs of K-12 students while attempting to provide services for all citizens in the community through the schools.

- 20.2 Administrators should have or develop a flexible procedure to insure that school facilities are made available for use by interested community groups or responsible agencies.
- 26.2 Administrators should plan the construction of new school facilities with the total learning needs of the community as a high priority.

Component III

Additional Programs for School-Aged Children and Youth

- 3.3 There is an increasing need for additional educational experience and opportunities for youngsters.
- 9.3 Recreational activities for school age children not provided by another community agency in sufficient quantity, should be provided by the community education department.
- 15.3 Other agencies, in cooperation with public schools, should be responsible for providing pre-school activities for 3 and 4 year old children.
- 21.3 The school should provide remedial learning opportunities for students who need such programs.
- 27.3 Avocational (hobby) and enrichment (interest areas) programs for youngsters should be the shared responsibility of appropriate city/county agencies and the public schools.

Component IV

Programs for Adults

- 4.4 Public schools should provide opportunities for adults to complete high school (earn a diploma).
- 10.4 Other agencies, working together with the public schools, should be responsible for adult vocational training and job upgrading programs.

- 16.4 Taxpayers should be expected to finance their share of the so-called "frills" included in education, such as enrichment, avocational, recreational or evening programs.
- 22.4 Learning is a life long process; therefore, a balanced program of educational experiences, including adults, should be offered by the public schools.
- 28.4 Recreational, cultural and avocational (hobby) activities for adults should be a shared responsibility of public schools and other agencies in community sponsorship.

Component V

Delivery and Coordination of Services

- 5.5 Public schools, with other agencies should assume the leadership for identifying community resources to attack community problems.
- 11.5 Public schools should share its facilities and resources with local governmental and social agencies to deliver increased and improved services.
- 17.5 The public school has an obligation to work toward the improvement of the physical, social, economic and psychological environment through cooperative efforts with other agencies.
- 23.5 The public school should be considered a human resource center through which some other agencies may funnel their services into the community.
- 29.5 Agency personnel, in coordination with the public school staff, should serve as catalytic agents in directing local resources to solve community problems.

Component VI

Community Involvement

- 6.6 Administrators, other school personnel, and community leaders

should work together to develop educational goals to make learning opportunities available to individuals at all ages.

- 12.6 Citizens' advisory councils are needed to assist professional educators in uncovering the community's educational needs, desires and expectations.
- 18.6 School personnel should be aware that people in every community provide a wealth of untapped skills, talents, and services which should be utilized by the school district.
- 24.6 Community members without children in school should have as influential a voice in educational affairs as those whose children are presently enrolled.
- 30.6 Authority for educational planning should not rest solely in the hands of the professional educator.

APPENDIX C

COVER LETTER ACCOMPANYING INSTRUMENT

March 9, 1979

Dear Mary:

Bozeman School District #7 is currently considering the implementation of community education into its system.

The enclosed instrument is designed to measure teacher attitudes toward the concept of community education. Please fill out the survey form by Friday, March 16 and return it in the envelope provided, using the inter-school mail delivery.

Although the results of this survey may be considered in determining the future of community education in our system, I must make clear that the primary reason for my involvement has to do with my master's thesis in adult and higher education at Montana State University.

Thank you for taking the time.

Sincerely,

Mary Pace
Bozeman Senior High School

Enclosures

APPENDIX D

LETTER TO SUPERINTENDENT

January 4, 1979

Dr. Milton K. Negus
Superintendent of Schools
404 West Main Street
Bozeman, Montana 59715

Dear Dr. Negus,

As part of my master's thesis, I very much need to survey all the classroom teachers in our district concerning community education.

Would you please look over the enclosed sample cover letter and survey form and then let me know whether or not you would allow me to use the inter-school mail to deliver one of each to every teacher in the system.

The final form of each will differ from these samples only in the format and stationery used.

Thank you.

Sincerely,

Mary Pace
Bozeman Senior High

Enclosure

APPENDIX E

LETTER TO BUILDING PRINCIPALS

March 5, 1979

Mr. Louis Gappmayer
Principal, Sr. High School
205 North 11th Avenue
Bozeman, Montana 59715

Dear Lou:

I have received permission to distribute the following questionnaire and cover letter to the classroom teachers in your building. My intention is to send these materials through the inter-school mail system on March 9. Each cover letter will be personally addressed to an individual teacher. Would you ask your secretary to please distribute the letters appropriately when they arrive.

I know that you have attended district meetings about community education, but if you wish additional information about either the general concept of community education or about how this questionnaire will be used, you need only ask me. Also, if you wish to be sent a summary of the results, let me know.

Thank you very much.

Sincerely,

Mary Pace
Bozeman Senior High

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