DOCUMENT RESUME

ED 199 832   EA 013 329

AUTHOR   DeLellis, Anthony J.; Semple, Barry F.
TITLE   Effective Strategies for State Education Agencies in
                Community Education Development: A National
                Assessment.
INSTITUTION   Council of Chief State School Officers, Washington,
                D.C.
SPONS AGENCY   Office of Education (DHEW), Washington, D.C.
PUB DATE   79
CONTRACT   P00770446
NOTE   48p.
AVAILABLE FROM Council of Chief State School Officers, 379 Hall of
                the States, 400 N. Capitol St., N.W., Washington, DC
                20007 (free).

EDRS PRICE   MF01/PC02 Plus Postage.
DESCRIPTORS   Agency Cooperation; *Agency Role; Communication
                (Thought Transfer); *Community Education; Financial
                Support; Information Dissemination; *Program
                Implementation; Public Relations; *State Departments
                of Education; State Programs; State School District
                Relationship; Technical Assistance

ABSTRACT
                This study focused on successful strategies employed
by state education agencies (SEAs) to encourage the development of
community education programs and on the priority local education
agencies (LEAs) place on community education. Questionnaires were
returned from representatives of 51 state education agencies. The top
ranked strategy for technical assistance was for SEAs to train LEA
staff and community members. Strategies identified as most effective
in encouraging SEA staff to plan cooperatively with other state
agencies include sharing of materials and holding joint meetings
between SEAs and other agencies. The rankings of strategies
pertaining to the establishment of statewide community education
goals included identifying state-level agencies to participate,
charging an SEA staff member with the responsibility for goal
development, and presenting goals to the state board. Strategies
concerning the dissemination of community education materials imply
that personal contact (through such means as speeches, awareness
meetings, or bulk mailings) with target audience is important. The
most effective strategy for financing a state-level community
education position was funding through the federal Community Schools
Act. A majority of respondents perceive that their SEAs have assigned
at least a medium priority to community education development.
(Author/JM)

EFFECTIVE STRATEGIES FOR STATE EDUCATION AGENCIES IN COMMUNITY EDUCATION DEVELOPMENT: A NATIONAL ASSESSMENT

Co-Authors

Anthony J. DeLellis, Coordinator
Community Education Project
Educational Improvement Center/Northeast
West Orange, New Jersey

Barry F. Semple, Director
Bureau of Adult, Continuing, Community Education
State Department of Education
Trenton, New Jersey

This report was researched and written under the direction of

William I. Israel
Director of Special Projects
Council of Chief State School Officers

DEC 3 0 1980

4

Acknowledgements

The Council wishes to acknowledge the contributions made to this report by the following individuals:

5

Table of Contents

List of Tables

Introduction

State Education Agencies have only recently become involved in community education 'development' (Migocki, 1976). Accompanying this involvement has been an interest, on the part of chief state school officers, for state education agencies to play a role in the development of community education at the local education agency level. One of the purposes of a 1977 study (Semple/DeLellis, 1977), sponsored by the Council of Chief State School Officers, was to facilitate recommendation of "methods for implementation of desired state roles (page 2)." However the Council of Chief State School Officers considered the methods of implementation important enough to warrant a separate in-depth study as well. It stated that:

> Since the CSA (Community Schools Act) stipulated 50% of the available funds must go to State Education Agencies, and the states must review and comment on all Local Education Agency applications, an active role on the part of the states is required. This Congressional requirement for the state role along with the rapidly expanding interest and activity in community education make it essential, in terms of effective planning, to identify and describe the most effective strategies to implement appropriate SEA roles . . . in Community Education. Only with this information in hand can Federal, State, and Local Education Administrators make plans and decisions for the effective implementation of the Community Education concept nationwide (Brown, 1977, page 2).

The 1977 study by the Council identified priorities for state roles in the development of community education, according to thirty-five chief state school officers. The five highest priority roles were:

1. Providing technical assistance to LEA's in the design of community education programs.

2. Encouraging SEA staff to plan cooperatively with other state agencies.

3. Establishing statewide community education goals.

4. Providing financial support for community education position at state level.

5. Disseminating materials to promote community education to LEA's.'

That study did not provide information about how SEA's were carrying out these roles. Therefore, the Council undertook this second study on community education.

Purpose

The purpose of this study was to determine the strategies employed in carrying out the state education agency roles in community education development as listed above, and the degree of effectiveness of each strategy. This research would delineate the priority given to community education development by the SEA's.

In summary, the purposes for this study were to identify and describe the most effective implementation strategies of appropriate developmental roles for State Education Agencies by:

1. Informing coordinators and chiefs of the 5 highest ranked previously identified appropriate state roles.
2. Compiling information about past and current implementation/administrative activities relating to each of the roles through a survey of the 50 states and its six territories and protectorates.
3. Selecting and describing the most effective procedures of employing the identified strategies.
4. Analyzing the data and their implications for the role of SEA community education coordinators.
5. Communicating the information to chief state school officers, state boards of education, SEA community education administrators, and other interested parties.

Research Questions

Consistent with the purposes of the study, the following research questions, related to SEA roles, were developed:

1. What are the most effective strategies for providing technical assistance to LEA's in the design of community education programs?
2. What are the most effective strategies for encouraging SEA staff to plan cooperatively with other state agencies?
3. What steps has your SEA taken to establish statewide community education goals?
4. What are the most effective strategies for disseminating materials to promote community education to LEA's?
5. What are the most effective strategies for providing financial support for a community education position at the state level?
6. What is the level of priority that community education holds in SEA's?

Population

The population for the study consisted of a representative from each of the fifty-six SEA's represented in the Council of Chief State School Officers.

This group included each of the fifty states of the United States and its six territories.

The study was to obtain information from SEA personnel knowledgeable about the strategies cited in the questionnaire. Therefore, the fifty-six chief state school officers were requested to insure that the questionnaires were filled out by the most appropriate person in each SEA. As a result, the titles of the persons responding varied; however, it can be assumed that information was gathered from SEA community educators, chief state school officers, or their designates. Because the research questions did not address the nature of the position of the respondents (i.e., Chief State School Officer, Director of Community Education, Director of Adult Education, etc.) no data illustrating such identity are presented in this report.

Procedures

Two task forces provided assistance throughout the course of the study. One task force was composed of seven chief state school officers and the other was composed of five SEA community educators; all are named in the Acknowledgements.

A first draft of the questionnaire was developed by the task force of SEA community educators and revised at a later meeting of that group. The draft that resulted was presented to the task force of chief state school officers for analysis and revision in February, 1978.

Data were collected through a questionnaire which contained both open- and closed-ended questions. In March, 1978 the final instrument, accompanied by a cover letter over the signature of Byron W. Hansford, Executive Secretary of the Council of Chief State School Officers, was mailed to each of the fifty-six chief state school officers. They were requested to have the instruments filled out by the person in their respective SEA's who was most knowledgeable about information requested. Respondents were to return the questionnaires to the offices of the Council of Chief State School Officers, Washington, D.C. In April, May, and June, 1978 follow-up communications were initiated to secure questionnaires not returned. Ultimately, fifty-one questionnaires were completed and returned.

Treatment of Data

To accomplish the study, descriptive research techniques were employed. Research Questions One through Six are therefore reported in terms of frequencies, medians, means, and standard deviations.

Findings

Results of the data analysis are presented in this section. In addition, data related to the priority given to community education by each SEA are presented at the end of the chapter.

A summary of the data related to each research question is presented below. In addition, there is discussion of the salient features of the data presented in each table.

Research Question One

What are the most effective strategies for providing technical assistance to LEA's in the design of community education programs?

Respondents indicated that the most effective strategy, by mean rating, for providing technical assistance to LEA's in the development of community education programs was through providing training to local school and agency personnel in community education processes and practices (See Table 1).

Ranked as the second most effective strategy was that of helping to establish and facilitate community education task forces, citizen groups and interagency councils. Ranked third was planning and developing community education programs. Referring school and agency personnel and other interested community members who need training to institutions of higher education that can provide training, was ranked as the fourth most effective strategy. Ranked fifth was that of helping communities to improve the quality and/or quantity of existing community education programs. The sixth ranked strategy was planning and developing applications/proposals for funding assistance. Ranked seventh was helping to develop forms to survey the needs and resources of the community. The eighth ranked strategy was that of responding to requests for assistance in the preparation of budgets for community education programs. Ranked ninth was helping communities and local educational agencies bring their community education programs into conformity with any existing state policies, statutes, and regulations applicable to community education. The least effective strategy was that of helping communities and local com-

munity education administrators to develop evaluation plans and to conduct evaluations of community education programs.

The strategy ranked seventh may have been ranked relatively low because of the easy availability of survey forms for the needs and resources of the community. Also, this strategy may not have been considered effective because it would occur after initial commitment to investigate or implement community education had been obtained. Such strategies as involvement in assistance with budgets, bringing LEA community education projects into conformity with State regulations, etc., and assisting in the evaluation of LEA community education projects may be interpreted as having had low degrees of effectiveness because they are activities that would normally be expected to take place after a community education project had gotten underway. However, the strategies ranked ninth and tenth carried the highest number of responses under the heading, "Uncertain or Not Attempted." These data may indicate that in the strategy rated ninth few states have strict policies, statutes, or regulations related to community education, and that as a result, SEA personnel are not called upon to perform services related to conformity to such guidelines. There also may be a related explanation for the relatively high number of responses for the tenth-rated strategy that fell into the category, "Uncertain or Not Attempted:" if SEA's do not have tight guidelines regarding community education programs then evaluations would not be high priorities for LEA's.

Because providing technical assistance to LEA's in the design of community education programs was rated, by chief state school officers, as the most desired role for SEA's to play in community education development (Semple/DeLellis, 1977), and because the current report indicates that the training of local school and agency personnel in community education processes and practices is the most effective strategy for implementing this role, close examination is warranted. The scope of this study did not include microscopic examination of each strategy. It can be assumed, however, that training was accomplished through the providing of workshops and seminars and through consultation. Perhaps of major concern is the nature of the content of such workshops, seminars, and consultations, leading to the question of the definition of training activities. Throughout the recent history of SEA's in community education development there has been a persistent question regarding whether SEA community educators were providing promotional activity in the name of training. This question was raised by the Community Education Task Force of the Council of Chief State School Officers in 1977. Although the current study did not attempt to resolve the question of the definition of "training" so that it could be distinguished from promotional activity, it did establish that further research is warranted.

12

TABLE 1

Strategies for providing technical assistance to local education agencies
in the design of community education programs:
rank ordered according to mean ratings of effectiveness

Questionnaire Item	Rank Order	Mean	Strategy
I. E.	01	4.186	Training local school and agency personnel in community education processes and practices.
I. D.	02	4.106	Helping to establish and facilitate community education task forces, citizen groups and interagency councils.
I. C	03	3.891	Planning and developing community education programs.
I. F.	04	3.886	Referring school and agency personnel and other interested community members who need training to institutions of higher education which can provide such training.
I. H.	05	3.866	Helping communities to improve quality and/or quantity of existing community education programs.
I. A	06	3.604	Planning and developing applications/proposals for funding assistance.
I. B.	07	3.581	Helping to develop forms to survey the needs and resources of the community.
I. G.	08	3.538	Responding to requests for assistance in the preparation of budgets for community education programs.
I. J.	09	3.517	Helping communities and local educational agencies bring their community education programs into conformity with any existing state policies, statutes, and regulations applicable to community education.
I. I.	10	3.142	Helping communities and local community education administrators to develop evaluation plans and to conduct evaluations of community education programs.

Research Question Two

What are the most effective strategies for encouraging SEA staff to plan co-operatively with other state agencies?

The strategy ranked most effective was sharing materials between SEA staff and the staff of other state agencies. This strategy was perhaps one of the more frequently employed, and was perceived as an effective initial step in increasing the level of understanding of staff from other state agencies about community education.

Meetings conducted by the SEA with staff from other agencies to share state plans and other concerns ranked as the second most effective strategy. Since a basic component of community education promotes interagency cooperative activities, such meetings would be a logical way for SEA's to stimulate this process.

The third-ranked strategy related to requiring that SEA programmatic state plans (i.e., Vocational Education, Adult Education, Title I, etc.) include specific areas of cooperation with the state plans administered by other state agencies. That twenty-nine respondents gave this strategy a rating of a 5, 4 or 3 is some indication that SEA's are taking specific steps to initiate cooperative interdepartmental activities.

The fourth-ranked strategy involves the placement of SEA community education staff on committees and planning groups established by other state agencies. Twenty-six respondents gave this item a rating of 5, 4, or 3, while only nineteen rated, as 5, 4, or 3, the strategy of requesting that the state plans developed by other state agencies include specific areas of cooperation with the state plans administered by the SEA. This fifth ranked strategy was checked by twenty-five respondents under the category "Undecided or Not Attempted".

Research Question Three

What steps has your SEA taken to establish statewide community education goals?

This planning activity was ranked among the top five in the 1977 CCSSO study on community education and the SEA role. The chief state school officers perceived community education as a process for matching resources and needs, and as a working philosophy for promoting cooperation between agencies in concert with citizens (Semple/DeLellis, 1977).

The strategies and/or activities for developing statewide community education goals that ranked first and second respectively concerned the identification and/or request of key state-level agencies to participate in the development of state goals, and the charging of a specific SEA staff member

TABLE 2

**Strategies for encouraging SEA staff to plan cooperatively with other
state agencies: rank ordered according to mean ratings of effectiveness**

Questionnaire Item	Rank Order	Mean	Strategy
II, D.	01	3.783	Informational materials are frequently shared between the SEA and other state agencies.
II, C.	02	3.659	Meetings are conducted by the SEA with staff from other state agencies to share community education plans and areas of concern.
II, A.	03	3.406	Require that state plans developed for the Department of Education (i.e., Vocational Education, Title I, ESEA, Adult Education, etc.) include specific areas of cooperation with state plans and programs administered by other state agencies.
II, E.	04	3.290	Placement of SEA community education staff on state level agency bodies.
II, B.	05	3.080	Request that state plans developed by other state agencies (i.e., Labor, Health, etc.) include specific examples of cooperation with state community education plans and programs administered by the Department of Education.

with the responsibility for goal development. Three other strategies were
ranked very closely together as third, fourth and fifth in effectiveness. Respectively; these pertained to presentation of the goals to the state board
of education, the formation of a group to establish the goals, and the establishment of a process for goal development.

The establishment of a process to disseminate the goals to other groups
and a process for periodic review, ranked sixth and seventh, respectively.
The periodic review item also had the largest number of "Undecided or
Not Attempted" responses. The relatively low ranking of these strategies is
not surprising since the development of statewide goals for community education is a recent effort, and such activities would occur after goal development. The item concerning the establishment of a process for setting
statewide goals had the fewest "Undecided or Not Attempted" responses
but ranked only fifth in terms of effectiveness. This strategy may be consid-

ered an important step by respondents, but their responses tend to question the effectiveness of the processes employed.

Goal setting is a significant component in the development of a comprehensive statewide plan, and the Migocki findings (1977) provide an indication of the status of SEA planning efforts in Community Education:

1. Fourteen states (27%) indicated that they had developed, approved and/or implemented state community education plans; this number exceeds by five states the figure reported in 1976;

2. Ten of these state plans appear to embody all of the components necessary for a comprehensive state community education plan;

3. Concerning the conclusions reported in the Semple/DeLellis study concerning state community education plans;

   a. no fewer than ten of the fourteen plans reported in this study embody the elements favored by the state boards of education for such plans (i.e., state guidance, but local autonomy).

   b. given that only 27% of the fifty-one respondents report having developed state community education plans, the priority rating given by the chief state school officers to the role of state education agencies in promoting such plans will be put to the test (Research Question Three).

Though goal setting was identified as an important future role for SEA's, it has not been effectively pursued by a large percentage of the SEA's.

Research Question Four

What are the most effective strategies for disseminating materials to promote community education to LEA's?

The highest ranked strategy for disseminating materials to promote community education to LEA's was through speeches or presentations delivered to various groups or associations (See Table 4). The second most effective strategy was through awareness/dissemination meetings. The third ranked strategy was through the use of bulk mailing techniques to various statewide and local groups (See Table 5 and discussion in the following section). Ranked fourth was the use of booths and exhibits at meetings, conferences, or conventions of appropriate groups or associations.

Among the four highest ranked strategies, three required personal contact. In contrast, the use of statewide journals or newsletters, disseminating materials to higher education institutions, and the use of statewide media were ranked in the lower half of the effectiveness scale. Ranked lowest (eighth) was the use of a statewide clearinghouse or resource center. This strategy was, in addition, cited most often under the category "Undecided or Not Attempted."

Table 3

Strategies for establishing statewide community education goals: rank ordered according to mean ratings of effectiveness

Questionnaire Item	Rank Order	Mean	Strategy
III, F.	01	4.156	Representatives of key state level agencies related to community education have been identified and/or requested to participate in the development of state goals.
III, A.	02	4.073	A specific SEA staff member has been charged with the responsibility for developing statewide community education goals.
III, D.	03	3.963	The goals have been or will be presented to the state board of education.
III, C.	04	3.897	A group has been formed whose tasks include the purpose of establishing community education goals.
III, B.	05	3.814	A process has been determined for establishing statewide community education goals.
III, E.	06	3.625	A process (has) been established to disseminate statewide community education goals to other groups.
III, G.	07	3.250	A process for periodic review has been established.

Research Question Four, Item A

As stated previously, the use of bulk mailing as a strategy for disseminating materials to promote community education to LEA's was ranked third. In addition to rating the effectiveness of the strategy, respondents were asked to indicate whether or not they had used the strategy to reach certain specified populations. Eleven populations were listed, and respondents indicated whether or not bulk mailings had been employed by circling "Yes" or "No" for each (See Table 5).

Examination of the data showed that the population selected most often for bulk mailings consisted of statewide professional education associations. The population selected least often was municipal and/or county

elected officials. In light of the political nature of community education and the reallocation of public resources needed to implement and maintain it, the low level of attention given to municipal and county elected officials as audiences for dissemination materials is notable. Compared to the high level of bulk mailings to statewide professional education associations, the respondents believed that this population was more likely than were municipal and county elected officials to enhance the development of community education at the LEA level.

A question that emerges from this interpretation of the data is related to whether or not respondents were correct. The interpretation is speculative. However, it is supported by an analysis of the data that separates those populations above the median from those below the median, as measured by the number of "Yes" responses (the median is 22). With the exception of local school board members, the respondents indicated that they tended to bypass populations that were not comprised of statewide bodies. Another interpretation, one that accounts for the relatively low level of mailings of dissemination materials to local school board members as well as to the other populations below the median, is that those below the median may be considered politically volatile organizations. Perhaps it is not coincidental that these organizations may be more expressive of the will of local communities than are those above the median. When a mean response is determined by dividing the total number of "Yes" responses (252) by the total number of populations (11), the result is 22.909. Separating the data into "Yes" responses that fall above the mean and "Yes" responses that fall below the mean, tends to confirm the foregoing interpretations. This, because local parent and/or advisory groups become part of the latter. Thus, populations receiving the greater number of bulk mailings include:

a. Statewide professional education associations.
b. Statewide professional associations related to education.
c. State school board members.
d. Local school administrative and instructional staff.
e. Related agencies.

Again, using the mean of 22.909 as the dividing point, the populations receiving the lesser number of mailings include:

a. Local parent and/or advisory groups.
b. State legislators.
c. Statewide parent groups.
d. Local school board members.
e. Civic, fraternal and service clubs.
f. Municipal and/or county elected officials.

Table 4

(Research Question Four)

Strategies for disseminating materials to promote community education to LEA's: rank ordered according to mean ratings of effectiveness

Questionnaire Item	Rank Order	Mean	Strategy
IV, E.	01	4.087	Speeches or presentations delivered to various groups or associations.
IV, B.	02	3.897	Awareness/Dissemination Meetings.
IV, A.	03	3.742	Bulk mailing to the following groups.
IV, D.	04	3.607	Establishing booths at meetings, conferences, or conventions of appropriate groups or associations.
IV, G.	05	3.575	Articles in statewide journals and newsletters.
IV, C.	06	3.556	Providing materials to higher education institutions for their use.
IV, F.	07	3.486	Use of statewide media to disseminate community education concept and available resources.
IV, H.	08	3.458	Statewide clearinghouse or resource center.

Independent of other interpretations, in disseminating materials to promote community education through bulk mailing to LEA's, the SEA community educators give less attention to local populations than to others.

Research Question Four, Item B

As stated previously, the use of awareness/dissemination meetings as a strategy for disseminating materials to promote community education to LEA's was ranked second. In addition to rating the effectiveness of the strategy, respondents were asked to indicate whether or not they had used the strategy to reach certain, specified audiences. Three choices were listed and respondents indicated for whom they provided awareness/dissemination meetings by circling "Yes" or "No" for each (See Table 6).

Table 5

(Research Question Four,
Item IV, A On Questionnaire)

Population selection for bulk mailings, a strategy for dissemination materials to promote community education to LEA's

Questionnaire Item	Population	Selected for Mailing Yes	No	Invalid or Missing
IV, A. 1.	local school administrative and instructional staff	27	20	4
IV, A. 2.	local school board members	18	30	3
IV, A. 3.	state school board members	28	19	4
IV, A. 4.	municipal and/or county elected officials	14	30	7
IV, A. 5.	state legislators	21	25	5
IV, A. 6.	statewide parent groups	21	24	6
IV, A. 7.	local parent and/or advisory groups	22	23	6
IV, A. 8.	civic, fraternal and service clubs	16	26	9
IV, A. 9.	statewide professional education associations	31	15	5
IV, A. 10.	statewide professional associations related to education	28	18	5
IV, A. 11.	related agencies	26	19	6

Respondents indicated that there was balance in the manner in which audiences were selected for participation in awareness/dissemination meetings. That is, thirty-six indicated that such meetings were conducted on a geographical basis; forty indicated that awareness/dissemination meetings were conducted for selected local audiences (i.e., principals); and thirty-five indicated that meetings were conducted that were open to all.

Table 6

(Research Question Four,
Item IV, B On Questionnaire)

Audience selection for awareness/dissemination meetings, a strategy for
disseminating materials to promote community education to LEA's

Questionnaire Item	Audience	Selected Yes	Selected No	Invalid or Missing
IV, B, 1	Conducted on a geographical basis	36	11	4
IV, B, 2.	Conducted for selected local audiences (i.e., principals)	40	7	4
IV, B, 3.	Open to all	35	9	7

Research Question Five

What are the most effective strategies for providing financial support for a
community education position at the state level?

Respondents were asked to indicate the effectiveness of seven strategies
designed to provide financial support for a community education position
at the state level. The strategy ranked most effective was that of seeking
federal monies for the position under the "Community School Act." (See Table 7).

Ranked second was the creation of a state appropriation for the position
as a line item in the SEA budget. Ranked third was funding of the position
through a private foundation. Ranked fourth was funding the position
through federal monies other than under the "Community Schools Act."
Ranked fifth was funding of the position through state legislative action.
Ranked sixth was seeking total funding of the position through monies
from a state agency other than the SEA. This strategy received relatively
few responses on the scale of effectiveness (8).

The strategy ranked least effective (seventh) was that of funding the posi-
tion jointly between the SEA and another state agency. It should be noted
that the mean (1.333) of the seventh ranked strategy was based upon the
least number of valid responses. Only six respondents indicated a choice
on the scale of effectiveness. Because one would probably know if the po-
sition had been jointly funded or not jointly funded, it is reasonable to
speculate that a factor contributing to the low level of effectiveness of this
strategy is that is was attempted by only six of the fifty-one respondents.

21

Table 7

Strategies for providing financial support for a community education
position at the state level: rank ordered according to mean ratings of
effectiveness

Questionnaire Item	Rank Order	Mean	Strategy
V,-C.	01	4.180	Sought federal monies for the position under the "Community Schools Act."
V, G.	.02	3.720	Sought a state appropriation for the position as a line item in the SEA budget.
V, F.	03	3.533	Sought funding for the position from a private foundation.
V, D.	04	3.200	Sought federal monies for the position under a source other than the "Community Schools Act."
V, E.	05	2.917	Sought funding for the position through state legislative action.
V, A.	06	2.500	Sought total funding of the position through monies from a state agency other than the SEA.
V, B.	07	1.333	Sought funding of the position jointly between the SEA and another state agency.

Research Question Six

What is the level of priority that community education holds in SEA's?

Table 8 illustrates a roughly bell-shaped spread of opinion regarding the
level of priority that community education holds in SEA's. However, there
were twice as many states (18) rating community education higher than the
median than there were rating it lower than the median (9). Because there
are no national assessments with which to compare the phenomenon, it
cannot be determined whether these data represent an increase or de-
crease in the perceived priority of community education in SEA's. Howev-
er, in light of the absence of federal mandates to implement community
education and the recent history of growth of community education in

Table 8

Level of priority of community education in SEA's

Very High Priority	High Priority	Medium Priority	Low Priority	Very Low Priority	Valid Cases	Missing Cases
			Number of Responses			
2	16	22	8	1	49	2

SEA's, community education has been well received by SEA's on a voluntary basis in a brief period of time.

Two respondents indicated that community education was a very high priority in their SEA's; sixteen respondents indicated that it was a high priority; twenty-two indicated that it was a medium priority; eight indicated that it was a low priority; and two were categorized as missing cases. Assigning numerical values of five, four, three, two, and one, respectively, to "very high", "high", "medium", "low", and "very low" provides for the possibility of calculating the mean response of 3.204, a score slightly higher than the median. Noting however, that the median, medium level priority with a numerical value of three, contained twenty-two responses, and that approximately thirty-seven percent of all responses fell above the median suggests that the mean is not the best measure in this case.

Summary and Conclusions

Background

A summary of the study findings, as well as an attempt to synthesize the, more important aspects of the previous study (Semple/DeLellis, 1977), are included in this chapter.

The study conducted by the CCSSO in 1977 attempted to identify what chief state school officers perceived to be the most important components of community education, what roles SEA's were currently playing in the development of community education, and what they perceived as the desired future SEA roles in community education development. The 1978 study attempted to determine the most effective strategies for implementing the desired future roles. In addition, the 1978 study attempted to determine the level of priority each SEA placed on community education.

Conclusions

The more effective strategies for providing technical assistance to LEA's reflect interesting perceptions by SEA staff pertaining to the program versus process components of community education, as well as to the traditional role that institutions of higher education have played in providing training. While the top-ranked strategy was for SEA's to train LEA staff and community members, the strategy ranked fourth was to refer them to those institutions of higher education that provide such training. This disparity may reflect a minor conflict. However, it might also be that training is provided by both agencies in a cooperative manner. Because training to local groups was the highest ranked strategy for implementing the highest priority role for SEA's in community education development, and because the definition of training was questioned, the subject may warrant further research.

The second ranked strategy for technical assistance focuses on the process of community education by helping establish and facilitate community groups, while the third and fifth ranked strategies focus on the programmatic aspects of community education. Probably the SEA staff providing the information perceive SEA involvement with both the process and programmatic efforts at the local level as important.

The strategies identified as most effective in encouraging SEA staff to plan cooperatively with other state agencies (Research Question Two) seem to imply that more activities of a general awareness type are occurring. The sharing of materials and conducting of meetings with other state

agencies may be considered effective in 1978 as they are logical first steps in raising the awareness level of other state agencies about the community education concept. The more specific cooperative activities, such as inclusion in state plans and membership on other agency groups require a high level of awareness and communication.

The rankings for strategies pertaining to the establishment of statewide community education goals (Research Question Three) included identifying state-level agencies to participate, charging an SEA staff member with the responsibility for goal development, presentation of goals to the state board, forming a group to actually establish the goals, and the establishment of a process for goal development. Although the "process" strategy ranked fifth, it had the fewest "Undecided or Not Attempted" responses. Apparently, this strategy is a necessary step, but past efforts are not viewed as having been as "effective" as others. Considering the emphasis community education places on "process" and "participation", it would seem logical that SEA community educators are concerned about a plan for goal setting that would result in greater community education awareness and agency interaction outcomes, along with the development of the actual goals.

The responses to Research Question Four concerning the dissemination of community education materials imply that personal contact by the SEA staff with the target audience is an important strategy consideration. Three of the four highest ranked strategies reflect this factor. The highest ranking was that of providing speeches or presentations to groups; second was conducting awareness/dissemination meetings; the third was bulk mailings to various statewide and local groups; and the fourth was establishing display booths at meetings, conferences or conventions.

The populations that were most frequently the focus of bulk mailings were statewide professional education associations, state school board members, professional associations related to education and local school administrative and instructional staff.

It is notable that Migocki's 1977 study of community educators at the SEA level reflects that 13.91% of the total time spent by SEA staff on community education activities is devoted to "preparing/disseminating community education publicity." This activity ranked fourth after "conducting on-site visitations" (21.12%), performing administrative functions (20.19%), and conducting conferences, seminars, workshops (19.28%). However, the dissemination function was reported as showing a decrease of 3.29%. This decrease was greatest in the expenditure of SEA staff time from the 1976 Migocki study to the 1977 Migocki study (3.29%). Possibly SEA staff are perceiving less need for more general dissemination activities as awareness of the community education concept grows. The findings of both this study and the 1977 Migocki study indicate needs for more personal and more tar-

geted dissemination activities.

The responses to Research Question Five, strategies for financially sup-
porting a community education position at the state level, indicate that the
most effective approach was funding through the federal "Community
Schools Act." The second ranked strategy was the creation of a state ap-
propriation for the position as a line item in the SEA budget.

Migocki (1977) reported that thirty-three states "Established, Funded and
Staffed" positions/offices, four states "Established and Funded"
positions/offices and eight states "Established" community education posi-
tion/offices. Although the Migocki study (1977) did not request information
concerning strategies or sources of funds, it did document a significant in-
crease in the number of "Established, Funded and Staffed" positions/of-
fices. The number increased from seventeen (Migocki, 1976) to thirty-three
(Migocki, 1977) Because the findings of Research Question Five in this
study were that twenty-six states indicated that federal aid was most effec-
tive and twelve states indicated that a state appropriation was most effec-
tive, it may be presumed that these were the two prevalent sources.

The sixth Research Question pertains to the level of priority each SEA
felt was placed upon community education development. This question
was included at the suggestion of the CCSSO Task Force.

Of forty-nine responses, eighteen states rated community education
higher than the median, while nine rated it lower than the median. It may
be assumed that a majority of the respondents do perceive that their SEA's
have assigned at least a "medium priority" to community education devel-
opment.

References

Fred Brown, Jr., *State Education Agency Strategies for Implementing Community Education*, a proposal for funding, under Section 405 of the Educational Amendments of 1974 (PL 93-380), from the Council of Chief State School Officers to the Office of Community Education, U.S.O.E., August, 1977.

E. David Migocki, *Community Education at the State Education Level*, Washington, D.C.: U.S. Office of Education, September, 1977.

E. David Migocki, *Community Education at the State Education Level*, Washington, D.C.: U.S. Office of Education, 1976.

Barry F. Semple and Anthony J. DeLellis, *Community Education and State Education Agencies: An Assessment of Existing and Future Roles*, Washington, D.C.: U.S. Office of Education, 1977.

Appendix

28

Table 9

Providing technical assistance to LEA's in the design of community education programs: summary of responses

(Related to Research Question One)

Questionnaire Item	Rank Order By $\bar{X}$	Effective				Ineffective
		5	4	3	2	1
I, A	6	8	17	12	5	1
I, B	7	5	20	14	3	1
I, C	3	14	16	14	1	1
I, D	2	11	24	9	3	0
I, E	1	17	20	4	1	1
I, F	4	16	15	5	8	0
I, G	8	4	17	15	2	1
I, H	5	9	25	7	4	0
I, I	10	2	8	20	3	2
I, J	9	3	13	10	2	1

Table 10

Encouraging SEA staff to plan cooperatively with other state agencies: summary of responses

(Related to Research Question Two)

Questionnaire Item	Rank Order By $\bar{X}$	Effective				Ineffective
II, A	3	1	15	13	2	1
II, B	5	2	4	13	6	0
II, C	2	11	12	12	5	1
II, D	1	10	19	14	3	0
II, E	4	5	5	16	4	1

$\bar{X}$	SD	Valid Cases	Undecided or Not Attempted	Missing Cases
3.605	1.003	43	7	1
3.581	0.879	43	5	3
3.891	0.948	46	3	2
3.915	0.830	47	3	1
4.186	0.880	43	6	2
3.886	1.104	44	6	1
3.539	0.854	39	9	3
3.867	0.842	45	4	2
3.143	0.879	35	14	2
3.517	0.911	29	20	2

$\bar{X}$	SD	Valid Cases	Undecided or Not Attempted	Missing Cases
3.406	0.798	32	17	2
3.080	0.862	25	25	1
3.659	1.086	41	10	0
3.783	0.867	46	4	1
3.290	1.006	31	18	2

Table 11

Establishing statewide community education goals:
summary of responses
(Related to Research Question Three)

Questionnaire Item	Rank Order By $\bar{X}$	Effective				Ineffective
		5	4	3	2	1
III, A	2	13	20	6	2	0
III, B	5	10	20	8	5	0
III, C	4	13	15	7	2	2
III, D	3	10	10	3	4	0
III, E	6	11	9	4	5	3
III, F	1	11	16	4	1	0
III, G	7	1	8	7	3	1

Table 12

Disseminating materials to promote community education to LEA's:
summary of responses
(Related to Research Question Four)

Questionnaire Item	Rank Order By $\bar{X}$	Effective				Ineffective
		5	4	3	2	1
IV, A	3	6	13	11	0	1
IV, B	2	10	10	7	0	2
IV, C	6	6	14	10	6	0
IV, D	4	6	10	8	3	1
IV, E	1	15	22	7	2	0
IV, F	7	10	8	11	6	2
IV, G	5	11	9	13	6	1
IV, H	8	5	7	7	4	1

31

$\bar{X}$	SD	Valid Cases	Undecided or Not Attempted	Missing Cases
4.073	0.818	41	8	2
3.814	0.932	43	7	1
3.897	1.095	39	11	1
3.963	1.055	27	23	1
3.625	1.362	32	18	1
4.156	0.767	32	18	1
3.250	0.967	20	28	3

$\bar{X}$	SD	Valid Cases	Undecided or Not Attempted	Missing Cases
3.742	0.893	31	6	14
3.897	1.113	29	0	22
3.556	0.969	36	14	1
3.607	1.066	28	20	3
4.087	0.812	46	2	3
3.486	1.216	37	12	2
3.575	1.130	40	17	4
3.458	1.141	24	24	3

Table 13

Providing financial support for a community education position at the
state level: summary of responses

(Related to Research Question Five)

Questionnaire Item	Rank Order By X̄	Effective			Ineffective	
		5	4	3	2	1
V, A	6	2	0	2	0	4
V, B	7	0	0	1	0	5
V, C	1	26	4	4	0	5
V, D	4	7	1	0	2	5
V, E	5	6	3	6	1	8
V, F	3	6	4	0	2	3
V, G	2	17	5	2	1	5

Survey Instrument CCSSO Community Education Study II

The purpose of the study is to identify those strategies and/or activities
SEA's have employed to implement the five major roles identified by chief
state school officers:

SEA Role I.
In your SEA's attempt to provide technical assistance to LEA's in the design
of Community Education programs, how do you rate the success of each
activity listed below?

Examples of Strategies/Activities ·

A. Planning and developing applications/proposals for funding assistance.
   Comments or specific activities: _____

   _____

B. Helping to develop forms to survey the needs and resources of the com-
   munity.
   Comments or specific activities: _____

   _____

C. Planning and developing community education programs.*
   Comments or specific activities: _____

   _____

*NOTE: Community education program means programs or projects that embody the communi-
ty education approach.

X̄	SD	Valid Cases	Undecided or Not Attempted.	Missing Cases
2.500	1.773	8	42	1
1.333	0.817	6	42	3
4.180	1.393	39	11	1
3.200	1.897	15	34	2
2.917	1.612	24	24	3
3.533	1.642	15	35	1
3.720	1.595	25	25	1

Instructions: Please circle the number next to the "Examples" listed below that correspond to your assessment of the effectiveness of the strategy and add any comments or specific activities that you feel are important on the lines provided.

Highly Effective				Ineffective	Undecided or Not Attempted
5	4	3	2	1	U-NA
5	4	3	2	1	U-NA
5	4	3	2	1	U-NA

34

D. Helping to establish and facilitate community education task forces, citizen groups and interagency councils.
Comments or specific activities: _____
_____

Examples of Strategies/Activities

E. Training local school and agency personnel in community education processes and practices.
Comments or specific activities _____
_____

F. Referring school and agency personnel and other interested community members who need training to institutions of higher education which can provide such training.
Comments or specific activities: _____
_____

G. Responding to requests for assistance in the preparation of budgets for community education programs.*
Comments or specific activities: _____
_____

H. Helping communities to improve quality and/or quantity of existing community education programs.*
Comments or specific activities: _____
_____

I. Helping communities and local community education administrators to develop evaluation plans and to conduct evaluations of community education programs.
Comments or specific activities: _____
_____

Examples of Strategies/Activities

J. Helping communities and local educational agencies bring their community education programs into conformity with any existing state policies, statutes and regulations applicable to community education.
Comments or specific activities: _____
_____

Please list other activities related to providing technical assistance to LEA's, and indicate the degree of success.
_____
_____
_____

*NOTE: Community education program means programs or projects that embody the community education approach.

35

5	4 3 2	1	U-NA
5	4 3 2	1	U-NA
5	4 3 2	1	U-NA
5	4 3 2	1	U-NA
5	4 3 2	1	U-NA
5	4 3 2	1	U-NA
5	4 3 2	1	U-NA

SEA Role II.

What steps has your SEA taken to encourage its staff to plan cooperatively with other state agencies?

Examples of Strategies/Activities

A. Require that state plans developed for the Department of Education (ie, Vocational Education, Title I, ESEA, Adult Education, etc.) include specific areas of cooperation with state plans and programs administered by other state agencies.
Comments or specific activities: _____

_____

B. Request that state plans developed by other state agencies (ie, Labor, Health, etc.) include specific examples of cooperation with state community education plans and programs administered by the Department of Education.
Comments or specific activities: _____

_____

C. Meetings are conducted by the SEA with staff from other state agencies to share community education plans and areas of concern.
Comments or specific activities: _____

_____

D. Informational materials are frequently shared between the SEA and other state agencies.
Comments or specific activities: _____

_____

E. Placement of SEA community education staff on state level agency bodies.
Comments or specific activities: _____

_____

Please list other steps taken:

_____

_____

_____

_____

_____

Highly Effective				Ineffective	Undecided or Not Attempted
5	4	3	2	1	U-NA
5	4	3	2	1	U-NA
5	4	3	2	1	U-NA
5	4	3	2	1	U-NA
5	4	3	2	1	U-NA

SEA Role III.

What steps has your SEA taken to establish statewide community education goals?

Examples of Strategies/Activities

A. A specific SEA staff member has been charged with the responsibility for developing statewide community education goals.
Comments or specific activities: _____

_____

B. A process has been determined for establishing statewide community education goals.
Comments or specific activities: _____

_____

C. A group has been formed whose tasks include the purpose of establishing community education goals.
Comments or specific activities: _____

_____

D. The goals have been or will be presented to the State Board of Education.
Comments or specific activities: _____

_____

E. A process has been established to disseminate statewide community education goals to other groups.
Comments or specific activities: _____

_____

F. Representatives of key state level agencies related to community education have been identified and/or requested to participate in the development of state goals.
Comments or specific activities: _____

_____

G. A process for periodic review has been established.
Comments or specific activities _____

_____

Please list other steps taken

_____

_____

_____

_____

_____

Highly Effective		Ineffective	Undecided or Not Attempted

5	4	3	2	1	U-NA
5	4	3	2	1	U-NA
5	4	3	2	1	U-NA
5	4	3	2	1	U-NA
5	4	3	2	1	U-NA
5	4	3	2	1	U-NA
5	4	3	2	1	U-NA

SEA Role IV.

What steps has your SEA taken in disseminating materials to promote community education to LEA's? (Please note that all of the examples listed below should be checked yes or no. Also, indicate the degree of effectiveness for the general strategy.)

Examples of Strategies/Activities

A. Bulk Mailing to the following groups.

1. local school administrative and instructional staff	Yes___ No___
2. local school board members	Yes___ No___
3. state school board members	Yes___ No___ •
4. municipal and/or county elected officials	Yes___ No___
5. state legislators	Yes___ No___
6. statewide parent groups	Yes___ No___
7. local parent and/or advisory groups	Yes___ No___
8. Civic, fraternal and service clubs⁻	Yes___ No___
9. statewide professional education associations (specify)	Yes___ No___

_____

_____

10. statewide professional associations related to educa- Yes___ No___
    tion (specify)

_____

_____

11. related agencies (specify)   Yes___ No___

_____

_____

B. Awareness/Dissemination Meetings
   1. Conducted on geographical basis   Yes___ No___
   2. Conducted for selected local audiences (ie, principals) Yes___ No___
   3. Open to all   Yes___ No___

Highly Effective				Ineffective	Undecided or Not Attempted
5	4	3	2	1	U-NA

5	4	3	2	1	U-NA

SEA Role IV. Continued

C. Providing materials to higher education institutions for their use.
   Comments or specific activities: _____
   _____

D. Establishing booths at meetings, conferences, or conventions of appro-
   priate groups or associations.
   Comments or specific activities: _____
   _____

E. Speeches or presentations delivered to various groups or associations.
   Comments or specific activities: _____
   _____

F. Use of statewide media to disseminate community education concept
   and available resources.
   Comments or specific activities: _____
   _____

G. Articles in statewide journals and newsletters.
   Comments or specific activities: _____
   _____

H. Statewide clearinghouse or resource center.
   Comments or specific activities: _____
   _____

Please describe other strategies employed by your SEA in disseminating
information on Community Education to LEA's, and comment on their ef-
fectiveness.
_____
_____
_____
_____
_____

5	4	3	2			1		U-NA
5	4	3	2			1		U-NA
5	4	3	2			1		U-NA
5	4	3	2			1		U-NA
5	4	3	2			1		U-NA
5	4	3	2			1		U-NA

14

SEA Role V.

What steps has your SEA taken in providing financial support for a Community Education position at the state level?

Examples of Strategies/Activities

A. Sought total funding of the position through monies from a state agency other than the SEA.
   Comments or specific activities: _____

B. Sought funding of the position jointly between the SEA and another state agency.
   Comments or specific activities: _____

C. Sought federal monies for the position under the "Community Schools Act."
   Comments or specific activities: _____

D. Sought federal monies for the position under a source *other* than the "Community Schools Act."
   Please specify or comment: _____

E. Sought funding for the position through state legislative action.
   Comments or specific activities: _____

F. Sought funding for the position from a private foundation.
   Please specify or comment: _____

G. Sought a state appropriation for the position as a line item in the SEA budget.
   Comments or specific activities: _____

H. Please indicate below how the position is now funded:

I. Does the position carry responsibility for anything other than community education? Yes___ No___
   If yes, please specify: _____

J. Title of the person responsible for Community Education in your SEA.

Highly Effective				Ineffective	Undecided or Not Attempted
5	4	3	2	1	U-NA
5	4	3	2	1	U-NA
5	4	3	2	1	U-NA
5	4	3	2	1	U-NA
5	4	3	2	1	U-NA
5	4	3	2	1	U-NA
5	4	3	2	1	U-NA

SEA Role VI.

There are many important priorities for every State Education Agency. We are asking that you provide some indication of the place that community education holds in the priorities of your SEA by responding to both the limited choice and open ended questions below. We realize that it may be difficult to indicate the specific stratum for any project or program of an SEA; however, we are asking that you attempt to answer the question to the best of your ability. For the purpose of answering this question, as with previous questions, please use the definition of community education provided on the directions page.

A. Community Education is considered a (check one):

Very High Priority _____

High Priority _____

Medium Level Priority _____

Low Priority _____

Very Low Priority _____

B. Please explain or qualify your answer to VI., A above: _____
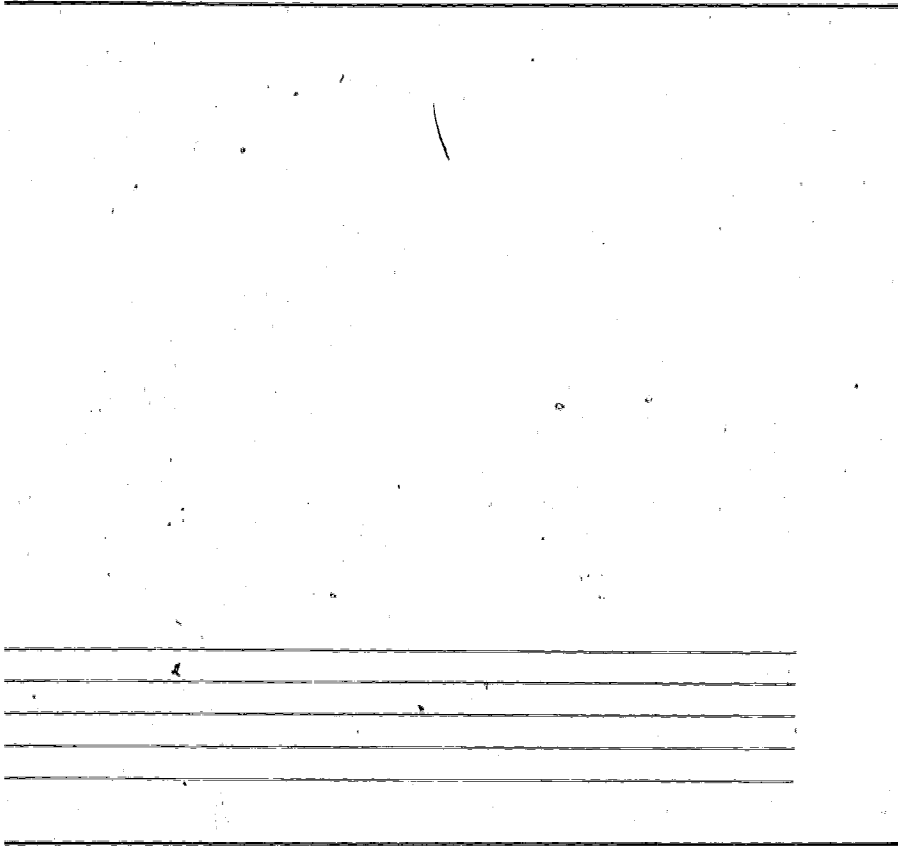
_____

_____

_____

_____

Please return this questionnaire to:
William I. Israel, Director of Special
   Projects
Council of Chief State School Officers
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Name of state: _____

Name and title of person filling out questionnaire:

_____

_____