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ABSTRACT

The 1991 National Community Education Needs Assessment Survey focused on material and training needs. A more than 65 percent return rate on the open-ended survey indicated commitment and concern of community educators; 263 community education contacts completed the 4-page survey. The typical community educator who responded was the director of community education for a local education agency with at least 10 years of experience. The "Community Education Journal," "Community Education Today," and state/regional association newsletters were widely received, well read, and considered useful. Respondents agreed on the need for additional information in the following areas: educational reform; community education professionalism, including training and how-to manuals; and community education as an academic discipline, including research and documentation. They identified educational reform as the prime topical area for additional community education training and the following areas for professional development: community education philosophy and concepts, management skills, funding alternatives, and leadership training. Although governmental and legislative support, program expansion, and identity and recognition were identified as essential to state growth, those who rated their states' level of initiatives as stagnant or weaker identified funding limitations as the key cause. (Appendixes, amounting to over two-thirds of the report, include participant lists, the survey, and detailed survey responses.) (YLB)

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National Networking for State Community Education Capacity Building

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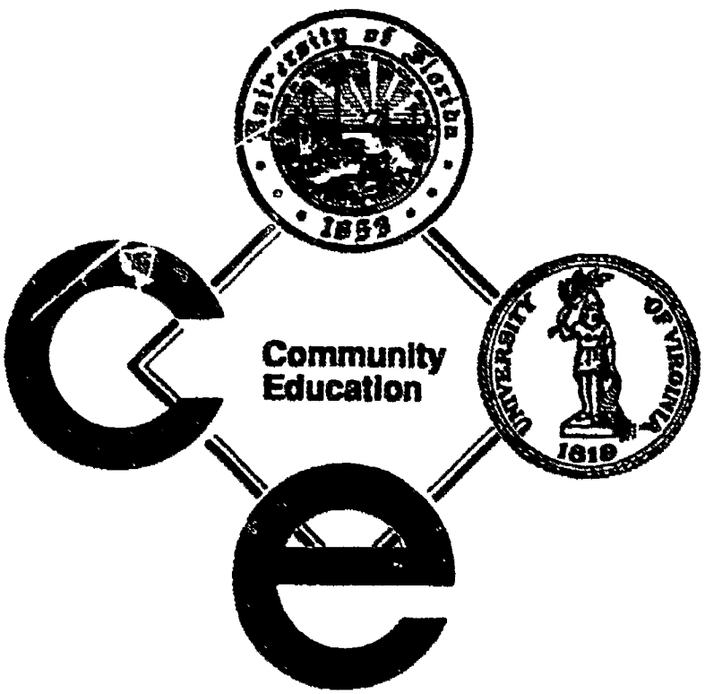

1991 Needs Assessment: Materials and Training

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National Networking for State

Community Education Capacity Building

1991 Needs Assessment: Materials and Training

Survey Report

by
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Mid-Atlantic Center for Community Education
Curry School of Education
University of Virginia

April 1992

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About the Capacity Building Project

The 1991-95 National Networking for State Community Education Capacity Building Project is a comprehensive approach to those strategies that need to be implemented over the next several years to help states build and strengthen their community education capacity. Its multi-faceted approach was designed to meet the developmental needs of states which are at varying stages of community education development, and its longitudinal approach fits the realities of the time consuming activities of network building and capacity development. The Capacity Building Project is made possible by grants from the Charles Stewart Mott Foundation of Flint, Michigan, which has been an advocate for, and financial supporter of, community education throughout the United States since the 1930s.

The Mid-Atlantic Center for Community Education at the University of Virginia and the Stewart Mott Davis Center for Community Education at the University of Florida are working on collateral aspects of the Capacity Building Project.

Since 1987, the Mid-Atlantic Center, with Mott Foundation support, has focused on community education planning and development at the state level. Previous projects have: supported the development/implementation of five-year community education state plans in 47 states; established a database on community education development; provided training sessions for state-level facilitators; and developed and disseminated several products including *Community Education Across America* (Decker and Romney 1990), a national reference manual of exemplary local community education projects. In its portion of the Capacity Building Project, the Mid-Atlantic Center is focusing on materials development and a continuation of its direct support for state-level activities. During the first project year, the Center conducted a national needs assessment that will serve as a guide for enhancing community education development over the next five years. Two publications focusing on educational restructuring and the community education process have been prepared for national distribution.

The Stewart Mott Davis Center for Community Education at the University of Florida is coordinating the second portion of the Capacity Building Project. The Stewart Mott Davis Center is focusing on the assessment aspects of the Capacity Building Project; specifically it is assessing the impact of the various state projects funded by the Mid-Atlantic Center and conducting a continuing national community education needs assessment that complements data being collected by the Mid-Atlantic Center. The Stewart Mott Davis Center has completed the first phase of its national assessment activities which focused on community education state-level capacity building in each of the states. This phase assessed the existence and status of: state planning; legislation and funding at the state level; state professional associations; college and university training centers; and state education agency involvement in community education development. Results of the assessment will be published in a monograph scheduled for distribution in Summer 1992.

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1991 NATIONAL NEEDS ASSESSMENT

Executive Summary

Since 1987, the Mid-Atlantic Center for Community Education at the University of Virginia has focused on community education planning and development at the state level. These efforts, made possible by a series of grants from the Charles Stewart Mott Foundation of Flint, Michigan, moved into a third phase of activities with the 1991-95 National Networking for State Community Education Capacity Building Project. An outgrowth of discussions with community educators across the country, the multi-faceted Capacity Building Project was designed as a comprehensive approach to those strategies that need to be implemented over the next several years to help states build and strengthen their community education capacity.

During the first year of the Capacity Building Project, the Center conducted a national needs assessment that will serve as a guide for enhancing community education development over the next five years. Four hundred community educators across the country were invited to participate. Following is a brief summary of the information provided by the 263 survey respondents.

The Respondent: A Community Educator Profile. The typical, or average, community educator who responded to the survey is the director of community education for a local education agency and has had at least 10 years of experience. He or she has taken two community education classes at a university/community education center and has attended a state community education association workshop. Additionally, in the last three years, he or she has attended one or two National Community Education Association (NCEA) conferences and every annual conference of his/her state association. Our typical respondent identifies him-/herself as a community educator and follows up on that self-identification by belonging to both the state and national community education associations in addition to one other professional association. Our community educator rates NCEA and the community education association and university center within his/her state as good sources of information.

Publications. The *Community Education Journal*, *Community Education Today*, and state/regional association newsletters are widely received, well read, and considered useful. *Community Education Across America* was judged to be a useful manual which should be revised every several years. Other "must" readings in community education are Decker's *Building Learning Communities*, other Decker/Mid-Atlantic Center publications, and Jack Minzey's textbooks. *Phi Delta KAPPAN*, LERN (Learning Resources Network) *Course Trends*, *Educational Leadership*, and national reform reports, including *America 2000*, were viewed as the most important readings outside the field of community education.

There is broad agreement on the need for additional information in the following areas: educational reform; community education professionalism, including training and how-to manuals; and community education as an academic discipline, including research and documentation.

Training. Educational reform was identified by respondents as the prime topical area for additional community education training. Other training and development needs identified in the survey focus on the practical—funding, management skills, and collaborations—and on the philosophical—a clarification of the discipline, especially the philosophy and concepts of community education.

Priorities and Enhancements. A majority of respondents rated community education initiatives in their own states as having become stronger over the last three years. While governmental and legislative support, program expansion, and identity and recognition were identified as key to state growth, those who rated their states' level of initiatives as stagnant or weaker identified funding limitations as the key cause. Among all community educators,

funding and lack of recognition were regarded as the biggest obstacles to community education development. By far the "best cure" identified was a proactive public relation/marketing and lobbying campaign.

Community educators are currently addressing the following issues: collaboration, literacy, adult basic education, educational reform, and the needs of children and families. With greater resources, they feel that they could address "everything" and "anything," but especially educational reform, child care, and literacy.

Resulting Activities. The Mid-Atlantic Center has begun to address some of the issues raised in this national needs assessment. Three current areas of activity are: (1) adaptation of this survey for state-level use; (2) use of the survey data to plan 1993 and 1994 National Invitational Institutes for State Network Training and Dialogues; and (3) preparation of materials focusing on community education's role in educational reform, both to provide information to community educators and to present community education to the broader education and policy-making communities.

Clearer identity and broader recognition of community education have been identified as the field's most pressing needs. The need to educate others about community education and the obstacles that exist because others don't understand community education are themes that recur over many survey questions. This challenge calls for a proactive response by all community educators.

1991 NATIONAL

NEEDS ASSESSMENT

BACKGROUND

Planning and Implementation Phases

Since 1987, the Mid-Atlantic Center for Community Education at the University of Virginia has focused on community education planning and development at the state level. These efforts were made possible by a series of grants from the Charles Stewart Mott Foundation of Flint, Michigan, which has been an advocate for, and financial supporter of, community education throughout the United States since the 1930s.

During the first two phases of the project, the Center concentrated on developmental aspects of state-level community education capacity building. During 1987-88, this concentration was on planning for community education growth. The National State Community Education Planning Project enabled the Center to assess the current status of state-level community education development and to identify those factors common to states with successful and comprehensive community education networks and programs. As part of that process, the Center made planning assistance awards available to each state. Representatives of 47 states and the District of Columbia applied for and were awarded assistance grants to help support the development/updating of their state's five-year (1988-93) state community education plan. State grant facilitators also were involved in several Center-sponsored activities designed to provide a broadened perspective on the national community education movement and to explore community education development in other states. These activities included a workshop and follow-up session, cosponsored by the National Center for Community Education, and a national teleconference on community education planning and development, cosponsored by the National Cooperative Extension Center at Virginia Tech.

This direct, state-level assistance had several significant results. One was the successful development of new and/or revised state plans in all but one of the participating states. Another was the establishment of a database on state community education development compiled from information collected during the project. A third result, an important byproduct of the project, was heightened enthusiasm and communications within and among existing state community education networks. These outcomes not only documented the success of the National State Community Education Planning Project, but also provided the rationale for the activities that followed.

The National State Planning and Implementation Project, conducted during 1989-90, focused on implementation. Through a competitive process, 27 states that had been involved in the initial Planning Project were awarded additional funds to assist with specific follow-up and implementation strategies. The implementation grants were awarded to assist with "the next step" in advancing community education in a particular state, especially in the area of statewide networking.

The Mid-Atlantic Center continued its focus on communications by developing and disseminating two products. The first was the Fall 1989 special issue of the *Community Education Journal*, "Planning Tomorrow: Can Communities Fix American Education?" Larry Decker, Center director, served as guest editor. The issue highlighted information about past and present state-level community education development activities and then looked to the future to delineate activities and expectations in state-level community education planning and capacity building efforts.

The second communications initiative was the development of a national reference manual, *Community Education Across America* (Decker and Romney 1990), which identified exemplary local community education projects and described the status of statewide community education initiatives and support networks. From discussions with state facilitators and state and local practitioners, the Center had determined that there was a need for this type of "idea source," a place to find out what others were doing, with what level of resources, and to ascertain what might be

replicable. Almost 250 local programs in 45 states were nominated for inclusion, and approximately 140 of them were described in the reference manual.

Although activity at both the state and local levels increased as a result of these two projects, it was clear that community education functioned at widely various levels of development in the different states. Some states are just beginning to learn about community education and to develop community schools and community education programs while others have highly developed community education networks and many comprehensive local projects involved in innovative programming. Between these two extremes, there are states with highly developed, comprehensive local programs and weak state-level networks and states with excellent, comprehensive demonstration projects and sporadic network activity. The diversity among states also includes diversity in the "prime players" in a state-level network, which may include any combination of state education agency, institutions of higher education, state associations, active local projects, and other interested and/or cooperating agencies.

With such divergent situations, states require different types of assistance to further community education development. Some states need assistance to solidify the early steps they have made in establishing their community education plans. Other states are ready to move into training and implementation stages. All states have a need for convening activities that can help establish or reaffirm their legitimacy within the community and in the political and educational arenas. Networks themselves are not static entities. Even the mature and well functioning networks need to be renewed, rebuilt, and adapted to changes in personnel, leadership, and restructuring now taking place in the educational systems of many states.

National Networking Phases 1991-1995

Recognizing that network building and capacity development are time consuming activities that require sustained nurturing over a period of time, the Mid-Atlantic Center for Community Education began a multi-year, multi-faceted project, the 1991-95 National Networking for State Community Education Capacity Building Project. An outgrowth of discussions with community educators across the country, the project was designed as a comprehensive approach to those strategies that need to be implemented over the next several years to best meet the needs of the various states as they build and strengthen their community education capacity.

Because of its longitudinal design, the Capacity Building Project allows for a natural progression of activities within each of its three objective areas.

1. Grant Awards

This objective area continues the project's provision of small grants to assist state-level development. Over the five-year period, approximately $210,000 in grants will be awarded. Grants are competitively awarded to support the following activities:

(1) revision/implementation of the community education state plan;
(2) documentation/evaluation of the state model or outcomes; and
(3) provision of state/regional training.

Over the five-year project period, emphasis will shift from state plan development/implementation to documentation and regional training.

2. **National Invitational Institutes for State Network Training**
These institutes will provide both leadership training and the opportunity for dialogue among practitioners whose states are at varying levels of community education development. The focus is on training state teams, thus broadening the base of leadership within a state so that community education will be less vulnerable to the career changes of a single individual. This is especially important because of the "graying" of many community education leaders who were trained during the 1970s in Mott Foundation-supported degree programs at several universities. The institutes, cosponsored by the National Center for Community Education (NCCE), the National Community Education Association (NCEA), and the Council of Chief State School Officers (CCSSO) will be held in 1993 and 1994.

3. **National Needs Assessment, Materials Development, and Dissemination**
One of the problems of short-term projects is that there is often insufficient time to conduct an assessment of what needs to be done and then do it. The Capacity Building Project's five-year time period allows the Mid-Atlantic Center to do just that. Beginning with an assessment/evaluation phase, each succeeding project year will include development, dissemination, and material/product evaluation aspects. This sequencing assures that assessment, development, dissemination, feedback and evaluation, and revision are part of the evolution of each product. This 1991 National Needs Assessment is the first step in this process.

The Center has received invaluable support and guidance from the National Projects Advisory Committee, which has helped shape the scope and direction of the Center's efforts (Appendix A). The Committee also advises a concurrent, companion project at the University of Florida, Assessing the Impact of the National Networking for State Community Education Capacity Building Project. Funded by the Mott Foundation, the Assessment Project is providing third-party evaluation/documentation of the progress and effects of the Mid-Atlantic Center's Planning and Implementation Projects. Specifically, the Assessment Project will evaluate and document changes in state-level community education capacity over the 1991-95 period and will develop in-depth documentation on model programs.

NATIONAL COMMUNITY EDUCATION NEEDS ASSESSMENT

Development of the Survey Instrument

Recognizing that the results of its 1991 needs assessment would serve as a guide for enhancing community education development over the next five years, the Center worked with several groups in development of the survey form to ensure that it (1) would be comprehensive enough to fill a variety of future planning needs and (2) would be clear and easy to complete in order to encourage a high rate of return and to facilitate analysis.

Initial planning began with the November 28, 1990 National Projects Advisory Committee meeting held in conjunction with the NCEA Conference in San Antonio, Texas. At that time, topical areas to be covered by the survey and planned distribution were provisionally decided. During the meeting, the Committee agreed to work with the Mid-Atlantic Center throughout the process of developing the survey form.

The Center developed a first draft during February and March 1991. This was sent to the Advisory Committee for reactions and recommendations. Following revisions based on the committee's comments, a pilot test was conducted in early April involving the Advisory Committee and selected community educators across the country (Appendix A). The pilot group provided thorough feedback and recommendations, which were incorporated into the next revision. As a final step, the survey form was evaluated by the Instrument Review Panel of the Curry School of Education, University of Virginia. The Panel's recommendations resulted in several format and organizational changes.

The final four-page survey form combined several scaled evaluation questions with numerous open-ended format questions in four categories: the respondent; publications; training; and priorities and enhancement (Appendix B).

Space was provided at the end of the survey for updating the identification and address of those who should be included in the Center's mailing list. Because of the estimated 20 minutes required to complete the survey, there was concern about what the return rate would be, but the need for comprehensive data on publication, training, and state capacity building needs far outweighed this concern.

Survey Distribution and Rate of Return

Beginning May 2, 1991, the "National State Community Education Capacity Building Project 1991 Needs Assessment: Materials and Training" was mailed to 400 community educators, representing all 50 states and the District of Columbia, who had been identified as state and local community education leaders. They included:

1. current and former state planning project facilitators;
2. community education center network personnel;
3. state community education association presidents and NCEA liaisons; and
4. all local community education contacts as listed in *Community Education Across America* (Decker and Romney 1990).

No attempt was made to identify equal numbers of potential participants in each state. As would be expected given variations in the level of past community education activity, the number of potential participants varied by state from a high of 20 (Florida) to a low of one (Rhode Island).

The survey's first mailing contained numerous enclosures, and therefore was sent by third class mail. This resulted in delayed deliveries to the western part of the country and to Alaska and Hawaii. A second mailing on June 7, containing no other enclosures, was sent by first class mail.

Seven surveys were returned unanswered either because an individual had moved and the form was undeliverable by the post office, or had left or retired and the form was returned by his/her agency. One hundred eighty-eight (188) community educators, 47.0 percent of those polled, responded to the first mailing. The second mailing produced an additional 75 responses (18.8 percent). In all, 263 community educators, at least one respondent from each state and the District of Columbia, representing 65.8 percent of those invited to participate, provided information for the survey results described in this report (Appendix A).

Data Analysis

The responses from each returned survey were recorded on an individual survey report form. A survey report form was also completed for each survey not returned; these forms included only the identification number and state to which it had been sent. Due to the multiple responses possible for many questions, there were 118 possible variables.

Forced-response questions, primarily Likert scales, were coded in a straightforward, quantitative manner, using an a priori coding guide. Open-ended questions, the majority of those included in the survey, were coded qualitatively, using an emergent design. Unless specifically stated otherwise on the survey form, the first four responses to open-ended questions were coded and included on the survey report form.

To control for consistency, one person completed the coding for all open-ended questions. The coding guide was reviewed after all surveys had been coded to eliminate any duplication of entries. At this point, all survey report forms were sent to the Academic Computing Center, University of Virginia for computer entry using a fixed format for analysis with SPSS[x] version 4.1.

Because of the large number of possible responses to open-ended questions resulting from use of an emergent coding design, responses were clustered into broad categories to facilitate interpretation and use of results. In general, a five-percent-of-cases criterion was used in determining separate category classifications. For questions related to each other, e.g., questions 24 and 25—what issues are currently being addressed/what issues could be addressed—an attempt was made to provide information on the same categories across questions. Also, where the creation of additional categories was likely to increase clarity and interpretability, this was done.

For each question, frequencies and percents of cases were tabulated. The Multi Response Groups procedure was used to tabulate total frequencies and percents of cases for questions for which more than one answer/response was possible. Unless otherwise specified, "percent of cases" is used to refer to the percent of respondents who indicated that answer to the question, i.e., the frequency of that answer divided by the number of respondents to the question. The percent of cases is not based on the total number of responses to the question, nor does it indicate the percent of total responses that answer represents. Therefore, for questions permitting multiple answers from a respondent, the total percent of cases for all answers exceeds 100 percent. One may use the figure "total percent of cases" to determine the average number of answers per respondent to that question; i.e., a total percent of cases of 327 percent means that those who responded to the question provided an average of 3.27 answers each. Throughout, percents are based on the total number of individuals who answered a particular question, not the total number of individuals involved in the survey. Responses included in the "comments" category are counted in the total number of responses, but that category itself is not included in references to the number of response categories.

Appendix C lists categorical responses to each question. In qualitative research, the researcher's background, preferences, and biases affect the emergent coding system and, especially, the organization of raw data into a workable number of categorical responses; Appendix D provides a complete listing of the responses that make up each category, so that readers may draw their own conclusions. Where appropriate, both Appendix C and Appendix D contain additional statistical information, such as the number of respondents answering a particular question, the mode (the most commonly given response), and the mean (the mathematically average response).

This report will focus on categorical responses and single-item responses within categories only when they individually meet the five-percent-of-cases criterion or provide additional specificity. Tables are also included for questions involving a scaled evaluation of the response, e.g., question 23—comparative strength of initiatives, scaled much stronger to much weaker, and the open-ended "why," again focusing on categories. In some cases, the evaluation scale has been condensed for clarity and ease of interpretation.

SURVEY RESULTS

Concerning the Respondent

This section, which includes survey questions 1 through 11, was designed to provide background information. From this, a "community educator profile" of respondents and an evaluative database of past and currently available training and information sources can be developed.

Questions 1-4: The Work Situation. The first four survey questions ask where the individual works and his/her length of involvement with community education. Each state and the District of Columbia is represented by at least one (Arkansas, Connecticut, Delaware, Hawaii, Mississippi, Nevada, New Mexico, Rhode Island, and South Dakota) and by as many as 17 (Michigan) respondents. Two respondents indicated that they work in "all states," as they are associated with national organizations. One of these, however, was reclassified as working in a specific state, since the respondent indicated that the responses were specific to that state.

Since most of those who received the survey work for local agencies, it is not surprising that the vast majority of respondents work for local agencies. Although all who received a survey had been identified as communi

education contacts, respondents identified themselves by a variety of titles, 62 percent of which included the term "community education." As expected from the method used to identify survey recipients, the majority of respondents have been involved in community education for many years. More than 64 percent have 10 or more years of experience, while only 9 percent have one to three years experience. Table 1 summarizes the data on the work experience of respondents.

Table 1
Work Experience

Where do you work? [263 cases]	Number	% Cases
Local agency [3][1]	**169**	**64.3**
Local education agency	164	62.4
State agency [2]	**30**	**11.4**
State education agency	29	11.0
Higher education institution [1]	**42**	**16.0**
National organization/project [1]	**8**	**3.0**
Other [6]	**14**	**5.3**

What is your present position or job title? [261 cases]	Number	% Cases
Community education titles [20]	**162**	**62.1**
Community education specific [11]	**135**	**51.7**
Community school coordinator/director/principal	18	6.9
District coordinator/supervisor/director	83	31.8
Community education with other duties [9]	**27**	**10.3**
Administrative titles [10]	**45**	**7.2**
Director (various levels)	16	6.1
Adult, continuing, and vocational education (dean/director/specialist) [6]	**7**	**2.7**
Community specialists (coordinator/director) [3]	**9**	**3.4**
Resource/support services (coordinator/director) [13]	**14**	**5.4**
Teaching/education specialists [4]	**12**	**4.6**
Other [6]	**12**	**4.6**

How many years have you been involved in community education? [263 cases]

	Number	% Cases
1-3 years	**24**	**9.1**
4-6 years	**35**	**13.3**
7-9 years	**34**	**12.9**
10+ years	**170**	**64.6**

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[1]Indicates total number of single items that comprise the category.

Question 5: Past Training Experiences. Fully 80.6 percent, or 212 respondents, said that they had had some formal training in community education, usually indicating that they had had more than one training experience. In fact, those who had received training averaged 3.04 training events per person.[2] Only 48 respondents (18.3 percent) said that they had received no formal training, while three (1.1 percent) commented that they had had some type of training without directly answering the question. A variety of types and sources of training were indicated. Most of those who had received formal training had been involved in university or community education center classes and workshops; 142 training events of this type were listed, in addition to 100 degree programs in community education. Other significant sources of training included NCCE (91 events), state and regional community education associations (84 events), NCEA (54 events), state and federal departments of education (43 events), and Mott programs (42 events). In all, 636 training events were reported by 209 respondents. Of this total, 493 events (81.1 percent) were evaluated as being very useful, and only 2 events (0.3 percent) were evaluated as not useful. Table 2 lists training events and Table 3 provides a cross tabulation of type/source of training event by evaluation of usefulness. This cross tabulation includes only those events for which there was also an evaluative response.

Table 2
Past Training Experiences

Type/source of training programs listed	No.	%Responses	%Cases
Degree program [1]	**100**	**15.7**	**47.8**
University class/workshop [3]	**142**	**22.3**	**67.9**
University/Community Education Center class/workshop	124	19.5	59.3
National Center for Community Education [3]	**91**	**14.3**	**43.5**
NCCE	69	10.8	33.0
Renewal/Leadership Institute	21	3.3	10.0
National Community Education Association [1]	**54**	**8.5**	**25.8**
Mott programs [2]	**42**	**6.6**	**20.1**
Mott	37	5.8	17.7
Other community education programs [5]	**16**	**2.5**	**7.7**
Conferences/workshops (not specified) [1]	**25**	**3.9**	**12.0**
Departments of education programs [2]	**43**	**6.8**	**20.6**
State department workshop	39	6.1	18.7
State/regional community education association programs [2]	**84**	**13.2**	**40.2**
State association	79	12.4	37.8
Other training [12]	**39**	**6.1**	**18.7**
TOTAL [209 cases]	**636**	**100.0**	**304.3**

[2]It should be noted that in computing the number of events, five events actually refers to five or more, so that the actual average number of events is higher than computed. In instances in which a respondent specified a type of training event, followed by such words as "many," "10," or other indications of multiple events, it was counted as no more than five training events.

Table 3
Evaluation of Past Training Experiences

Number (%) of responses rating that training event as:	Very Useful	Somewhat Useful	Slightly Useful	Not Useful
Degree program	71	16	3	1
	(78.0)	(17.6)	(3.3)	(1.1)
University class/workshop	122	15	2	0
	(87.8)	(10.8)	(1.4)	(0.0)
National Center for Community Education	60	6	1	0
	(89.6)	(9.0)	(1.5)	(0.0)
National Community Education Association	39	12	0	0
	(76.5)	(23.5)	(0.0)	(0.0)
Mott programs	54	6	1	0
	(88.5)	(9.8)	(1.6)	(0.0)
Other community education programs	14	1	0	0
	(93.3)	(6.7)	(0.0)	(0.0)
Conferences/workshops (not specified)	16	5	1	0
	(72.7)	(22.7)	(4.5)	(0.0)
Departments of education programs	26	11	5	0
	(61.9)	(26.2)	(11.9)	(0.0)
State/regional community education association programs	64	16	0	1
	(79.0)	(19.8)	(0.0)	(0.0)
Other training	27	11	1	0
	(69.2)	(28.2)	(2.6)	(0.0)
TOTAL [199 cases]	493	99	14	2
	(81.1)	(16.3)	(2.3)	(0.3)

Question 6: Conference Attendance. While both NCEA and state association conferences and workshops were listed among training events, attendance at conferences was specifically queried. Of those who responded to each question, 177 (73.1 percent) had attended at least one NCEA conference, and 228 (89.8 percent) had attended at least one state association conference. While many (176 or 69.3 percent) attended state conferences in each of the three years listed, only 76 respondents (31.4 percent) indicated that they attended all three national conferences during this time period. Table 4 delineates responses by the type, number, and year of conference attendance.

Table 4
Conference Attendance

	NCEA	State Assoc.
Number (%) attending		
All three conferences	76 (31.4)	176 (69.3)
Two conferences	41 (16.9)	22 (8.7)
One conferences	60 (24.8)	30 (11.8)
None of the conferences	65 (26.9)	23 (9.1)
Number (%) attending at least one conference	177 (73.1)	228 (89.8)
Years of conference attendance		
1988	126 (71.5)	194 (85.1)
1989	123 (69.5)	199 (87.3)
1990	120 (67.8)	206 (90.3)

Questions 7-9: Professional Identification. Two important aspects of professional identification are association affiliations and primary area of professional interest or discipline. Not surprisingly, most respondents belong to the state and/or national community education association (Table 5). Respondents averaged 2.5 professional associations per person. Approximately 59 percent of cases claimed NCEA membership, and more than 72 percent of cases, state/regional association membership. This last is an interesting fact. There were 259 individuals responding to both Question 7 and Question 9. Yet, for Question 7, which asked respondents to supply the names of professional affiliations, there were 187 listings of state/regional association membership, while in Question 9, which directly asked about state association membership, 231, 89.2 percent of question respondents, replied positively. Possible explanations include: respondents felt that state association membership was so obvious that they did not list it; respondents did not think of the state association as a professional affiliation; or state association membership was lower on their priority list of memberships so that they did not include it.

Table 5
Professional Association Affiliations

	No.	%Responses	%Cases
Community education [5]	**355**	**55.4**	**137.1**
NCEA	153	23.9	59.1
State/regional community education association	187	29.2	72.2
Administration [6]	**35**	**5.5**	**13.5**
Educational administration	26	4.1	10.0
Adult, continuing & vocational education [5]	**63**	**9.8**	**24.3**
Adult/adult basic education	21	3.3	8.1
Adult & continuing education	29	4.5	11.2
Business & management [9]	**10**	**1.6**	**3.9**
Child, youth & family [7]	**14**	**2.2**	**5.4**
Other education associations [17]	**140**	**21.8**	**54.1**
Other, including alumni	43	6.7	16.6
Phi Delta Kappa	19	3.0	7.3
School public relations	26	4.1	10.0
Other [7]	**22**	**3.4**	**8.5**
None [1]	**2**	**.3**	**.8**
TOTAL [259 cases]	**641**	**100.0**	**247.5**

A deliberate decision was made during survey design to limit identification of the primary area of professional interest to one. Simply, we did not wish to know who considered community education one of several professional concerns, but rather wished to know who considered community education their prime area of professional interest. Claimed by 37.4 percent of respondents, community education was the most frequently cited category of primary professional discipline. However, 62.6 percent claimed a variety of other disciplines, ranging from almost 16 percent whose concern was management/administration to a variety of "other" interests claimed by only one respondent each (Table 6).

Table 6
Primary Area of Professional Interest
(only one listed)

[246 cases]	Number	% Cases
Community education [4]	**92**	**37.4**
Community education or specific community education group	84	34.1
Adult, continuing & vocational education [4]	**30**	**12.2**
Adult education, including GED	19	7.7
Business & management [7]	**39**	**15.9**
Educational administration	22	8.9
Child, youth & family [9]	**14**	**5.7**
Community [7]	**13**	**5.3**
Other education [16]	**42**	**17.1**
Other [8]	**16**	**6.5**

Table 7
"Best Source" of Information

	No.	%Responses	%Cases
Community education centers [3]	**22**	**6.0**	**8.7**
University/community education center	19	5.1	7.5
Community Education Journal **[1]**	**24**	**6.5**	**9.5**
Community Education Today **[1]**	**28**	**7.6**	**11.1**
Department of Education [4]	**24**	**6.5**	**9.5**
Department of education	20	5.4	7.9
Mott Foundation [2]	**13**	**3.5**	**5.2**
National Center for Community Education [2]	**16**	**4.3**	**6.3**
NCCE	14	3.8	5.6
National Community Education Association [2]	**76**	**20.7**	**30.2**
NCEA, including publications & conferences	75	20.4	29.8
Self & other community education professionals [8]	**42**	**11.4**	**16.7**
Other professionals/districts	20	5.4	7.9
State & regional associations [3]	**61**	**16.6**	**24.2**
Association (meetings, materials)	58	15.8	23.0
Other community education sources [12]	**40**	**10.8**	**15.9**
Written materials (not specified) [5]	**17**	**4.6**	**6.7**
Other (outside community education) [7]	**15**	**4.1**	**6.0**
TOTAL [252 cases]	369	100.0	146.4

Questions 10 and 11: Sources of Information. Where can community educators find out what is happening in community education? That is the question addressed in these two items. The national and state/regional associations were by far the most frequently cited "best source" of information (Tables 7 and 8). In more than 30 percent of cases, NCEA was listed as the best source. Additionally, *Community Education Today* was cited in more than 11 percent of cases and the *Community Education Journal* in 9.5 percent. At the state level, 188 respondents (79 percent) said they had a good internal source of information. The three prime sources within states were the state association, a university/community education center, and the state department of education.

Table 8
Good State Sources of Information

	No.	%Responses	%Cases
Is there a good state source? [238 cases]			
Yes	**188**		**79.0**
No	**50**		**21.0**
Good state sources:			
Community education centers [3]	**62**	**23.1**	**31.3**
University/community education center	51	19.0	25.8
Department of education [2]	**48**	**17.9**	**24.2**
State department of education, including superintendent	44	16.4	22.2
Local resources [4]	**16**	**6.0**	**8.1**
State/regional association [6]	**111**	**41.4**	**56.1**
State association 96	35.8	48.5	
Other [7]	**18**	**6.7**	**9.1**
Comments (no source listed) [4]	**13**	**4.9**	**6.6**
TOTAL [198 cases]	**268**	**100.0**	**135.4**

Background Summary: A Community Educator Profile. To help put survey information into better perspective, here is a composite picture of the typical or average respondent upon whom the data are based. He or she is the director of community education for a local education agency with at least 10 years of experience. He or she has taken two community education classes at a university/community education center and has attended a state community education association workshop. Additionally, in the last three years, he or she has attended one or two NCEA conferences and every annual conference of his or her state association. This composite respondent identifies him-/herself as a community educator and follows up on that self-identification by belonging to the state and national association in addition to one other professional association. NCEA, the state community education association, and the university center within his/her state are all good sources of information.

This is a very positive general picture, suggesting that what follows comes from someone who is trained, experienced, involved, and concerned. However, it must again be pointed out that, although respondents most frequently identified themselves as community educators, more than 62 percent identified an area other than, but sometimes related to, community education as their primary area of professional interest.

Concerning Publications

NCEA publishes two periodicals; many state associations have their own newsletters; and the Mid-Atlantic Center recently published a reference manual on state-level networking and local exemplary community education projects. Which materials do respondents currently use? What do they think of them? What information gaps exist in currently available publications? What needs to be done? Survey questions 12 through 20 address these issues.

Questions 11-15: Association Publications. Whereas only 59 percent of respondents specified membership in NCEA, more than 75 percent said that they receive the *Community Education Journal (CEJ)* and more than 79 percent *Community Education Today (CET)*. This rate is even higher (84 percent) for state association newsletters (SAN) (Table 9). Thus we can say that these publications are readily available to community educators. But are they used and, more importantly, are they useful? The answer to both questions, for all three publications, is yes. More than 72 percent of respondents said they read all or most of the *CEJ*, more than 83 percent *CET*, and, astonishingly, more than 94 percent of respondents read all or most of their state association newsletters. No respondents said they read "none" for any of these publications, only two said "very little" for *CET*, and only three each said "very little" for the *CEJ* and the state association newsletter. Evaluations of these publications' usefulness are equally impressive. The *CEJ* is rated as very or somewhat useful by more than 93 percent of respondents, *CET* by more than 94 percent, and the state association newsletter by more than 90 percent of respondents. In fact, only three respondents stated that the *CEJ* was not useful, and only two rated *CET* and their state association newsletter that way.

Table 9
Association Publications

Number (%) responding:	CEJ		CET		SAN *	
Do you receive this publication?						
Yes	187	(75.4)	102	(79.4)	210	(84.0)
No	61	(24.6)	52	(20.6)	33	(13.2)
Other	0	(0.0)	0	(0.0)	7	(2.8)
TOTAL CASE	**248**		**154**		**250**	
How much of it do you read?						
All	48	(25.3)	79	(39.1)	156	(73.2)
Most	89	(46.8)	88	(43.6)	44	(20.7)
Some	50	(26.3)	33	(16.3)	10	(4.7)
Very little	3	(1.6)	2	(0.1)	3	(1.4)
None	0	(0.0)	0	(0.0)	0	(0.0)
TOTAL CASES	**190**		**202**		**213**	
How useful is it?						
Very Useful	96	(50.2)	112	(55.2)	117	(56.5)
Somewhat useful	83	(43.5)	79	(38.9)	70	(33.8)
Slightly useful	9	(4.7)	10	(4.9)	18	(8.7)
Not useful	3	(1.6)	2	(1.0)	2	(1.0)
TOTAL CASES	**191**		**203**		**207**	

*State association newsletter

Although there is apparently a great deal of satisfaction with current publications, they are not meeting all informational needs. Question 15 asks which topics need to be added to, or emphasized in, the topical agenda of these publications (Table 10). One issue stands out: *America 2000* and educational reform. More respondents mentioned the need for greater coverage of this single topic than any other. In fact, community education's role in the broader education community, the category that includes educational reform, was the most frequently cited category of informational need. Community education professionalism was the second most frequently cited category, although no one specific item within the category was ranked at or above the five-percent-of-cases criterion level. Other categories of prime interest include: community education as a discipline, with research and

documentation as a highly rated single topic; child, youth, and family issues; public relations and marketing; and funding and resources, with both funding alternatives and grant and proposal development as highly rated single topics. A variety of topics in the format, programming, and issues categories received limited mention, with only innovative and successful programming ideas and publication of practical how-to information receiving significant support.

Table 10
Additional Topics for Association Publications

	No.	%Responses	%Cases
Community education as a discipline [5]	**17**	**7.7**	**11.8**
Research & documentation	8	3.6	5.6
Community education professionalism/training & professional development [12]	**25**	**11.4**	**17.4**
Community education & the broader education community [10]	**30**	**13.6**	**20.8**
Educational reform/*America 2000*	13	5.9	9.0
Child, youth & family [6]	**15**	**6.8**	**10.4**
Collaborations [3]	**8**	**3.6**	**5.6**
Community [5]	**8**	**3.6**	**5.6**
Format/focus [9]	**20**	**9.1**	**13.9**
How-to information (practical, specific)	8	3.6	5.6
Funding & resources [3]	**20**	**9.1**	**13.9**
Funding alternatives	10	4.5	6.9
Grant & proposal development/availability	9	4.1	6.3
Programming [11]	**24**	**10.9**	**16.7**
Innovative/successful programming ideas	8	3.6	5.6
Public relations & marketing [4]	**13**	**5.9**	**9.0**
Other specific issues [12]	**22**	**10.0**	**15.3**
Comments (no topic listed) [2]	**18**	**8.2**	**12.5**
Don't know, nothing missing, etc.	17	7.7	11.8
TOTAL [144 cases]	220	100.0	152.8

Question 16: ***Community Education Across America.*** The Mid-Atlantic Center distributed copies of this manual to all community education contacts listed ir the publication, so it is not surprising that 75 percent of respondents from a mailing list that included those same contacts stated that they had received a copy previous to the survey mailing (Table 11). More than 86 percent of respondents rated the manual very or somewhat useful and only five respondents (2.5 percent) rated it as not useful. Most (68.6 percent) felt that a new edition should be updated and printed. Even some of those who felt that a new edition was not necessary (19 respondents or 9.9 percent) made suggestions for a new edition, usually in terms of "not every year" or "only as needed." The recommendations for improvement from many respondents focused on this issue of timing. Revision on a periodic basis, not annually, was the most common specific recommendation. A change recommended by six respondents (5.2 percent) was to organize the manual by program type, topic, and population served, rather than by state. Positive comment on the publication as a reference and source of ideas was the response most frequently given (42 respondents or 36.2 percent).

Table 11
Community Education Across America

	No.	%Responses	%Cases
Did you receive a prior copy? [252 cases]			
Yes	189		75.0
No	62		24.6
Don't know	1		.4
How useful is it? [197 cases]			
Very useful	86		43.7
Somewhat useful	85		43.1
Slightly useful	21		10.7
Not useful	5		2.5
Should a new edition be collected and printed? [191 cases]			
Yes	131		68.6
No	19		9.9
No Opinion	41		21.5
Comments and recommendations			
Format [5]	**21**	**14.8**	**18.1**
Index & cross reference by topic & population served	9	6.3	7.8
Organize by program types, topics & population served	6	4.2	5.2
Program information [10]	**19**	**13.4**	**16.4**
Suggestions for additional information [4]	**8**	**5.6**	**6.9**
Updating & distribution [6]	**30**	**21.1**	**25.9**
Update as needed/on a 2-, 5-, or 10-year cycle	21	14.8	18.1
Negative comments [7]	**12**	**8.5**	**10.3**
Positive comments [2]	**46**	**32.4**	**39.7**
General statements	42	29.6	36.2
Other comments [3]	**6**	**4.2**	**5.2**
TOTAL [116 cases]	**142**	**100.0**	**122.4**

Questions 17 and 18: "Must" Readings. A wide variety of titles and types of materials were recommended as required reading both in and outside the field of community education. Forty-two titles and types were recommended as must readings within the field of community education, and 79 outside the field of community education (Table 12). Among community education readings, the *CEJ* and *CET* are again highly recommended (52 respondents or 31.7 percent and 43 respondents or 26.2 percent, respectively). Decker's *Building Learning Communities* was the next most frequently cited publication, followed by Decker and Romney's *Community Education Across America*, other Decker/Mid-Atlantic Center publications, Jack Minzey's textbooks, and state/local publications. Nineteen respondents (11.6 percent) did not suggest any must readings in community education. In the broader education field, *Phi Delta KAPPAN* was the most frequently cited title, followed by LERN (Learning Resources Network) *Course Trends*, *Educational Leadership*, and educational reform reports, including *America 2000*. Newspapers and news magazines were cited by 12 respondents (7.7 percent), and Hodgkinson and other demographers were cited by 9 respondents (5.8 percent). There was less agreement on the various remaining titles and types of materials, which clustered in seven different areas.

Table 12
"Must" Readings

	No.	%Responses	%Cases
In Community Education:			
Building Learning Communities **[1]**	**25**	**10.0**	**15.2**
Community Education Across America **[1]**	**10**	**4.0**	**6.1**
Community Education Journal **[1]**	**58**	**20.9**	**31.7**
Community Education Today **[1]**	**43**	**17.3**	**26.2**
Jack Minzey's textbooks [1]	**10**	**4.0**	**6.1**
State/local association publications [1]	**9**	**3.6**	**5.5**
Other community education publications [20]	**46**	**18.5**	**28.0**
Decker/Mid-Atlantic Center publications	13	5.2	7.9
Other education publications [12]	**28**	**11.2**	**17.1**
LERN *Course Trends*	16	6.4	9.8
Other [4]	**5**	**2.0**	**3.0**
Comments (no recommendations) [3]	**21**	**8.4**	**12.8**
None, few, can't think of one, etc.	19	7.6	11.6
TOTAL [164 cases]	**249**	**100.0**	**151.7**
Outside the community education field:			
Community education related [3]	**3**	**1.4**	**1.9**
Adult, continuing & vocational education [3]	**9**	**4.2**	**5.8**
Educational Leadership **[1]**	**10**	**4.6**	**6.5**
Future Visioning **[4]**	**15**	**6.9**	**9.7**
LERN/LERN *Course Trends* [1]	**15**	**6.9**	**9.7**
Management and Organizations [9]	**13**	**6.0**	**8.4**
Phi Delta KAPPAN **[1]**	**25**	**11.6**	**16.1**
Other specific titles in education [24]	**38**	**17.6**	**24.5**
Other education publications [12]	**41**	**19.0**	**26.5**
Hodgkinson/demographics	9	4.2	5.8
Reform reports/*America 2000*	8	3.7	5.2
Other publications [21]	**34**	**15.7**	**21.9**
Current events (news/magazines, etc.)	12	5.6	7.7
Comments (don't know, etc.)	**13**	**6.0**	**8.4**
TOTAL [155 cases]	**216**	**100.0**	**139.4**

Questions 19 and 20: New Materials. Only 18 respondents (7.6 percent) stated definitely that a new community education textbook was not needed. The remaining respondents fell into two fairly even categories: 118 respondents (49.8 percent) said yes, while 101 (42.6 percent) stated that they did not have an opinion. When asked more generally about the need for new publications, a variety of topics and formats were recommended (Table 13). The single most frequent recommendation was for new how-to manuals that are short and practical; 20 percent of respondents stated the need for such manuals. The next most frequently recommended item was an issues yearbook, called for by 7 respondents (5.6 percent). The remaining recommendations were for specific formats, a compendium of topical areas, training/professional development, and community education as a discipline.

Table 13
Types and Topics of
Additional Materials Needed

	No.	%Responses	%Cases
Community education as a discipline [4]	13	7.5	10.4
Community education training & professional development [8]	19	10.9	15.2
Child, youth & family [4]	4	2.3	3.2
Collaborations [3]	7	4.0	5.6
Community [4]	6	3.4	4.8
Format/focus [17]	27	15.5	21.6
How-to's [3]	30	17.2	24.0
How-to manuals/workbooks (short, practical)	25	14.4	20.0
Issues handbook [3]	14	8.0	11.2
Issues yearbook, including emerging issues	7	4.0	5.6
Programming [5]	7	4.0	5.6
Topical areas [19]	33	19.0	26.4
Comments [5]	14	8.0	11.2
None; don't feel void	9	5.2	7.2
TOTAL [125 cases]	174	100.0	139.2

Publications Summary. Past efforts in the area of publications have been both well received and well used. Most community educators receive both NCEA and state association publications, read most if not all of them, and find them quite useful. There is also a cluster of useful readings within and outside the field of community education. Gaps are recognized, however, over a broad spectrum of topical areas both within existing publications and in terms of needed new materials. Community educators want more information on professional development, want greater clarification of community education as a discipline, including greater emphasis on research and documentation, and want more information about community education's role in educational reform and in the broader education community.

Concerning Training

This section of the survey asked community educators to identify their training needs as professionals and the training needs of those outside the field with whom they work.

Question 21: Training Topics for Community Educators. Community education as a process deals with a great number of issues. This is reflected in the number and variety of issues and topics identified as the top three priorities for community education training (Table 14). With more than 150 individual issues and topics identified, five were of such universal concern that they were each listed in more than 10 percent of cases. In these days of limited resources, it is not surprising that the most frequently mentioned area of concern was funding and budgeting, listed as one of the top three priorities in 15 percent of cases (35 responses). Educational reform/*America 2000* was also a top priority, listed in 13.7 percent of cases (32 responses). The third topic among the top three priorities deals

directly with the identification of community education as a discipline, a significant categorical issue identified earlier in response to question 15. Specifically, community educators identified the need for training in the philosophy and concepts of community education as one of their top three needs. Two other issues were listed in more than 10 percent of cases: building partnerships and collaborations (10.3 percent) and community outreach and involvement (10.7 percent). Collaborative relationships are clearly a major concern and might even be considered the area of highest concern in that, by combining partnerships and collaborations with interagency cooperation (9.0 percent), it was identified in 19.3 percent of cases. In addition to these issues identified in more than 10 percent of cases, 10 issues were identified in 5 to 10 percent of cases: interagency cooperation; parent/family education and involvement; child care/extended day; leadership training; needs assessment; networking; emerging issues; educating others about community education; public/community relations; and literacy.

Table 14
Training Topics for Community Educators

Top three priorities:	No.	%Responses	%Cases
Community education as a discipline [16]	**61**	**10.4**	**26.2**
Philosophy and concepts	26	4.4	11.2
Community education training & professional development [33]	**92**	**15.7**	**39.5**
Leadership training	14	2.4	6.0
Needs assessment	14	2.4	6.0
Networking	12	2.0	5.2
Community education & the broader education community [19]	**62**	**10.6**	**26.6**
Educational reform/*America 2000*	32	5.5	13.7
Adult, continuing & vocational education [2]	**12**	**2.0**	**5.2**
At-risk [4]	**15**	**2.6**	**6.4**
Child, youth & family [7]	**52**	**8.9**	**22.3**
Child care/extended day	19	3.2	8.2
Parent/family education & involvement	21	3.6	9.0
Collaborations [4]	**47**	**8.0**	**20.2**
Building partnerships/collaborations	24	1.4	10.3
Interagency cooperation	21	3.6	9.0
Community [9]	**40**	**6.8**	**17.2**
Community outreach & involvement	25	4.3	10.7
Funding & resources [5]	**45**	**7.7**	**19.3**
Funding & budgeting	35	6.0	15.0
Government & policy [5]	**13**	**2.2**	**5.6**
Management & organizations [14]	**28**	**4.8**	**12.0**
Programming [13]	**29**	**4.9**	**12.4**
Public relations & marketing [5]	**35**	**6.0**	**15.0**
Educating others about community education	12	2.0	5.2
Public/community relations	12	2.0	5.2
Topical areas [17]	**56**	**9.5**	**24.0**
Emerging issues	13	2.2	5.6
Literacy	13	2.2	5.6
TOTAL [233 cases]	587	100.0	251.9

Question 22: Specific Training Needs for Different Groups. Everyone involved in the development and testing of the survey agreed that there are different training needs for different populations. Therefore, a question was designed to determine the one unique top priority training need for local community education practitioners and for those who are involved with or have an impact on community education and community educators (Table 15).

Table 15
Training Needs for Various Population Groups
(single top priority)

Population Key

Pract: Community education practitioners
Admin: School administrators
Teach: Teachers
AdvC: Advisory councils

Number (% cases) for:	Pract	Teach	Admin	AdvC	Other
Community education as a discipline	45	70	105	25	33
	(20.7)	(32.0)	(47.9)	(12.1)	(41.3)
Basic training in community education	20	-	-	-	-
	(9.2)	-	-	-	-
Philosophy & concepts	16	-	-	-	-
	(7.4)	-	-	-	-
Community education training & professional development	42	-	-	-	-
	(19.4)	-	-	-	-
Leadership training & developmen.	12	-	-	-	-
	(5.5)	-	-	-	-
Community education & the broader education community	15	14	19	13	4
	(6.9)	(6.4)	(8.7)	(6.3)	(5.0)
Collaborations	18	4	5	9	21
	(8.3)	(1.8)	(2.3)	(4.4)	(26.3)
Interagency cooperation & networking	-	-	-	-	19
	-	-	-	-	(23.8)
Community & parents	13	40	31	15	-
	(6.0)	(18.3)	(14.2)	(7.3)	-
Format, programming & topical areas	16	5	5	5	1
	(7.4)	(2.3)	(2.3)	(2.4)	(1.3)
Funding & resources	12	1	6	1	1
	(5.5)	(0.5)	(2.7)	(0.5)	(1.3)
Management & organizations	30	10	39	70	9
	(13.8)	(4.6)	(17.8)	(30.4)	(11.3)
Empowerment	-	-	-	14	-
	-	-	-	(6.8)	-
Group dynamics/process skills	-	-	-	15	-
	-	-	-	(7.3)	-
Management & administrative skills	12	-	-	-	-
	(5.5)	-	-	-	-
Personal skills	13	10	8	24	-
	(6.0)	(4.6)	(3.7)	(11.7)	-
Public relations & marketing	13	4	-	14	3
	(6.0)	(1.8)	-	(6.8)	(3.8)
Role & function	-	25	-	26	11
	-	(11.4)	-	(12.6)	(13.8)
Become involved	-	-	-	-	4
	-	-	-	-	(5.0)
Methodology & knowledge of subject matter	-	19	-	-	-
	-	(8.7)	-	-	-
Role & function	-	-	-	17	-
	-	-	-	(8.3)	-
Working with various populations	-	23	-	-	-
	-	(10.5)	-	-	-
Comments (don't know, etc.)	-	1	1	4	-
	-	(0.5)	(0.5)	(1.9)	-
TOTAL CASES	217	219	219	206	80

Among community educators, the most frequently identified training need was for basic training in community education, identified by 20 respondents (9.2 percent). In fact, the category of community education as a discipline, the most frequently identified category (20.7 percent of respondents), included not only this top ranked priority item, but also the item chosen second most frequently, training in the philosophy and concepts of community education (7.4 percent). Leadership training/development and management/administrative skills were each chosen by 12 respondents (5.5 percent). More than 50 other training needs were mentioned by from 1 to 9 respondents each (0.5 percent to 4.1 percent).

The top priority training need identified by community educators for all other groups was the same one they identified for themselves. Community education as a discipline, a one-item category, was given top priority by between 12.1 percent and 47.9 percent of respondents. Specifically, respondents stated that teachers (mentioned by 32.0 percent of respondents), school administrators (47.9 percent), and advisory councils (12.1 percent) all need to be educated about community education and its benefits. For each population group, no other training topic was chosen nearly as frequently as this one. For teachers, two other commonly recognized training needs were identified: working with adult learners (10.5 percent) and basic teaching skills, i.e., methodology and knowledge of subject (8.7 percent). While for administrators there was no significant consensus on any other single training need, for advisory councils there were several areas of agreement about training needs: role and function of councils (8.3 percent of respondents), group dynamics (7.3 percent), about empowerment (6.8 percent).

What other groups need training? The most often identified were: agencies and organizations (21.6 percent of respondents); business and industry (17.0 percent); school boards (13.8 percent); legislators and state government (9.6 percent); local government (7.4 percent); and parents (6.4 percent). What type of training do they need? Again, educating others about community education and its benefits (32.5 percent of training needs identified) was the single top priority training need most frequently identified for the total population, while collaborations (26.3 percent) was the second most frequently identified training need. There were variations among the different populations identified (Table 16). Training for collaboration was the highest priority for other agencies and organizations, and it was most frequently cited as a training need when the population in question was not identified. However, for all other groups—other community education personnel; business and industry; community and parents; government and policy makers; and the schools—training on community education itself was the top priority.

Table 16
Identification of Other Groups And Their Training Needs

Groups: [79 cases] (Number of times identified; % cases)	Type of Training * Number (row %) A	B	C	D
Other community education personnel (2; 2.1%)	-	-	-	-
	-	-	-	-
Agencies & organizations (25; 26.6%)	4	-	12	-
	(22.2)	-	(66.7)	-
Business & industry (18; 19.1%)	4	1	2	-
	(50.0)	(12.5)	(25.0)	-
Community & parents (17; 18.1%)	2	-	-	-
	(20.0)	-	-	-
Government & policy makers (21; 22.3%)	11	1	-	-
	(73.3)	(6.7)	-	-
Schools (21; 22.3%)	10	1	1	1
	(62.5)	(6.3)	(6.3)	(6.3)
No group identified, but recommended a type of training (12; 12.8%)	2	-	5	-
	(16.7)	-	(41.7)	-
TOTAL	33	3	20	1
(column total and %)	(40.7)	(3.7)	(24.7)	(1.2)

Additional types of training for the identified groups	E	F	G	H
Other community education personnel (2; 2.1%)	-	2	-	-
	-	(100.0)	-	-
Agencies & organizations (25; 26.6%)	-	1	-	1
	-	(5.6)	-	(5.6)
Business & industry (18; 19.1%)	-	-	-	1
	-	-	-	(12.5)
Community & parents (17; 18.1%)	1	2	1	4
	(10.0)	(20.0)	(10.0)	(40.0)
Government & policy makers (21; 22.3%)	-	1	-	2
	-	(6.7)	-	(13.3)
Schools (21; 22.3%)	-	2	1	-
	-	(12.5)	(6.3)	-
No group identified, but recommended a type of training (12; 12.8%) -	-	1	1	3
	(8.3)	(8.3)	(25.0)	
TOTAL	1	9	3	11
(column total and %)	(1.2)	(11.1)	(3.7)	(13.6)

Training Key:

A Community education as a discipline
B Community education & the broader education community
C Collaborations
D Format, programming & topical areas
E Funding & resources
F Management
G Public relations & marketing
H Group's role & function

Training Summary. Educational reform is the one issue of overriding concern. The remaining top priority training areas reflect both practical and philosophical concerns. On a practical level, funding alternatives, the ability to function in spite of frozen or dwindling resources, is a key concern, as are management and administrative skills and learning to work collaboratively, both with other agencies and in business/community partnerships. Philosophically, community educators want to clarify and better understand the basic tenets and concepts of community education. As for those significant others in a community educator's professional world, community educators are very definite about the training those significant others need: learning what community education is, what its benefits are, and how to work with it in a collaborative manner.

Concerning Priorities and Enhancement

Question 23: State-Level Enhancement. Although the majority of respondents (51.6 percent) said that community education initiatives in their states had become stronger or much stronger over the last three years, sizable minorities rated it as weaker or much weaker (31.7 percent) or as not having changed (25.8 percent) over that period of time (Table 17).

Table 17
Ca ses of Change in
Community Education Initiatives

Number of responses for states rated: (% change category, i.e., column %)	Stronger	Same	Weaker
Community education identity & recognition [10]	22 (11.7)	2 (3.0)	3 (5.0)
Community education network and support [10]	18 (9.6)	1 (1.5)	4 (6.7)
Community education practitioners [9]	7 (3.7)	5 (7.6)	2 (3.3)
Community education & the broader education community [11]	13 (6.9)	3 (4.5)	2 (3.3)
Collaboration/competi ion [5]	5 (2.7)	2 (3.0)	5 (8.3)
Department of education [10]	19 (10.1)	6 (9.1)	6 (10.0)
Funding [7]	11 (6.9)	30 (45.5)	20 (33.3)
Government & legislation [13]	25 (13.3)	3 (4.5)	4 (6.7)
Leadership & support [10]	8 (4.3)	4 (6.1)	5 (8.3)
Programming & topical areas [13]	24 (12.8)	4 (6.1)	2 (3.3)
Public relations & marketing (awareness) [11]	15 (8.0)	3 (4.5)	2 (3.3)
State association [5]	19 (10.1)	1 (1.5)	4 (6.7)
Comments (don't know, etc.) [1]	0 (0.0)	2 (3.0)	1 (1.7)
TOTAL [209 cases] (% total responses, i.e., row %)	188 (59.9)	66 (21.0)	60 (19.1)

For those who felt that their states had not experienced a strengthening of initiatives, one causative factor predominated; funding cuts was identified as the single most important cause of stagnation or weakening of community education initiatives. Among this subpopulation of 90 respondents, funding was identified in 55.6 percent of cases and in 39.7 percent of the total number of responses (50 of 126 responses). Other causes for stagnation or weakening received fairly even mention over the remaining 11 cause categories.

Funding was ranked a minor factor by those who reported strengthened initiatives in their states. In fact, eight other factors, out of 12, were ranked higher. For this subpopulation, a variety of factors was identified as important; three factors—governmental/legislative support, program expansion, and identity/recognition—were each identified in more than 20 responses and, taken together, account for 37.8 percent of the responses (71 of 188 responses) provided by this subpopulation.

Questions 24 and 25: Issues To Address. In most states, many issues are being addressed by community education (Table 18). The needs of children and their families are at the center of current activities and are being addressed in a variety of ways: child care/extended day (18.5 percent of cases); at-risk (8.2 percent); early childhood education/preschool (5.6 percent); and parent involvement programs (6.5 percent). Collaboration as a category was listed in 17.2 percent of cases, with collaboration and interagency cooperation listed in 7.3 percent of cases and partnerships and coalitions in 9.9 percent. Literacy is another area of concentration (10.8 percent of cases), as is adult basic education (6.9 percent). An area already identified as being of prime interest—educational reform and *America 2000*—is being addressed in a number of states, as shown by its listing in 8.6 percent of cases.

What could community educators do if community education were stronger, better organized, or better financed in their states? (Table 18) The most common response to that question was "Everything!" In more than 16 percent of cases, respondents felt that, given sufficient resources, community education was capable of meeting the broad spectrum of community needs. In terms of meeting more specific needs, the list is expansive. Of more than 100 items in 16 categories, the most frequently mentioned was educational reform (10.5 percent of cases). Child care (8.2 percent) and literacy (6.8 percent) were also high priorities for expanded efforts.

Questions 26 and 27: Challenges To Be Met. Funding was identified as the cause of stagnation or weakening in community education initiatives over the last three years and as the single biggest obstacle the community education advocate must overcome (Table 19). In almost 40 percent of cases, funding limitations due to the weak economy were identified as the major obstacle to growth. In fact, the category of funding and resources was listed 110 times, i.e., in 45.3 percent of cases. Poor marketing/lack of recognition (9.9 percent of cases) and misunderstanding of the field (7.8 percent) were identified as significant obstacles. Unsuccessful interagency agreements (6.6 percent of cases) and apathy and burnout (5.8 percent) complete the list of obstacles upon which there is broad agreement.

Table 18
Issues Currently Being Addressed
(Issues That Could Be Addressed)

	No.	%Responses	%Cases
Community education as a discipline (identity) [4] (9)	**5**	**1.0**	**2.2**
	(12)	**(3.2)**	**(5.5)**
Community education expansion & training [19] (14)	**47**	**9.7**	**20.3**
	(34)	**(9.1)**	**(15.5)**
(More programs in more places/outreach)	(13)	(3.5)	(5.9)
Community education & the broader education community [5] (17)	**14**	**2.9**	**6.0**
	(31)	**(8.3)**	**(14.2)**
Adult, continuing & vocational education [5] (2)	**29**	**6.0**	**12.5**
	(5)	**(1.3)**	**(2.3)**
Adult basic education	16	3.3	6.9
At-risk [4] (5)	**27**	**5.6**	**11.6**
	(20)	**(5.3)**	**(9.1)**
At-risk	19	3.9	8.2
Child & youth [5] (4)	**65**	**13.4**	**28.0**
	(28)	**(7.5)**	**(12.8)**
Child care/extended day	43	8.9	18.5
	(18)	(4.8)	(8.2)
Early childhood education/preschool	13	2.7	5.6
Collaborations [2] (5)	**40**	**8.2**	**17.2**
	(18)	**(4.8)**	**(8.2)**
Collaboration & interagency cooperation	17	3.5	7.3
	(11)	(2.9)	(5.0)
Partnerships & coalitions	23	4.7	9.9
Community [6] (10)	**18**	**3.7**	**7.8**
	(27)	**(7.2)**	**(12.3)**
Department of education and state level [8] (6)	**12**	**2.5**	**5.2**
	(6)	**(1.6)**	**(2.7)**
Educational reform [5] (3)	**27**	**5.6**	**11.6**
	(27)	**(7.2)**	**(12.3)**
Educational reform/*America 2000*	20	4.1	8.6
Funding & resources [8] (2)	**43**	**8.9**	**18.5**
	(11)	**(2.9)**	**(5.0)**
Funding alternatives (formula, per capita, etc.)	34	7.0	14.7
Legislation [2] (2)	**12**	**2.5**	**5.2**
	(8)	**(2.1)**	**(3.7)**
Parent & family [4] (6)	**28**	**5.8**	**12.1**
	(23)	**(6.1)**	**(10.5)**
Parent involvement	15	3.1	6.5
Programming [8] (8)	**23**	**4.7**	**9.9**
	(9)	**(2.4)**	**(4.1)**
Public relations & marketing (awareness) [3] (5)	**4**	**.8**	**1.7**
	(12)	**(3.2)**	**(5.5)**
Topical areas [19] (18)	**75**	**15.5**	**32.3**
	(101)	**(27.0)**	**(46.1)**
Literacy	25	5.2	10.8
	(15)	(4.0)	(6.8)
(Anything/everything)	(36)	(9.6)	(16.4)
Comments (don't know, etc.) [1] (1)	**16**	**3.3**	**6.9**
	(2)	**(.5)**	**(.9)**
TOTAL [232 cases]	**485**	**100.0**	**209.1**
TOTAL (219 cases)	(374)	(100.0)	(170.8)

Table 19
Obstacles To Be Overcome

	No.	%Responses	%Cases
Community education lacks recognition [8]	**40**	**12.8**	**16.5**
Poor marketing/lack of recognition & awareness	24	7.7	9.9
Community education is misunderstood [7]	**45**	**14.4**	**18.5**
Misunderstanding/failure to see the power of community education	19	6.1	7.8
Community education's internal obstacles [21]	**39**	**12.5**	**16.0**
Apathy/burnout	14	4.5	5.8
Community education's relationship with the broader education community [12]	**26**	**8.3**	**10.7**
Collaborations unsuccessful [3]	**18**	**5.8**	**7.4**
Interagency cooperation lacking/overlapping efforts	16	5.1	6.6
Department of education & state-level relationships [8]	**26**	**8.3**	**10.7**
Funding & resources [9]	**110**	**35.3**	**45.3**
Funding/weak economy	96	30.8	39.5
Legislation [2]	**6**	**1.9**	**2.5**
Comments [2]	**2**	**.6**	**.8**
TOTAL [243 cases]	**312**	**100.0**	**128.4**

Table 20
Strategies To Overcome Obstacles

	No.	%Responses	%Cases
Community education's internal efforts [16]	**30**	**10.3**	**13.6**
Community education & the broader education community [7]	**9**	**3.1**	**4.1**
Collaborations [5]	**20**	**6.9**	**9.0**
Community [5]	**7**	**2.4**	**3.2**
Documentation [8]	**27**	**9.3**	**12.2**
Funding [6]	**20**	**6.9**	**9.0**
Identify funding alternatives	13	4.5	5.9
Government & legislation [7]	**18**	**6.2**	**8.1**
Lobbying [6]	**38**	**13.1**	**17.2**
Lobby/educate significant leaders (all levels)	24	8.3	10.9
NCEA & national activities [5]	**8**	**2.8**	**3.6**
Networking [7]	**18**	**6.2**	**8.1**
Programming [2]	**3**	**1.0**	**1.4**
Public relations & marketing [7]	**61**	**21.0**	**27.6**
Increase awareness & visibility of community education (all levels)	55	19.0	24.9
Comments (no obstacle identified) [2]	**30**	**10.3**	**13.6**
TOTAL [221 cases]	**290**	**100.0**	**131.2**

Responding to these obstacles requires concerted efforts (Table 20). The solution most frequently recommended is to increase community education's visibility, to make others aware of the field and its potential. This specific recommendation was listed 55 times (24.9 percent of cases). The recommendation for lobbying and educating significant leaders about community education was listed an additional 24 times (10.9 percent). Taken together, the strategy categories of lobbying and public relations/marketing were identified in 44.8 percent of cases, a remarkably high percentage, especially considering that in a full 10 percent of cases, individuals responded that they had no idea or had tried everything. Only two other suggestions reached a five-percent-of-cases level: documentation of community education effectiveness and identification of funding alternatives, both identified in 5.9 percent of cases.

Question 28: National Community Education Enhancement. Recommendations for national-level efforts continue a theme that emerged over a number of survey questions: public relations/marketing; collaboration; documentation; and educational reform. The call for increased public relations efforts, identified as primary in overcoming obstacles, retained that status at the national level (Table 21). A marketing campaign for awareness and recognition was the single most frequently recommended strategy (18.6 percent of cases). At the national level, collaboration with major education and political groups was suggested in 12.4 percent of cases. Community educators have identified educational reform/*America 2000* as a subject on which they want more information, more training, and more state- and local-level involvement. This call for involvement is reiterated as a strategy for national enhancement in 7.2 percent of cases. In fact, even the call for documentation, to prove the effectiveness of community education, was frequently couched in terms of educational reform; there were numerous suggestions that community educators develop a model project to document the effectiveness of community education processes in the area of reform.

Table 21
National Initiatives

	No.	%Responses	%Cases
Community education as a discipline [8]	**11**	**3.4**	**5.7**
Community education leadership & training [15]	**38**	**11.7**	**19.6**
Community education & the broader education community [4]	**19**	**5.8**	**9.8**
Involve community education in educational reform/*America 2000*	14	4.3	7.2
Collaborations [8]	**43**	**12.3**	**22.2**
Collaborate with major education/political groups	24	7.4	12.4
Documentation [4]	**19**	**5.8**	**9.8**
Documentation/develop model reform project	15	4.6	7.7
Funding & resources [5]	**23**	**7.1**	**11.9**
Push for federal & state funding	10	3.1	5.2
Government & legislation [6]	**12**	**3.7**	**6.2**
Lobbying [5]	**14**	**4.3**	**7.2**
National Community Education Association [12]	**17**	**5.2**	**8.8**
Networking & organization [17]	**37**	**11.3**	**19.1**
Programming & topical areas [12]	**18**	**5.5**	**9.3**
Public relations & marketing [7]	**48**	**14.7**	**24.7**
Marketing campaign for awareness & recognition	36	11.0	18.6
Publications & materials [7]	**13**	**4.0**	**6.7**
Comments (no recommendation) [2]	**14**	**4.3**	**7.2**
TOTAL [194 cases]	**326**	**100.0**	**168.0**

Priorities and Enhancement Summary. When a national group is asked about individual state-level changes, activities, possibilities, and challenges, a great variety of responses is expected. Despite the breadth of responses

to this survey, a certain depth of agreement emerges. Programmatically, community educators are currently involved in addressing the needs of children and families and, with more resources, would continue to do so. Funding limitations are viewed as the greatest obstacle to community education, but not as a significant means to community education's enhancement. Solutions lie in recognition by others. Community educators want to bring community education to the forefront of people's awareness by initiating a marketing campaign, by becoming involved in educational reform, by documenting community education's effectiveness, and by working collaboratively with related groups and agencies.

SUMMARY OF DATA

Publications. The *Community Education Journal*, *Community Education Today*, and state/regional association newsletters are widely received, well read, and judged useful. Decker and Romney's *Community Education Across America* is a useful manual and should be updated every several years. These are "must" readings in community education, as are Decker's *Building Learning Communities*, other Decker/Mid-Atlantic Center publications, and Jack Minzey's textbooks. *Phi Delta KAPPAN*, LERN *Course Trends*, *Educational Leadership*, and reform reports including *America 2000* are viewed as the most important readings outside the field of community education.

There is broad agreement on the need for additional information in the following areas: educational reform; community educational professionalism, including training and how-to manuals; and community education as a discipline, including research and documentation.

Training. Community educators rank educational reform as the prime topical area for community education training. Other training and development needs focus on the practical—funding alternatives, management skills, and collaborations—and on the philosophical—a clarification of the discipline, especially the philosophy and concepts of community education.

Priorities and Enhancements. The majority of respondents perceive community education initiatives in their own states as being stronger than formerly. Governmental/legislative support, program expansion, and identity/recognition were identified as key to state growth, but among those who rated their states' initiatives as stagnant or weak, funding limitations were identified as the key cause. Funding and lack of recognition were regarded as the biggest obstacles to community education development. By far the "best cure" identified was a proactive public relation/marketing and lobbying campaign.

Community educators are currently addressing the following issues: collaboration, literacy, adult basic education, educational reform, and the needs of children and families. With greater resources, they feel they could address "everything," but especially educational reform, child care, and literacy.

CONCLUSIONS AND RECOMMENDATIONS

The 1991 Community Education Needs Assessment Survey, which focused on material and training needs, was widely distributed throughout the country. Two-hundred sixty-three community education contacts completed the four-page survey form; their responses were the basis for the results reported here. A more than 65 percent return rate on this type of open-ended survey is a positive indication of their commitment and concern. Our composite community educator is a trained professional who wants to improve his/her skills and meet the challenges not only of today, but of tomorrow. The data in this report show the direction for future activities.

The survey explored the broad concerns that need to be addressed nationally. Still, as states are at different levels of community education development, the particular set of interests, needs, and issues that can be addressed may vary from state to state. Therefore, the Mid-Atlantic Center will develop an adaptation of this survey for state-level

use. Recognizing that few state associations or institutions have the time and personnel to conduct such extensive or time consuming data collection and analysis, emphasis in developing the adaptation will be placed on providing an efficient and simple system of assessment.

Nationally, this survey has identified the following areas for professional development: community education philosophy and concepts; management skills; funding alternatives; and leadership training. In 1992, the Mid-Atlantic Center, in cooperation with NCCE, NCEA, and CCSSO will begin planning for 1993 and 1994 National Invitational Institutes for State Network Training and Dialogues. Topical areas identified in the survey will provide a focus for these planning efforts. Discussions will be initiated, both among these three organizations and with other community education leaders, to identify ways to best meet the identified training needs. Practical and concise how-to manuals were identified as the preferred format for community education materials. Therefore, that format will be explored as a method of presentation.

Identity and recognition of community education by persons outside the field are community educators' most pressing concerns. The need to educate others about community education and the obstacles that exist because others do not understand community education are themes that recur over many survey questions. Even among those who have been identified as community education contacts, more than 60 percent do not identify themselves as primarily community educators.

The need to address the question, "What is community education?" and to disseminate the answer widely will be community education's greatest challenge over the next five years. It is a challenge of self-identity, of public relations and marketing, of lobbying, and of gaining recognition. It calls for a proactive response from a wide variety of respondents. It is a challenge the National Community Education Association, every state association, every community education center, and, above all, every community educator must meet.

The challenge and the opportunity are both identified in this survey. Educational reform as it is being discussed today is community education without the name, and most well-informed community educators recognize that. Many of the ideas—the jargon, if you will—of today's reform reports have been in the vocabulary of community educators for many years. Parent involvement, community involvement, collaboration — these were part of community education's basic foundation long before today's calls for restructuring. It should be no surprise, therefore, that educational reform is the one concern among community educators that overrides all others.

Community educators want to be involved in educational reform. In some states, they are an integral part of the reform movement, a fact not well recognized on the national scene.

Even as these survey forms were being coded, it became obvious that community educators wanted to know more about educational reform. As preliminary data became available, the depth of that interest and the desire to be involved in that movement became even more apparent. This interest paralleled discussions at the National Coalition of Community Education Leaders (NATCO) and on the Community Education Computer Network (CENET).

As a first response to the call for information on educational reform, the January 1992 issue of the *Community Education Journal* was devoted to this topic. "Restructuring Schools: Community Education's Role in the Educational Reform Movement" included interviews with nationally recognized education leaders, as well as articles from community education practitioners, representatives of state departments of education, and others. This special theme issue, guest edited by Decker and Romney, will receive wider than normal distribution to reach beyond the community education field.

With NATCO support, an expanded monograph based on the *CEJ* material will be published to further disseminate information about community education's current and potential role in educational reform. These two publications will not only address community educators' need for information about reform, but will begin to address the lack of recognition and understanding of the full scope of community education in the broader educational and policy-

making communities at local, state, and national levels by discussing community education in relation to the pressing issue of educational reform.

Participants in the 1991 National Needs Assessment were assured that the information gathered would guide community education development over the next five years. Participants provided their considered opinions as to the status and needs of the field. In response, the Mid-Atlantic Center, in conjunction with other community education organizations, is beginning to address their concerns both in terms of materials development and planning for training. Many more steps must be taken, and now is the time for all sectors of the community education field to address proactively the challenges and solutions community educators have identified for themselves.

Appendix A

Participating Community Educators

1991 National Projects Advisory Committee

Starla Jewel Kelly, Executive Director
National Community Education Association

Duane Brown, Director
National Center for Community Education

Linda Moore, Director
Community Education Project
Council of Chief State School Officers

Pat Edwards, Program Officer
Charles Stewart Mott Foundation
Flint, Michigan

Jerry B. Thornton, Director
Washington Center for Community Education
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Phillip A. Clark, Director
Stewart Mott Davis Ctr for Community Education
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Don Weaver, Director
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Survey Pilot Test Participants

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Pat Edwards
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John S. Zemlo
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Linda R. Moore
Council of Chief State School Officers

Sherry Mullett
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Donna Schoeny
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Minnesota Department of Education

Respondents to the Survey
(by state in which they work)

ALASKA

Bonnie Hardy
Alaska Association for Community Education

Barb Sohg
Sitka Borough Schools

Dave McCard
Soldotna Community Schools

Connie Munro
Alaska Department of Education

Lee Paavola
School of Career & Continuing Education
University of Alaska Southeast

Jill Waters
Alaska Association for Community Education

ALABAMA

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Center for Community Education
University of Alabama

Gloria R. Smith
Decatur City Schools Community Education

Peggy Sparks
Birmingham City Public Schools

Bobbie L. Walden
Alabama Department of Education

Jeannie Wallace
Guntersville Community Education

ARKANSAS

Karolyn Farrell
Community Education Project
Fayetteville Public Schools

ARIZONA

Lettie B. Cale
Cale Enterprises

Steve Childs
Page Unified District

Karen Hearn
Paradise Valley Unified District

Mary Lou Immer
Paradise Valley Unified District

Karen L. Mills
Rio Salado Community College

R. W. "Wally" Qualyle
Flagstaff Unified District

Gene Weber
Tucson Unified School District

CALIFORNIA

Lorraine Dageforde
Orange County Department of Education

Carol Fox
Los Angeles County Office of Education

Susan J. Ham
Santa Barbara County Education Office

Rita Leroux
La Puente Amnesty/ESL Program

COLORADO

Ralph Bozella
Longmont

Johnna DeBello
Old Westlake Community School, Broomfield

John Dingledine
Fort Ludlon

Chris Gentry
Colorado Association for Community Education
Northeastern Junior College

John Myers
National Conference of State Legislatures

Norma Nab
Colorado Association for Community Education
Northeastern Junior College

Ray E. Peterson
Colorado Department of Education

Charles Porter
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Monte Vista Community School

Marcia Walker
Boulder Valley District RE-2J

CONNECTICUT

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Bureau of Adult Education
State Department of Education

DISTRICT OF COLUMBIA

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District of Columbia Public Schools
Division of Special Populations

DELAWARE

Frances Tracy-Mumford
Department of Public Instruction

FLORIDA

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Stewart Mott Davis Center for Community Education
University of Florida

Michael A. DeCarlo
Florida Department of Education

Paula T. Barton
Baker County School Board

Dr. Austin Huhn
South Miami Middle Community School

Samuel Lauff, Jr.
Marion County Adult & Community Education Program

Donald G. MacKenzie
Ernest O. Melby Community Education Center
Florida Atlantic University

Dr. Chester Leathers
Alachua County Community Education Program

Joe Halasz
Homestead Middle/Community School

Evelyn Martin
Florida A & M University

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Dade County School System

Daniel Valdez
Hillsborough County School District

Garlon Webb
Baker County School System

John S. Zemlo
Santa Fe Community College

GEORGIA

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Center for Community Education
Georgia Southern University

Fred Browning
Wayne County Schools

Paul F. DeLargy
REAL Enterprises

William H. Denton
Clark Atlanta University

Jo Hamilton
Vidalia City Schools

Randy Hobbs
Georgia Association for Community Education

Bob Hokkanon
Fayette County High School

Nick Pedro
Cobb County Schools

Jim Pittman
Fayette County Community Schools

HAWAII

Vivian Ing
State Department of Education
Hawaii Community Education Association

IOWA

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Des Moines Independent Community School District

David H. Hayes

Maquoketa Community Education Program

Linda Sanda
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IDAHO

Karen Leibert
Idaho Falls District 91

Tom K. Richards
Boise Independent School District

ILLINOIS

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District 214 Community Education Office

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Valley Heights Community Education

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Newton Community Schools Program

Helaine Sweet
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Terry F. Hodskins
Wells Adult & Community Education

Gail Senese Wright
Freeport Community Education

MICHIGAN

Ronald Z. Baron
Okemos Community Education

Kim Biocchi
Suttons Bay

Duane Brown
National Center for Community Education

Shirley Bryant
Birmingham Public Schools

Dan Cady
Flint Community Education Development Project

Pat Catemo
International English Center, Grand Rapids

Nancy Corl
Senior Citizen Olympics, Newbury

Gary W. Davis
Upper Peninsula Community Education Association, Rudyard

Helen Dorcey
Frankenmuth Community School

Pat Edwards
Charles Stewart Mott Foundation

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Department of Leadership & Counseling
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Michigan Association of Community and Adult Education, Lansing

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Porcupine Mountain Community Schools
Ewen-Trout Creek/White Pine

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Ishpeming-Negaunee-NICE Community Education Division

James Newman
Livonia Adult Education

Ken Walsh
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Don Weaver
Mott Training Network Project, Delton

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Bridget Gothberg
St. Louis Park Community Education

Patt Guth
Caledonia Community Education

John Jensen
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Diana Kasper
District 742 Community Education

Marilyn Kerns
University of St. Thomas

Chuck Klaassen
Buffalo School District 877

Donald Kramlinger
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Mound ISD #277

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MISSOURI

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Conrad Public Schools

Bill Sorg
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Wake County Community Schools

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Joseph Rivers
Bartlett Community-School Partnership

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BettyLou Biondi
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Berlin Borough Community Education/Recreation

Michael Matta
Lakewood CER

Frank Nichols
Voorhees Township Middle School

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The State Education Department

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Cindy Hunt
Addison Public Schools

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Literacy Volunteers of America, Inc., Syracuse

Charlotte Wilson
Greece Central Schools

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Kent State University

Bob Condon
Kenston Community Education, Chagrin Falls

Michael R. Fritz
Orange City Schools

Randy Milner
Springfield City Schools

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Ohio State Department of Education

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Trotwood-Madison City S.D.

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Arcadia Local School

OKLAHOMA

Wanece Gibson
Yukon Middle High School

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Community Education Center
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Howard Johnson
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Broken Arrow

Paul G. Kussrow
Oklahoma State University

Judy McClure
Tulsa Community Education

Patrick A. Nolen
Pauls Valley Community Education

OREGON

John Falkenstein
Canby Union High School District

Dan Kuzlik
Salem-Keizer Public Schools

Bob Lofft
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Robert Purscelley
Oregon City Community Schools

Mike Schend
Hood River County School District

Elaine Yandle-Roth
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Ira Harkevy
University of Pennsylvania

RHODE ISLAND

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SOUTH CAROLINA

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Florence School District One

Patti D. Daniels
Charleston County School District

Mary Kathryn Gibson
Richland One, Columbia

Jack Lyday
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Carl Medlin
Richland District One

James K. Powell
Horry County Schools

Dalton L. Ward
South Carolina Department of Education

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Murfreesboro City Schools

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Alvin C. York Institute, Jamestown

Jim Polk
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Nancy Wimmer
Harriman City Schools

TEXAS

Kaye Fenn
North East Independent School District

Phil Houseal
Fredericksburg Independent School District

John Moore II
Austin Community Education

Joe Oliveri
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Diana K. Wenzel
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Jane Westbrook
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UTAH

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Alexandria

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Christi Lewis
Gloucester County Community Education

Steve Parson
Virginia Tech

Donna Schoeny
Charlottesville

VERMONT

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Salisbury Elementary School

Diana Fellows
Otter Valley Union High School

WASHINGTON

Mary Gies
Richland Community School

Cecelia Jenkins
Yelm Community School District #2

David L. Johnson
Washington Community Education Association, Othello

Carol Mathewson
City of Tacoma

Warren Olson
Central Kitsap Community Schools

Allison Ramsey
Washington State Community Education Association, Tacoma

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Central Kitsap School District

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Office of the Superintendent of Public Instruction

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Cynthia Whitcomb
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WISCONSIN

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Flambeau Community Education

Bob Heebink
New Richmond Community Education

Germaine Hillmer
Wisconsin Community Education Association, Wales

George Kliminski
University of Wisconsin

Emil Ripley
Pulaski Area Community Education

Joe Severa
Wounakee Community Schools

Eric C. Smith
Dane County Services, Madison

James Stewart
Community Education Development Center
University of Wisconsin-River Falls

WEST VIRGINIA

Don Johnson
Randolph County Schools

Robert Boroski
Mercer County Schools Community Education

Tom Kurzak
Monongalia County Community Schools

Nancy J. Ross
Shawnee Community Education Center, Dunbar

Bill Wilcox
State Department of Education

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Bob Fry
Lifelong Learning Center, Evanston

Linda Carter
NWCCE, The Gillette Campus

Margaret E. Hall
Eastern Wyoming College

Phillip Sheller
Eastern Wyoming College

Michael Tomlin
Wyoming Community Education Association
University of Wyoming Outreach

ALL STATES

Linda R. Moore
Council of Chief State School Officers
(Washington, DC)

Starla Jewel Kelly
National Community Education Association
(Alexandria, VA)

Appendix B

The Survey

Mid-Atlantic Center for
Community Education
University of Virginia Curry School of Education
405 Emmet Street, Ruffner Hall
Charlottesville, Virginia 22903 (804) 924-0866

May 2, 1991

To: State and Local Community Education Leaders

From: Larry Decker and Valerie Romney

Re: National Needs Assessment

The Mid-Atlantic Center for Community Education, with support from the C. S. Mott Foundation, has initiated a planned 5-year National State Community Education Capacity Building Project. This is the third phase of a series of projects that began in 1987 in which the Center has supported the developmental growth process of Community Education at the state level. In addition to its continuing financial support of state-level projects, this year the Mid-Atlantic Center is conducting a national assessment of publication, training, and state capacity building needs. The information from this needs assessment will serve as the guideline for enhancing Community Education development over the next five years.

The survey is being sent to the following Community Education leaders:

1) Current and Previous State Planning Facilitators
2) Community Education Center Network Personnel
3) State Community Education Association Presidents and NCEA Liaisons
4) All local Community Education contacts as listed in the enclosed publication, Community Education Across America.

As a Community Educator who has been identified in previous project activities, we ask your assistance. The national population being sampled is small, so we need your response. It will take approximately 20 minutes to complete the survey. The final report will summarize group responses; no individual names will be identified or disseminated. All individuals responding to this request will receive a copy of the Needs Assessment Report.

We also ask that you check the address label. If changes or corrections in the name and/or address are required, please indicate these changes on the survey form.

We look forward to receiving your response and ask that you return the survey within five days.

Enclosure

Code No._____

National State Community Education Capacity Building Project
1991 Needs Assessment: Materials and Training

Please respond by circling your answer or filling in the blank, answering as completely as possible. Your assistance is needed to help provide the future direction for community education as we enter the 21st Century. **Please return within five days.**

Concerning the Respondent:

1. In what state do you work? _____

2. Where do you work?
   Local Education Agency State Education Agency
   Higher Education Institution National Organization
   Other [please specify] _____

3. What is your current position or job title? _____

4. How many years have you been involved in community education?
   1-3 4-6 7-9 10+

5. Have you received any formal training in community education?
   Yes No

   If yes, please specify for each training event the type of training [e.g., a degree program; university classes; extension classes; workshops; etc.], the agency or institution that sponsored that specific training event, and your evaluation of its usefulness.

Type of Training	Sponsor	Evaluation
_____	_____	Very useful Somewhat useful Slightly useful Not useful
_____	_____	Very useful Somewhat useful Slightly useful Not useful
_____	_____	Very useful Somewhat useful Slightly useful Not useful
_____	_____	Very useful Somewhat useful Slightly useful Not useful
_____	_____	Very useful Somewhat useful Slightly useful Not useful

6. Which of the following meetings have you attended in the last three (3) years?

   National Community Education Association Annual Conferences 1988 1989 1990 None

   State Community Education Conferences 1988 1989 1990 None

7. What are your primary professional association affiliations? _____

8. What is your primary area of professional interest or discipline? (List only one.) _____

9. Are you a member of your state community education association? Yes No No State Association

10. What is your best source of information about community education? _____

_____

11. Do you have a good source of community education information within your state? Yes No
If yes, specify. _____

_____

Concerning Publications:

12. Do you receive the following publications?
Community Education Journal Yes No
Community Education Today Yes No
State Association Newsletter Yes No

13. For each publication you receive, how much of it do you read?
Community Education Journal All Most Some Very little None
Community Education Today All Most Some Very little None
State Association Newsletter All Most Some Very little None

14. In general, how useful do you find each publication?
Community Education Journal Very useful Somewhat useful Slightly useful Not useful
Community Education Today Very useful Somewhat useful Slightly useful Not useful
State Association Newsletter Very useful Somewhat useful Slightly useful Not useful

15. What topic(s) currently not being addressed would you like included in these publications? _____

_____

_____

16. Did you receive a copy of Community Education Across America before this mailing? Yes No
If yes, please answer the following:

(a) In general, how useful do you find it? Very useful Somewhat useful Slightly useful Not useful

(b) Do you think a new edition should be collected and printed? Yes No No Opinion

(c) Please provide any comments you may have concerning this publication or suggestions for improvement. _____

_____

_____

17. What current publications in the field of community education would you recommend as "must reading" for community educators?

18. What current publications outside the community education field would you recommend as "must reading" for community educators?

19. Does community education need a new community education college textbook? Yes No No Opinion

20. What additional types of printed material or publications are needed? [Please specify topic(s) and format(s).]

Concerning Training:

21. What are the most important topics/issues that community education training should be addressing? (Please list your top three priorities.)

22. It has been suggested that different groups involved in community education require different types of training. What do you view as the single most important training need for the following groups?

Local community education practitioners

Teachers

School administrators

Advisory councils

Other significant groups (please specify)

Concerning Priorities and Enhancement:

23. Compared to three years ago, how would you describe community education initiatives in your state?

Much Stronger Stronger About the Same Weaker Much Weaker

Why?

24. What issues are currently being addressed by community education in your state?

25. What issues could community education address if it were stronger, better organized, or better financed in your state?

26. Within your state, what is the biggest obstacle that community education advocates must overcome?

27. What can community education advocates do to overcome that obstacle?

28. What activities or projects do you suggest be started or stressed to improve the development of community education initiatives at the national level?

Thank you for your assistance. Because we would like to send a copy of the final Needs Assessment Report to everyone who returns the survey, please review the mailing label and indicate below any corrections in the address. If the original addressee is no longer involved in community education or if an additional contact should be included, please provide his/her name and address. _____ No changes needed _____Add as indicated
_____ Yes, change my address as indicated _____Substitute as indicated

Name_____

Title_____

Organization_____

Address_____

City_____ State_____ Zip_____

Phone (_____)_____

Please return this survey within the next five days in the enclosed pre-addressed envelope.

Larry E. Decker, Project Director
Valerie A. Romney, Assoc Director
Mid-Atlantic Center for
Community Education
University of Virginia
405 Emmet Street, Ruffner Hall
Charlottesville, VA 22903
(804) 924-0864

Appendix C
SURVEY RESPONSES BY CATEGORY

CONCERNING THE RESPONDENT

1. In what state do you work? (See Appendix D: Detailed Responses)

Rate of Return	Number	% Cases
Returned	263	65.8
No Response	137	34.2
Total Number of Surveys Sent	400	100.0

Of the returns, 71.0 percent were in response to the first request, 29.0 percent in response to the second.

2. Where do you work? [263 cases]

	Number	% Cases
Local agency [3][3]	169	64.3
Local education agency	164	62.4
State agency [2]	30	11.4
State education agency	29	11.0
Higher education institution [1]	42	16.0
National organization/project [1]	8	3.0
Other [6]	14	5.3

3. What is your present position or job title? [261 cases]

	Number	% Cases
Community education title [20]	162	62.1
Community education specific [11]	135	51.7
Community school coordinator/director/principal	18	6.9
District coordinator/supervisor/director	83	31.8
Community education with other duties [9]	27	10.3
Administrative title [10]	45	17.2
Director (various levels)	16	6.1
Adult, continuing & vocational education (dean/director/specialist) [6]	7	2.7
Community specialist (coordinator/director) [3]	9	3.4
Resource/support services (coordinator/director) [13]	14	5.4
Teaching/education specialist [4]	12	4.6
Other [6]	12	4.6

4. How many years have you been involved in community education? [263 cases]

	Number	% Cases
1-3 years	24	9.1
4-6 years	35	13.3
7-9 years	34	12.9
10+ years	170	64.6

[3]Indicates total number of single items that comprise the category.

5. Have you received any formal training in community education? If yes, please specify for each training event the type of training, the agency or institution that sponsored that specific training event, and your evaluation of its usefulness.

5a. Was formal training received? [263 cases]	Number	% Cases
Yes	212	80.6
No	48	18.3
Comments (limited, numerous, etc.) [3]	3	1.1

5b. Number of training events listed (maximum of five events) [212 cases; mean = 3.04]	Number	% Cases
One	41	19.3
Two	41	19.3
Three	49	23.1
Four	30	14.2
Five	51	24.1

5c. Type/source of training programs listed	No.	%Responses	%Cases
Degree program [1]	100	15.7	47.8
University class/workshop [3]	142	22.3	67.9
University/community education center class/workshop	124	19.5	59.3
National Center for Community Education [3]	91	14.3	43.5
NCCE	69	10.8	33.0
Renewal/Leadership Institute	21	3.3	10.0
National Community Education Association [1]	54	8.5	25.8
Mott programs [2]	42	6.6	20.1
Mott	37	5.8	17.7
Other community education programs [5]	16	2.5	7.7
Conferences/workshops (not specified) [1]	25	3.9	12.0
Departments of education programs [2]	43	6.8	20.6
State department workshop	39	6.1	18.7
State/regional community education association programs [2]	84	13.2	40.2
State association	79	12.4	37.8
Other training [12]	39	6.1	18.7
TOTAL [209 cases]	636	100.0	304.3

5d. Evaluation of Training	No.	%Responses	%Cases
Very useful	493	81.1	247.7
Somewhat useful	99	16.3	49.7
Slightly useful	14	2.3	7.0
Not useful	2	.3	1.0
TOTAL [199 cases]	608	100.0	305.5

5e. Cross Tabulations of Training Events by Usefulness

Number (%) of responses rating that training event as:	Very Useful	Somewhat Useful	Slightly Useful	Not Useful
Degree program	71	16	3	1
	(78.0)	(17.6)	(3.3)	(1.1)
University class/workshop	122	15	2	0
	(87.8)	(10.8)	(1.4)	(0.0)
National Center for Community Education	60	6	1	0
	(89.6)	(9.0)	(1.5)	(0.0)
National Community Education Association	39	12	0	0
	(76.5)	(23.5)	(0.0)	(0.0)
Mott programs	54	6	1	0
	(88.5)	(9.8)	(1.6)	(0.0)
Other community education programs	14	1	0	0
	(93.3)	(6.7)	(0.0)	(0.0)
Conferences/workshops (not specified)	16	5	1	0
	(72.7)	(22.7)	(4.5)	(0.0)
Departments of education programs	26	11	5	0
	(61.9)	(26.2)	(11.9)	(0.0)
State/regional community education association programs	64	16	0	1
	(79.0)	(19.8)	(0.0)	(0.0)
Other training	27	11	1	0
	(69.2)	(28.2)	(2.6)	(0.0)
TOTAL [199 cases]	493	99	14	2
	(81.1)	(16.3)	(2.3)	(0.3)

6. Which of the following meetings have you attended in the last three years?

6a. National Community Education Association Annual Conferences [242 cases]

	Number	% Cases
Number of conferences attended		
All three	76	31.4
Two	41	16.9
One	60	24.8
None	65	26.9
Attended at least one NCEA conference	177	73.1
Years of conference attendance		
1988	126	71.5
1989	123	69.5
1990	120	67.8

6b. State Community Education Conferences [254 cases]	Number	% Cases
Number of conferences attended		
All three	176	69.3
Two	22	8.7
One	30	11.8
None	23	9.1
N/A or no association (written in)	3	1.2
Attended at least one state conference	**228**	**89.8**
Years of conference attendance		
1988	194	85.1
1989	199	87.3
1990	206	90.3

7. What are your primary professional association affiliations?

	No.	%Responses	%Cases
Community education [5]	**355**	**55.4**	**137.1**
NCEA	153	23.9	59.1
State/regional community education association	187	29.2	72.2
Administration [6]	**35**	**5.5**	**13.5**
Educational administration	26	4.1	10.0
Adult, continuing & vocational education [5]	**63**	**9.8**	**24.3**
Adult/adult basic education	21	3.3	8.1
Adult & continuing education	29	4.5	11.2
Business & management [9]	**10**	**1.6**	**3.9**
Child, youth & family [7]	**14**	**2.2**	**5.4**
Other education associations [17]	**140**	**21.8**	**54.1**
Other, including alumni	43	6.7	16.6
Phi Delta Kappa	19	3.0	7.3
School public relations	26	4.1	10.0
Other [7]	**22**	**3.4**	**8.5**
None [1]	**2**	**.3**	**.8**
TOTAL [259 cases]	**641**	**100.0**	**247.5**

8. What is your primary area of professional interest or discipline? (List only one.)

[246 cases]	Number	% Cases
Community education [4]	**92**	**37.4**
Community education or specific community education group	84	34.1
Adult, continuing & vocational education [4]	**30**	**12.2**
Adult education, including GED	19	7.7
Business & management [7]	**39**	**15.9**
Educational administration	22	8.9
Child, youth & family [9]	**14**	**5.7**
Community [7]	**13**	**5.3**
Other education [16]	**42**	**17.1**
Other [8]	**16**	**6.5**

9. Are you a member of your state community education association? [259 cases]

	Number	% Cases
Yes	231	89.2
No	14	5.4
No state association	14	5.4

10. What is your best source of information about community education?

	No.	%Responses	%Cases
Community education centers [3]	22	6.0	8.7
University/community education center	19	5.1	7.5
Community Education Journal **[1]**	24	6.5	9.5
Community Education Today **[1]**	28	7.6	11.1
Department of education [4]	24	6.5	9.5
Department of education	20	5.4	7.9
Mott Foundation [2]	13	3.5	5.2
National Center for Community Education [2]	16	4.3	6.3
NCCE	14	3.8	5.6
National Community Education Association [2]	76	20.7	30.2
NCEA, including publications & conferences	75	20.4	29.8
Self & other community education professionals [8]	42	11.4	16.7
Other professionals/districts	20	5.4	7.9
State & regional associations [3]	61	16.6	24.2
Association (meetings, materials)	58	15.8	23.0
Other community education sources [12]	40	10.8	15.9
Written materials (not specified) [5]	17	4.6	6.7
Other (outside community education) [7]	15	4.1	6.0
TOTAL [252 cases]	369	100.0	146.4

11. Do you have a good source of community education information within your state? If yes, specify. [238 cases]

	Number	% Cases
Yes	188	79.0
No	50	21.0

11b. Name of Source	No.	%Responses	%Cases
Community education centers [3]	62	23.1	31.3
University/community education center	51	19.0	25.8
Department of education [2]	48	17.9	24.2
State department of education, including superintendent	44	16.4	22.2
Local resources [4]	16	6.0	8.1
State/regional association [6]	111	41.4	56.1
State association	96	35.8	48.5
Other [7]	18	6.7	9.1
Comments (no source listed) [4]	13	4.9	6.6
TOTAL [198 cases]	268	100.0	135.4

CONCERNING PUBLICATIONS

12.	Do you receive the following publications?	Number	% Cases
(1)	*Community Education Journal* [248 cases]		
	Yes	187	75.4
	No	61	24.6
(2)	*Community Education Today* [253 cases]		
	Yes	201	79.4
	No	52	20.6
(3)	State Association Newsletter [250 cases]		
	Yes	210	84.0
	No	33	13.2
	N/A	6	2.4
	Another state's newsletter	1	.4

13.	For each publication you receive, how much of it do you read?	Number	% Cases
(1)	*Community Education Journal* [190 cases]		
	All	48	25.3
	Most	89	46.8
	Some	50	26.3
	Very little	3	1.6
	None	0	.0
(2)	*Community Education Today* [202 cases]		
	All	79	39.1
	Most	88	43.6
	Some	33	16.3
	Very little	2	.1
	None	0	.0
(3)	State association newsletter [213 cases]		
	All	156	73.2
	Most	44	20.7
	Some	10	4.7
	Very little	3	1.4
	None	0	.0

14.	In general, how useful do you find each publication?	Number	% Cases
(1)	*Community Education Journal* [191 cases]		
	Very Useful	96	50.2
	Somewhat useful	83	43.5
	Slightly useful	9	4.7
	Not useful	3	1.6
(2)	*Community Education Today* [203 cases]		
	Very Useful	112	55.2
	Somewhat useful	79	38.9
	Slightly useful	10	4.9
	Not useful	2	1.0

(3)	**State association newsletter** [245 cases]		
	Very Useful	117	56.5
	Somewhat useful	70	33.8
	Slightly useful	18	8.7
	Not useful	2	1.0

15. What topic(s) currently not being addressed would you like included in these publications?

	No.	%Responses	%Cases
Community education as a discipline [5]	17	7.7	11.8
Research & documentation	8	3.6	5.6
Community education professionalism/training & professional development [12]	25	11.4	17.4
Community education & the broader education community [10]	30	13.6	20.8
Educational reform/*America 2000*	13	5.9	9.0
Child, youth & family [6]	15	6.8	10.4
Collaborations [3]	8	3.6	5.6
Community [5]	8	3.6	5.6
Format/focus [9]	20	9.1	13.9
How-to information (practical, specific)	8	3.6	5.6
Funding & resources [3]	20	9.1	13.9
Funding alternatives	10	4.5	6.9
Grant & proposal development/availability	9	4.1	6.3
Programming [11]	24	10.9	16.7
Innovative/successful programming ideas	8	3.6	5.6
Public relations & marketing [4]	13	5.9	9.0
Other specific issues [12]	22	10.0	15.3
Comments (no topic listed) [2]	18	8.2	12.5
Don't know, nothing missing, etc.	17	7.7	11.8
TOTAL [144 cases]	220	110.0	152.8

16. Did you receive a copy of *Community Education Across America* before this mailing? [252 cases]

	Number	% Cases
Yes	189	75.0
No	62	24.6
Don't know/not sure (written in)	1	.4

If yes, please answer the following:

16a. In general, how useful do you find it? [197 cases]

	Number	% Cases
Very useful	86	43.7
Somewhat useful	85	43.1
Slightly useful	21	10.7
Not useful	5	2.5

16b. Do you think a new edition should be collected and printed? [191 cases]

	Number	% Cases
Yes	131	68.6
No	19	9.9
No opinion	41	21.5

16c. Please provide any comments you may have concerning this publication or suggestions for improvement.

	No.	%Responses	%Cases
Format [5]	**21**	**14.8**	**18.1**
Index & cross reference by topic & population served	9	6.3	7.8
Organize by program types, topics & population served	6	4.2	5.2
More program information [10]	**19**	**13.4**	**16.4**
Suggestions for additional information [4]	**8**	**5.6**	**6.9**
Updating & distribution [6]	**30**	**21.1**	**25.9**
Update as needed/ on a 2-, 5- or 10-year cycle	21	14.8	18.1
Negative comments [7]	**12**	**8.5**	**10.3**
Positive comments [2]	**46**	**32.4**	**39.7**
General positive statements	42	29.6	36.2
Other comments [3]	**6**	**4.2**	**5.2**
TOTAL [116 cases]	**142**	**100.0**	**122.4**

17. What current publications in the field of community education would you recommend as "must reading" for community educators?

	No.	%Responses	%Cases
Building Learning Communities **[1]**	**25**	**10.0**	**15.2**
Community Education Across America **[1]**	**10**	**4.0**	**6.1**
Community Education Journal **[1]**	**58**	**20.9**	**31.7**
Community Education Today **[1]**	**43**	**17.3**	**26.2**
Jack Minzey's textbooks [1]	**10**	**4.0**	**6.1**
State/local association publications [1]	**9**	**3.6**	**5.5**
Other community education publications [20]	**46**	**18.5**	**28.0**
Decker/Mid-Atlantic Center publications	13	5.2	7.9
Other education publications [12]	**28**	**11.2**	**17.1**
LERN (Learning Resources Network) *Course Trends*	16	6.4	9.8
Other [4]	**5**	**2.0**	**3.0**
Comments (no recommendations) [3]	**21**	**8.4**	**12.8**
None, few, can't think of one, etc.	19	7.6	11.6
TOTAL [164 cases]	**249**	**100.0**	**151.7**

18. What current publications outside the community education field would you recommend as "must reading" for community educators?

	No.	%Responses	%Cases
Community education related [3]	**3**	**1.4**	**1.9**
Adult, continuing & vocational education [3]	**9**	**4.2**	**5.8**
***Educational Leadership* [1]**	**10**	**4.6**	**6.5**
Future Visioning [4]	**15**	**6.9**	**9.7**
LERN/LERN *Course Trends* [1]	**15**	**6.9**	**9.7**
Management & Organizations [9]	**13**	**6.0**	**8.4**
***Phi Delta KAPPAN* [1]**	**25**	**11.6**	**16.1**
Other specific titles in education [24]	**38**	**17.6**	**24.5**
Other education publications [12]	**41**	**19.0**	**26.5**
Hodgkinson/demographics	9	4.2	5.8
Reform reports/*America 2000*	8	3.7	5.2
Other publications [21]	**34**	**15.7**	**21.9**
Current events (news/magazines, etc.)	12	5.6	7.7
Comments (don't know, etc.)	**13**	**6.0**	**8.4**
TOTAL [155 cases]	**216**	**100.0**	**139.4**

19. Does community education need a new community education college textbook?

[237 cases]	Number	% Cases
Yes	118	49.8
No	18	7.6
No opinion	101	42.6

20. What additional types of printed material or publications are needed? [Please specify topic(s) and format(s).]

	No.	%Responses	%Cases
Community education as a discipline [4]	**13**	**7.5**	**10.4**
Community education training & professional development [8]	**19**	**10.9**	**15.2**
Child, youth & family [4]	**4**	**2.3**	**3.2**
Collaborations [3]	**7**	**4.0**	**5.6**
Community [4]	**6**	**3.4**	**4.8**
Format [17]	**27**	**15.5**	**21.6**
How-to's [3]	**30**	**17.2**	**24.0**
How-to manuals/workbooks (short, practical)	25	14.4	20.0
Issues handbook [3]	**14**	**8.0**	**11.2**
Issues yearbook, including emerging issues	7	4.0	5.6
Programming [5]	**7**	**4.0**	**5.6**
Topical areas [19]	**33**	**19.0**	**26.4**
Comments [5]	**14**	**8.0**	**11.2**
None; unaware of need	9	5.2	7.2
TOTAL [125 cases]	**174**	**100.0**	**139.2**

CONCERNING TRAINING

21. What are the most important topics/issues that community education training should be addressing? (Please list your top three priorities.)

	No.	%Responses	%Cases
Community education as a discipline[16]	**61**	**10.4**	**26.2**
Philosophy & concepts	6	4.4	11.2
Community education training & professional development [33]	**92**	**15.7**	**39.5**
Leadership training	14	2.4	6.0
Needs assessment	14	2.4	6.0
Networking	12	2.0	5.2
Community education & the broader education community [19]	**62**	**10.6**	**26.6**
Educational reform/*America 2000*	32	5.5	13.7
Adult, continuing & vocational education [2]	**12**	**2.0**	**5.2**
At-risk [4]	**15**	**2.6**	**6.4**
Child, youth & family [7]	**52**	**8.9**	**22.3**
Child care/extended day	19	3.2	8.2
Parent/family education & involvement	21	3.6	9.0
Collaborations [4]	**47**	**8.0**	**20.2**
Building partnerships/collaborations	24	1.4	10.3
Interagency cooperation	21	3.6	9.0
Community [9]	**40**	**6.8**	**17.2**
Community outreach & involvement	25	4.3	10.7
Funding & resources [5]	**45**	**7.7**	**19.3**
Funding & budgeting	35	6.0	15.0
Government & policy [5]	**13**	**2.2**	**5.6**
Management & organizations [14]	**28**	**4.8**	**12.0**
Programming [13]	**29**	**4.9**	**12.4**
Public relations & marketing [5]	**35**	**6.0**	**15.0**
Educating others about community education	12	2.0	5.2
Public/community relations	12	2.0	5.2
Topical areas [17]	**56**	**9.5**	**24.0**
Emerging issues	13	2.2	5.6
Literacy	13	2.2	5.6
TOTAL [233 cases]	587	100.0	251.9

22. It has been suggested that different groups involved in community education require different types of training. What do you view as the single most important training need for the following groups?

22a. Training needs for local community education practitioners [217 cases]

	Number	% Cases
Community education as a discipline [6]	**45**	**20.7**
Basic training in community education, including models	20	9.2
Philosophy & concepts	16	7.4
Community education training & professional development [9]	**41**	**18.9**
Leadership training & development	12	5.5
Community education & the broader education community [8]	**15**	**6.9**
Collaborations [4]	**18**	**8.3**
Community [5]	**13**	**6.0**
Format, programming & topical areas [7]	**16**	**7.4**
Funding & resources [6]	**13**	**6.0**
Management & organizations [8]	**30**	**13.8**
Management & administrative skills	12	5.5
Personal skills [8]	**13**	**6.0**
Public relations & marketing [5]	**13**	**6.0**

22b. Training needs for teachers [219 cases]

	Number	% Cases
Community education as a discipline [1]	**70**	**32.0**
What is community education & what are its benefits	70	32.0
Community education & the broader education community [11]	**14**	**6.4**
Collaborations [2]	**4**	**1.8**
Community & parents [9]	**40**	**18.3**
Format, programming & topical areas [5]	**5**	**2.3**
Funding & resources [1]	**1**	**.5**
Management & organizations [6]	**10**	**4.6**
Personal skills [6]	**10**	**4.6**
Role & teaching skills [6]	**25**	**11.4**
Methodology & knowledge of subject matter	19	8.7
Public relations & marketing [3]	**4**	**1.8**
Working with various populations [5]	**35**	**16.0**
Working with adult learners	23	10.5
Comments (don't know, etc.) [1]	**1**	**.5**

22c. Training needs for school administrators [219 cases]

	Number	% Cases
Community education as a discipline [1]	**105**	**47.9**
What is community education & what are its benefits	105	47.9
Community education & the broader education community [5]	**19**	**8.7**
Collaborations [2]	**5**	**2.3**
Community & parents [10]	**31**	**14.2**
Format, programming & topical areas [5]	**5**	**2.3**
Funding & resources [3]	**6**	**2.7**
Management & organizations [18]	**39**	**17.8**
Personal skills [5]	**8**	**3.7**
Comments (don't know, etc.) [1]	**1**	**.5**

22d. Training needs for advisory councils [206 cases]

	Number	% Cases
Community education as a discipline [1]	25	12.1
What is community education & what are its benefits	25	12.1
Community education & the broader education community [6]	13	6.3
Collaborations [2]	9	4.4
Community & parents [8]	15	7.3
Format, programming & topical areas [5]	5	2.4
Funding & resources [1]	1	.5
Management & organizations [14]	70	34.0
Empowerment	14	6.8
Group dynamics/process skills	15	7.3
Personal skills [10]	24	11.7
Public relations & marketing [5]	14	6.8
Role & function [4]	26	12.6
Role & function	17	8.3
Comments [2]	4	1.9

22e. Training needs for other significant groups: Groups identified

	No.	%Responses	%Cases
Other community education personnel [2]	2	1.7	2.1
Agencies & organizations [2]	25	21.6	26.6
Other agencies & organizations	23	19.8	24.5
Business & industry [3]	18	15.5	19.1
Business & industry	16	13.8	17.0
Community & parents [8]	17	14.7	18.1
Parents	6	5.2	6.4
Government & policy makers [6]	21	18.1	22.3
Legislators & state government	9	7.8	9.6
Local government	7	6.0	7.4
Schools [7]	21	18.1	22.3
School boards (all levels)	13	11.2	13.8
No group identified, but recommended a type of training [1]	12	10.3	12.8
TOTAL [94 cases]	116	100.0	123.4

22f. Training needs for other significant groups: Type of training identified

	No.	%Responses	%Cases
Community education as a discipline [6]	33	39.8	41.3
What is community education & what are its benefits	26	31.3	32.5
Community education & the broader education community [3]	4	4.8	5.0
Collaborations [2]	21	25.3	26.3
Interagency cooperation & networking	19	22.9	23.8
Format, programming & topical areas [1]	1	1.2	1.3
Funding & resources [1]	1	1.2	1.3
Management [8]	9	10.8	11.3
Public relations & marketing [1]	3	3.6	3.8
Group's role & function [7]	11	13.3	13.8
How to become involved	4	4.8	5.0
TOTAL [80 cases]	83	100.0	103.8

22g. Cross tabulation of other groups and their training needs

Key:

A Community education as a discipline
B Community education & the broader education community
C Collaborations
D Format, programming & topical areas
E Funding & resources
F Management
G Public relations & marketing
H Group's role & function

Groups: [79 cases] (Number of times identified; % cases)	Type of Training Number (row %) A	B	C	D
Other community education personnel (2; 2.1%)	-	-	-	-
	-	-	-	-
Agencies & organizations (25; 26.6%)	4	-	12	-
	(22.2)	-	(66.7)	-
Business & industry (18; 19.1%)	4	1	2	-
	(50.0)	(12.5)	(25.0)	-
Community & parents (17; 18.1%)	2	-	-	-
	(20.0)	-	-	-
Government & policy makers (21; 22.3%)	11	1	-	-
	(73.3)	(6.7)	-	-
Schools (21; 22.3%)	10	1	1	1
	(62.5)	(6.3)	(6.3)	(6.3)
No group identified, but recommended a type of training (12; 12.8%)	2	-	5	-
	(16.7)	-	(41.7)	-
TOTAL	33	3	20	1
(column total and %)	(40.7)	(3.7)	(24.7)	(1.2)

Additional types of training for the identified groups	E	F	G	H
Other community education personnel (2; 2.1%)		2	-	-
	-	(100.0)	-	-
Agencies & organizations (25; 26.6%)	-	1	-	1
	-	(5.6)	-	(5.6)
Business & industry (18; 19.1%)	-	-	-	1
	-	-	-	(12.5)
Community & parents (17; 18.1%)	1	2	1	4
	(10.0)	(20.0)	(10.0)	(40.0)
Government & policy makers (21; 22.3%)	-	1	-	2
	-	(6.7)	-	(13.3)
Schools (21; 22.3%)	-	2	1	-
	-	(12.5)	(6.3)	-
No group identified, but recommended a type of training (12; 12.8%)	-	1	1	3
	-	(8.3)	(8.3)	(25.0)
TOTAL	1	9	3	11
(column total and %)	(1.2)	(11.1)	(3.7)	(13.6)

CONCERNING PRIORITIES AND ENHANCEMENT

23. Compared to three years ago, how would you describe community education initiatives in your state? [248 cases]	Number	% Cases
Much stronger	46	18.5
Stronger	82	33.1
About the same	64	25.8
Weaker	39	15.7
Much weaker	15	6.0
N/A or don't know (written in)	2	.8

23a. Why?	No.	%Responses	%Cases
Community education identity & recognition [10]	27	8.5	12.8
Documentation of . sults/success recognized	11	3.5	5.2
Community educatio n network & support [10]	23	7.3	10.9
Community education practitioners [9]	14	4.4	6.6
Community education & the broader education community [11]	18	5.7	8.5
Collaboration/competition [5]	12	3.8	5.7
Department of education [10]	31	9.8	14.7
Funding [7]	63	19.9	29.9
Funding, budget, weak economy	54	17.1	25.6
Government & legislation [13]	32	10.1	15.2
Legislation & reform	11	3.5	5.2
Leadership & support [10]	17	5.4	8.1
Programming & topical areas [13]	30	9.5	14.2
Programs in more places, involving more people	15	4.7	7.1
Public relations & marketing (awareness) [11]	20	6.3	9.5
State association [5]	24	7.6	11.4
Proactive association (active, strong, reorganized)	16	5.1	7.6
Comments (don't know, etc.) [1]	5	1.6	2.4
TOTAL [211 cases]	316	100.0	149.8

23b. Cross tabulation of cause by change in initiatives

Number of responses for states rated: (% change category, i.e., column %)	Stronger	Same	Weaker
Community education identity & recognition [10]	22 (11.7)	2 (3.0)	3 (5.0)
Community education network and support [10]	18 (9.6)	1 (1.5)	4 (6.7)
Community education practitioners [9]	7 (3.7)	5 (7.6)	2 (3.3)
Community education & the broader education community [11]	13 (6.9)	3 (4.5)	2 (3.3)
Collaboration/competition [5]	5 (2.7)	2 (3.0)	5 (8.3)
Department of education [10]	19 (10.1)	6 (9.1)	6 (10.0)
Funding [7]	11 (6.9)	[illegible] 45.5)	20 (33.3)
Government & legislation [13]	25 (13.3)	3 (4.5)	4 (6.7)
Leadership & support [10]	8 (4.3)	4 (6.1)	5 (8.3)
Programming & topical areas [13]	24 (12.8)	4 (6.1)	2 (3.3)
Public relations & marketing (awareness) [11]	15 (8.0)	3 (4.5)	2 (3.3)
State association [5]	19 (10.1)	1 (1.5)	4 (6.7)
Comments (don't know, etc.) [1]	0 (0.0)	2 (3.0)	1 (1.7)
TOTAL [209 cases] (% total responses, i.e., row %)	188 (59.9)	66 (21.0)	60 (19.1)

24. **What issues are currently being addressed by community education in your state?**

	No.	%Responses	%Cases
Community education as a discipline (identity) [4]	**5**	**1.0**	**2.2**
Community education expansion & training [19]	**47**	**9.7**	**20.3**
Community education & the broader education community [5]	**14**	**2.9**	**6.0**
Adult, continuing & vocational education [5]	**29**	**6.0**	**12.5**
At-risk [4]	**27**	**5.6**	**11.6**
At-risk	19	3.9	8.2
Child & youth [5]	**65**	**13.4**	**28.0**
Child care/extended day	43	8.9	18.5
Early childhood education/preschool	13	2.7	5.6
Collaborations [2]	**40**	**8.2**	**17.2**
Community [6]	**18**	**3.7**	**7.8**
Department of education & state level [8]	**12**	**2.5**	**5.2**
Educational reform [5]	**27**	**5.6**	**11.6**
Educational reform/*America 2000*	20	4.1	8.6
Funding & resources [8]	**43**	**8.9**	**18.5**
Funding alternatives (formula, per capita, etc.)	34	7.0	14.7
Legislation [2]	**12**	**2.5**	**5.2**
Parent & family [4]	**28**	**5.8**	**12.1**
Parent involvement	15	3.1	6.5
Programming [8]	**23**	**4.7**	**9.9**
Public relations & marketing (awareness) [3]	**4**	**.8**	**1.7**
Topical areas [19]	**75**	**15.5**	**32.3**
Literacy	25	5.2	10.8
Comments (don't know, etc.) [1]	**16**	**3.3**	**6.9**
TOTAL [232 cases]	**485**	**100.0**	**209.1**

25. **What issues could community education address if it were stronger, better organized, or better financed in your state?**

	No.	%Responses	%Cases
Community education as a discipline (identity) [9]	12	3.2	5.5
Community education expansion & training [13]	33	8.8	15.1
More programs in more places/outreach	13	3.5	5.9
Community education & the broader education community [17]	31	8.3	14.2
Adult, continuing & vocational education [2]	5	1.3	2.3
At-risk [5]	20	5.3	9.1
Child & youth [4]	28	7.5	12.8
Child care	18	4.8	8.2
Collaborations [5]	18	4.8	8.2
Community [10]	27	7.2	12.3
Department of education & state level [6]	6	1.6	2.7
Educational reform [3]	27	7.2	12.3
Educational reform/school improvement	23	6.1	10.5
Funding & resources [3]	12	3.2	5.5
Legislation [2]	8	2.1	3.7
Parent & family [6]	23	6.1	10.5
Programming [8]	9	2.4	4.1
Public relations & marketing [5]	12	3.2	5.5
Topical areas [18]	101	27.0	46.1
Anything/everything/all of the above	36	9.6	16.4
Literacy/adult at-risk	15	4.0	6.8
Comments (don't know, etc.) [1]	2	.5	.9
TOTAL [219 cases]	374	100.0	170.8

26. **Within your state, what is the biggest obstacle that community education advocates must overcome?**

	No.	%Responses	%Cases
Community education lacks recognition [8]	40	12.8	16.5
Poor marketing/lack of recognition & awareness	24	7.7	9.9
Community education is misunderstood [7]	45	14.4	18.5
Misunderstanding/failure to see the power of community education	19	6.1	7.8
Community education's internal obstacles [21]	39	12.5	16.0
Apathy/burnout	14	4.5	5.8
Community education's relationship with the broader education community [12]	26	8.3	10.7
Collaborations unsuccessful [3]	18	5.8	7.4
Interagency cooperation lacking/overlapping efforts	16	5.1	6.6
Department of education & state-level relationships [8]	26	8.3	10.7
Funding & resources [9]	110	35.3	45.3
Funding/weak economy	96	30.8	39.5
Legislation [2]	6	1.9	2.5
Comments [2]	2	.6	.8
TOTAL [243 cases]	312	100.0	128.4

27. **What can community education advocates do to overcome that obstacle?**

	No.	%Responses	%Cases
Community education's internal efforts [16]	**30**	**10.3**	**13.6**
Community education & the broader education community [7]	**9**	**3.1**	**4.1**
Collaborations [5]	**20**	**6.9**	**9.0**
Community [5]	**7**	**2.4**	**3.2**
Documentation [8]	**27**	**9.3**	**12.2**
Funding [6]	**20**	**6.9**	**9.0**
Identify funding alternatives	13	4.5	5.9
Government & legislation [7]	**18**	**6.2**	**8.1**
Lobbying [6]	**38**	**13.1**	**17.2**
Lobby/educate significant leaders (all levels)	24	8.3	10.9
NCEA & national activities [5]	**8**	**2.8**	**3.6**
Networking [7]	**18**	**6.2**	**8.1**
Programming [2]	**3**	**1.0**	**1.4**
Public relations & marketing [7]	**61**	**21.0**	**27.6**
Increase awareness & visibility of community education (all levels)	55	19.0	24.9
Comments (no obstacle identified) [2]	**30**	**10.3**	**13.6**
TOTAL [221 cases]	**290**	**100.0**	**131.2**

28. **What activities or projects do you suggest be started or stressed to improve the development of community education initiatives at the national level?**

	No.	%Responses	%Cases
Community education as a discipline [8]	**11**	**3.4**	**5.7**
Community education leadership & training [15]	**38**	**11.7**	**19.6**
Community education & the broader education community [4]	**19**	**5.8**	**9.8**
Involve community education in educational reform/*America 2000*	14	4.3	7.2
Collaborations [8]	**43**	**12.3**	**22.2**
Collaborate with major education/political groups	24	7.4	12.4
Documentation [4]	**19**	**5.8**	**9.8**
Documentation/develop model reform project	15	4.6	7.7
Funding & resources [5]	**23**	**7.1**	**11.9**
Push for federal & state funding	10	3.1	5.2
Government & legislation [6]	**12**	**3.7**	**6.2**
Lobbying [5]	**14**	**4.3**	**7.2**
National Community Education Association [12]	**17**	**5.2**	**8.8**
Networking & organization [17]	**37**	**11.3**	**19.1**
Programming & topical areas [12]	**18**	**5.5**	**9.3**
Public relations & marketing [7]	**48**	**14.7**	**24.7**
Marketing campaign for awareness & recognition	36	11.0	18.6
Publications & materials [7]	**13**	**4.0**	**6.7**
Comments (no recommendation) [2]	**14**	**4.3**	**7.2**
TOTAL [194 cases]	**326**	**100.0**	**168.0**

Appendix D

DETAILED SURVEY RESPONSES

CONCERNING THE RESPONDENT

1. In what state do you work?	No. Sent	Returned	% Returned
Alaska	8	6	75.0
Alabama	8	5	62.5
Arizona	11	7	63.6
Arkansas	3	1	33.3
California	12	4	33.3
Colorado	12	10	83.3
Connecticut	2	1	50.0
Delaware	2	1	50.1
District of Columbia	8	1	12.5
Florida	20	13	65.0
Georgia	13	9	69.2
Hawaii	3	1	33.1
Idaho	3	2	66.7
Illinois	7	3	42.8
Indiana	9	7	77.8
Iowa	7	3	42.8
Kansas	5	3	60.0
Kentucky	9	7	77.8
Louisiana	5	4	80.0
Maine	4	4	100.0
Maryland	10	3	30.0
Massachusetts	14	5	35.7
Michigan	19	17	89.5
Minnesota	13	11	84.6
Mississippi	4	1	25.0
Missouri	8	7	87.5
Montana	8	4	50.0
Nebraska	2	2	100.0
Nevada	2	1	50.0
New Hampshire	4	2	50.0
New Jersey	7	6	85.7
New Mexico	3	1	33.1
New York	8	6	75.0
North Carolina	7	5	71.4
North Dakota	5	4	80.0
Ohio	9	7	77.8
Oklahoma	9	7	77.8
Oregon	11	7	63.6
Pennsylvania	6	2	33.3
Rhode Island	1	1	100.0
South Carolina	11	8	72.7
South Dakota	2	1	50.0
Tennessee	8	5	62.5
Texas	13	10	76.9
Utah	11	8	72.7
Vermont	7	2	28.6
Virginia	10	8	80.0

	No. Sent	Returned	% Returned
Washington	12	10	83.3
West Virginia	8	5	62.5
Wisconsin	9	8	88.9
Wyoming	7	6	85.7
All states	1	1	100.0
TOTAL	**400**	**263**	**65.8**

Rate of Return	Number	% Cases
First request	188	47.0
Second request	75	18.8
Total returned	**263**	**65.8**
Undeliverable (moved/retired/etc.)	8	1.7
No response	130	32.5
Total not returned	**137**	**34.2**
TOTAL SENT	**400**	**100.0**

Of the returns, 71.0 percent were in response to the first request, 29.0 percent in response to the second.

2. **Where do you work?** [263 cases]	Number	% Cases
Local agency	**169**	**64.3**
County department of education	2	.8
Local education agency	164	62.4
Local governmental agency/department	3	1.1
State agency	**30**	**11.4**
State community education center	1	.4
State education agency	29	11.0
Higher education institution	**42**	**16.0**
National organization/project	**8**	**3.0**
Other	**14**	**5.3**
Adult/continuing education center	2	.8
Cooperative program local-institutions of higher education	3	1.1
Rural entrepreneurship agency	1	.4
Self-employed/consultant	5	1.9
State community education association	2	.8
Substance abuse center	1	.4

3. What is your present position or job title? [261 cases]

	Number	% Cases
Community education title	**162**	**62.1**
Community education specific	**135**	**51.7**
Administrative assistant for community education	2	.8
Associate dean	1	.4
Associate director	1	.4
Center director/coordinator	12	4.6
Community school coordinator/director/principal	18	6.9
Community school program coordinator	1	.4
Consultant	2	.8
District coordinator/supervisor/director	83	31.8
Network facilitator	1	.4
Specialist	2	.8
State coordinator/director/section chief	12	4.6
Community education with other duties	**27**	**10.3**
Adult & community education coordinator/supervisor	11	4.2
Community education & community college instruction, specialist	1	.4
Community education & public/community relations	3	1.1
Community education & volunteer coordinator	1	.4
Community education/community schools & recreation	4	1.5
Community & adult education, director	2	.8
Community, interagency & adult education director	1	.4
Teacher/community education coordinator	2	.8
Other	2	.8
Administrative title	**45**	**17.2**
Administrator	1	.4
Dean (various levels)	5	1.9
Director (various levels)	16	6.1
Doctoral program coordinator	1	.4
Off campus planning & development director	1	.4
Outreach college campus coordinator	2	.8
Principal (various levels)	10	3.8
Program/project director/coordinator	7	2.7
Resource development, vice president	1	.4
Special projects coordinator	1	.4
Adult, continuing & vocational education (dean/director/specialist)	7	2.7
Adult basic education	1	.4
Adult education	2	.8
Alternative/continuing education	1	.4
Continuing education	2	.8
Vocational center	1	.4

Community specialist (coordinator/director)	**9**	**3.4**
Community-school relations	3	1.1
Community services	5	1.9
Community specialist	1	.4
Resource/support services (coordinator/director)	**14**	**5.4**
Career advisor	1	.4
Education research	2	.8
Education resource center	1	.4
Education services specialist	1	.4
Enrichment	1	.4
Guidance	1	.4
Health/social services	1	.4
Industry/education partnership	1	.4
Learning center	1	.4
Public information	1	.4
Technical assistance	1	.4
Volunteers	1	.4
Youth office	1	.4
Teaching/education specialist	**12**	**4.6**
Early childhood education	1	.4
Education specialist	1	.4
Professor (various levels)	8	3.1
Teacher	2	.8
Other		**124.6**
Consultant/self-employed	6	2.3
Health/safety coordinator	1	.4
Lifelong learning center	1	.4
Retired	1	.4
Rural development institute director	1	.4
Writer/editor	2	.8

4. How many years have you been involved in community education? [263 cases]

	Number	% Cases
1-3 years	24	9.1
4-6 years	35	13.3
7-9 years	34	12.9
10+ years	170	64.6

5. Have you received any formal training in community education? If yes, please specify for each training event the type of training, the agency or institution that sponsored that specific training event, and your evaluation of its usefulness.

5a. Was formal training received? [263 cases]	Number	% Cases
Yes	212	80.6
No	48	18.3
Comments	3	1.1
No, but "had mentor"	1	.4
"Limited"	1	.4
"Numerous" events	1	.4

5b. Number of training events listed (maximum of five events) [212 cases; MEAN = 3.04]	Number	% Cases
One	41	19.3
Two	41	19.3
Three	49	23.1
Four	30	14.2
Five	51	24.1

5c. Type/source of training programs listed	No.	%Responses	%Cases
Degree program	100	15.7	47.8
University class/workshop	142	22.3	67.9
Extern/intern program	12	1.9	5.7
University/community education center class/workshop	124	19.5	59.3
University topical workshop	6	.9	2.9
National Center for Community Education	91	14.3	43.5
Flint schools, site visit	1	.2	.5
NCCE	69	10.8	33.0
Renewal/Leadership Institute	21	3.3	10.0
National Community Education Association	54	8.5	25.8
Mott programs	42	6.6	20.1
Mott	37	5.8	17.7
Mott fellow/intern/degree	5	.8	2.4
Other community education programs	16	2.5	7.7
Adult & community education association	1	.2	.5
Community education development center	1	.2	.5
Mid-Atlantic Center institutes/workshops	3	.5	1.4
Mobile Training Institutes	8	1.3	3.8
Other community education groups	3	.5	1.4
Conferences/workshops (not specified)	25	3.9	12.0

Departments of education programs	**43**	**6.8**	**20.6**
State department workshop	39	6.1	18.7
U.S. department workshop	4	.6	1.9
State/regional community education association programs	**84**	**13.2**	**40.2**
State association	79	12.4	37.8
Regional workshops	5	.8	2.4
Other training	**39**	**6.1**	**18.7**
Adult & continuing education	4	.6	1.9
Computer class	1	.2	.5
Counseling training	4	.6	1.9
Local/on-the-job	10	1.6	4.8
Management/leadership training	6	.9	2.9
NAPE (National Association for Partnerships in Education)/state-level association	1	.2	.5
Project observation	1	.2	.5
Reading/self-study	1	.2	.5
Rural development	1	.2	.5
School board association	2	.3	1.0
School public relations	4	.6	1.9
Specialized training	3	.5	1.4
TOTAL [209 cases]	**636**	**100.0**	**304.3**

5d. Evaluation of Training [199 cases]

	No.	%Responses	%Cases
Very useful	**493**	**81.1**	**247.7**
Somewhat useful	**99**	**16.3**	**49.7**
Slightly useful	**14**	**2.3**	**7.0**
Not useful	**2**	**.3**	**1.0**

6. Which of the following meetings have you attended in the last three years?

6a. National Community Education Association Annual Conferences [242]

	Number	% Cases
Number of conferences attended		
All three	76	31.4
Two	41	16.9
One	60	24.8
None	65	26.9
Attended at least one NCEA conference	**177**	**73.1**
Years of conference attendance		
1988	126	71.5
1989	123	69.5
1990	120	67.8

6b. State Community Education Conferences [254]

	Number	% Cases
Number of conferences attended		
All three	176	69.3
Two	22	8.7
One	30	11.8
None	23	9.1
N/A or no association (written in)	3	1.2
Attended at least one state conference	**228**	**89.8**
Years of conference attendance		
1988	194	85.1
1989	199	87.3
1990	206	90.3

7. What are your primary professional association affiliations?

	No.	%Responses	%Cases
Community education	**355**	**55.4**	**137.1**
Community education	2	.3	.8
NCEA	153	23.9	59.1
Other community education groups (state, national, etc.)	11	1.7	4.2
State board member/directors association	2	.3	.8
State/regional community education association	187	29.2	72.2
Administration	**35**	**5.5**	**13.5**
Educational administration	26	4.1	10.0
Headmasters	1	.2	.4
National Staff Development Council	1	.2	.4
Principals association	5	.8	1.9
School executives	1	.2	.4
Training & development	1	.2	.4
Adult, continuing & vocational education	**63**	**9.8**	**24.3**
Adult/adult basic education	21	3.3	8.1
Adult & continuing education	29	4.5	11.2
Community service & continuing education	2	.3	.8
Continuing education	2	.3	.8
Vocational education	9	1.4	3.5
Business & management	**10**	**1.6**	**3.9**
Business/business education	2	.3	.8
Chamber of Commerce	1	.2	.4
Economic development	1	.2	.4
Employer services	1	.2	.4
Finance	1	.2	.4
Foundations	1	.2	.4

Industrial council	1	.2	.4
JTPA Commission	1	.2	.4
Rural leadership developmen	1	.2	.4
Child, youth & family	**14**	**2.2**	**5.4**
Child care	4	.6	1.5
Counseling & development	5	.8	1.9
Delinquency prevention	1	.2	.4
Dropout prevention	1	.2	.4
Early childhood education	1	.2	.4
Families as educators	1	.2	.4
Youth development	1	.2	.4
Other education associations	**140**	**21.8**	**54.1**
Academic subject area	2	.3	.8
Curriculum & supervision	9	1.4	3.5
Educational research	5	.8	1.9
ESL (English as a Second Language)	1	.2	.4
Associations & unions (NEA, AFT)	10	1.6	3.9
Higher education	1	.2	.4
Horace Mann	1	.2	.4
LERN (Learning Resources Network)	5	.8	1.9
Literacy	2	.3	.8
NAPE (national/state)	5	.8	1.9
Other, including alumni	43	6.7	16.6
Phi Delta Kappa	19	3.0	7.3
Politics in education	1	.2	.4
PTA	2	.3	.8
Rural education	4	.6	1.5
School public relations	26	4.1	10.0
Volunteers & partnerships	4	.6	1.5
Other	**22**	**3.4**	**8.5**
Aging/seniors	2	.3	.8
Community service/development	3	.5	1.2
Health	4	.6	1.5
Parks & recreation	7	1.1	2.7
Personal interest, noneducation	4	.6	1.5
Press/media	1	.2	.4
United Way	1	.2	.4
None	**2**	**.3**	**.8**
TOTAL [259 cases]	**641**	**100.0**	**247.5**

8. What is your primary area of professional interest or discipline? (List only one.)

[246 cases]	Number	% Cases
Community education	**92**	**37.4**
Community/adult education	5	2.0
Community education or specific community education group	84	34.1
Community schools	2	.8
Continuing/community education	1	.4
Adult, continuing & vocational education	**30**	**12.2**
Adult education, including GED	19	7.7
Basic skills	1	.4
Continuing education	4	1.6
Vocational education	6	2.4
Business & management	**39**	**15.9**
Association management	1	.4
Educational administration	22	8.9
Educational leadership	5	2.0
Human resource development	2	.8
Leadership development	7	2.8
Management	1	.4
Resource development	1	.4
Child, youth & family	**14**	**5.7**
At-risk	4	1.6
Balancing work & family	1	.4
Child care	1	.4
Children's programming	1	.4
Family support programs	1	.4
Parent involvement	2	.8
Prevention/early intervention	1	.4
Student services	1	.4
Youth development	2	.8
Community	**13**	**5.3**
Advisory council, including group process	1	.4
Community involvement	3	1.2
Community-school cooperation	2	.8
Community services	1	.4
Partnerships	3	1.2
Rural community development	1	.4
School-community relations	2	.8
Other education	**42**	**17.1**
Academic subject area	4	1.6
Alternative education	2	.8
Class programming	2	.8
Counseling & guidance	6	2.4
Curriculum/K-12 education	6	2.4

Education	4	1.6
Elementary education	1	.4
ESL	2	.8
Higher education	1	.4
Lifelong learning	3	1.2
Literacy	1	.4
Politics in education	2	.8
Program development	1	.4
Research	2	.8
Restructuring/school improvement	2	.8
School public relations	3	1.2
Other	**16**	**6.5**
Aging	2	.8
Assertive discipline	1	.4
Business	1	.4
Health & safety	2	.8
Media	1	.4
Publications	2	.8
Recreation	5	2.0
Writer	2	.8

9. Are you a member of your state community education association? [259 cases]

	Number	%Cases
Yes	231	89.2
No	14	5.4
No state association	14	5.4

10. What is your best source of information about community education?

	No.	%Responses	%Cases
Community education centers	**22**	**6.0**	**8.7**
Individual at a university/community education center	2	.5	.8
State center for community education	1	.3	.4
University/community education center	19	5.1	7.5
Community Education Journal	**24**	**6.5**	**9.5**
Community Education Today	**28**	**7.6**	**11.1**
Department of education	**24**	**6.5**	**9.5**
Department of education	20	5.4	7.9
State community education director/staff	2	.5	.8
State level/publications	1	.3	.4
Technical assistant	1	.3	.4

Mott Foundation	**13**	**3.5**	**5.2**
Mott, including publications	11	3.0	4.4
Mott fellows/network	2	.5	.8
National Center for Community Education	**16**	**4.3**	**6.3**
NCCE	14	3.8	5.6
Renewal/Leadership Institute	2	.5	.8
National Community Education Association	**76**	**20.7**	**30.2**
NCEA, including publications & conferences	75	20.4	29.8
NCEA members	1	.3	.4
Self & other community education professionals	**42**	**11.4**	**16.7**
Co-workers	1	.3	.4
Experience	1	.3	.4
Individual in another state with strong community education	1	.3	.4
Informed other	2	.5	.8
Local involvement	1	.3	.4
Networking/word of mouth	10	2.7	4.0
Other professionals/districts	20	5.4	7.9
Own/district resources	6	1.6	2.4
State & regional associations	**61**	**16.6**	**24.2**
Another state's association	1	.3	.4
Association (meetings, materials)	58	15.8	23.0
State network	2	.5	.8
Other community education sources	**40**	**10.8**	**15.9**
Association publications	1	.3	.4
Community Education Bulletin Board	1	.3	.4
Community education journals/newsletters	1	.3	.4
CENET (Community Education Computer Network)	20	5.4	7.9
Conferences	3	.8	1.2
Decker publications	4	1.1	1.6
ICEA (International Community Education Association)	1	.3	.4
ICEPAC	1	.3	.4
Mid-Atlantic Center	5	1.4	2.0
Professional publications	1	.3	.4
Publication: *University & Community Schools*	1	.3	.4
"That office"	1	.3	.4
Written materials (not specified)	**17**	**4.6**	**6.7**
Literature	3	.8	1.2
National news	1	.3	.4
Newsletter	1	.3	.4
Politics	1	.3	.4
Reports & other materials	11	3.0	4.4

Other (outside community education)	**15**	**4.1**	**6.0**
ABE (Adult Basic Education) office	1	.3	.4
Adult & continuing education	1	.3	.4
AFT (American Federation of Teachers)	1	.3	.4
Council of Chief State School Officers	4	1.1	1.6
Education Today	1	.3	.4
LERN/LERN *Course Trends*	6	1.6	2.4
Other professional organizations (not specified)	1	.3	.4
TOTAL [252 cases]	**369**	**100.0**	**146.4**

11. Do you have a good source of community education information within your state? If yes, specify. [238 cases]

	Number	% Cases
Yes	**188**	**79.0**
No	**50**	**21.0**

11b. Name of Source	**No.**	**%Responses**	**%Cases**
Community education centers	**62**	**23.1**	**31.3**
Individual at a university/community education center	9	3.4	4.5
NCCE	2	.7	1.0
University/community education center	51	19.0	25.8
Department of education	**48**	**17.9**	**24.2**
State community education coordinator/director	4	1.5	2.0
State department of education, including superintendent	44	16.4	22.2
Local resources	**16**	**6.0**	**8.1**
Local community education directors	6	2.2	3.0
Other local practitioners	3	1.1	1.5
Own/district resources	5	1.9	2.5
Self	2	.7	1.0
State/regional association	**111**	**41.4**	**56.1**
Council meetings	2	.7	1.0
Regional meetings	1	.4	.5
State association	96	35.8	48.5
State community education advisory council	4	1.5	2.0
State meetings	4	1.5	2.0
State network	4	1.5	2.0
Other	**18**	**6.7**	**9.1**
CENET	2	1.1	1.0
ICEPAC	1	.4	.5
Meetings	1	.4	.5
Networking	9	3.4	4.5

Other professional organizations	1	.4	.5
Publication: *University & Community Schools*	2	.7	1.0
Publications	1	.4	.5
Comments (no source listed)	**13**	**4.9**	**6.6**
Don't know/not sure	5	1.9	2.5
Getting better	2	.7	1.0
Had one, but not now	1	.4	.5
Limited/needs to be improved	5	1.9	2.5
TOTAL [198 cases]	**268**	**100.0**	**135.4**

CONCERNING PUBLICATIONS

12. Do you receive the following publications?

	Number	% Cases
(1) ***Community Education Journal*** [248 cases]		
Yes	187	75.4
No	61	24.6
(2) ***Community Education Today*** [253 cases]		
Yes	201	79.4
No	52	20.6
(3) **State association newsletter** [250 cases]		
Yes	210	84.0
No	33	13.2
N/A	6	2.4
Another state's newsletter	1	.4

13. For each publication you receive, how much of it do you read?

	Number	% Cases
(1) ***Community Education Journal*** [190 cases]		
All	48	25.3
Most	89	46.8
Some	50	26.3
Very little	3	1.6
None	0	.0
(2) ***Community Education Today*** [202 cases]		
All	79	39.1
Most	88	43.6
Some	[illegible]	16.3
Very little	[illegible]	.1
None		.0

(3) **State association newsletter** [213 cases]		
All	156	73.2
Most	44	20.7
Some	10	4.7
Very little	3	1.4
None	0	.0

14. In general, how useful do you find each publication?

	Number	% Cases
(1) ***Community Education Journal*** [191 cases]		
Very useful	96	50.2
Somewhat useful	83	43.5
Slightly useful	9	4.7
Not useful	3	1.6
(2) ***Community Education Today*** [203 cases]		
Very useful	112	55.2
Somewhat useful	79	38.9
Slightly useful	10	4.9
Not useful	2	1.0
(3) **State association newsletter** [207 cases]		
Very useful	117	56.5
Somewhat useful	70	33.8
Slightly useful	18	8.7
Not useful	2	1.0

15. What topic(s) currently not being addressed would you like included in these publications?

	No.	%Responses	%Cases
Community education as a discipline	17	7.7	11.8
Curricular trends in community education	1	.5	.7
Mission	1	.5	.7
Philosophy & elements of community education	4	1.8	2.8
Research & documentation	8	3.6	5.6
Role of university & community education centers	2	.9	1.4
Community education professionalism/training & professional development	25	11.4	17.4
Accreditation of community education training	1	.5	.7
Barriers to effectiveness	1	.5	.7
Burnout	1	.5	.7
Fellowships & assistantships	1	.5	.7
Job listings	6	2.7	4.2
Leadership training & empowerment	4	1.8	2.8
Management skills	1	.5	.7
Networking	1	.5	.7
Professionalization of community education	1	.5	.7
Resource material listings	1	.5	.7

Training & staff development	6	2.7	4.2
Why hire community education professionals	1	.5	.7
Community education & the broader education community	**30**	**13.6**	**20.8**
Alternative education	2	.9	1.4
Full/multi-service facilities	2	.9	1.4
Integrating/mainstreaming community education	2	.9	1.4
Legislation	4	1.8	2.8
Lifelong learning	1	.5	.7
Maintenance	2	.9	1.4
Political change strategies	1	.5	.7
Educational reform/*America 2000*	13	5.9	9.0
School board leadership	1	.5	.7
Adult programming tips	3	1.4	2.1
Child, youth & family	**15**	**6.8**	**10.4**
At-risk	1	.5	.7
Child care, including latchkey	5	2.3	3.5
Early childhood education	1	.5	.7
Extended day programs	4	1.8	2.8
Family support programs	1	.5	.7
Parent involvement	3	1.4	2.1
Collaborations	**8**	**3.6**	**5.6**
Partnership programs	6	2.7	4.2
Interagency cooperation	1	.5	.7
Information from related organizations & agencies	1	.5	.7
Community	**8**	**3.6**	**5.6**
Advisory councils	1	.5	.7
Citizen based community education organizing	1	.5	.7
Community involvement	3	1.4	2.1
Community development	2	.9	1.4
Community forums	1	.5	.7
Format/focus	**20**	**9.1**	**13.9**
Better format/layout	1	.5	.7
Case histories	1	.5	.7
Controversial articles	1	.5	.7
Emerging issues focus	4	1.8	2.8
Focus groups	1	.5	.7
Greater depth	1	.5	.7
How-to information (practical, specific)	8	3.6	5.6
Practitioner oriented	2	.9	1.4
Publications	1	.5	.7
Funding & resources	**20**	**9.1**	**13.9**
Budgeting (formation/cost-benefit)	1	.5	.7
Funding alternatives	10	4.5	6.9
Grant & proposal development/availability	9	4.1	6.3

Programming	**24**	**10.9**	**16.7**
Great program ideas column	1	.5	.7
Health & wellness	2	.9	1.4
Innovative/successful programming ideas	8	3.6	5.6
Intergenerational programs	1	.5	.7
Multicultural programs	3	1.4	2.1
Organization & administration	2	.9	1.4
Reduced emphasis on exemplary programs	1	.5	.7
Rural programs	2	.9	1.4
Seniors	2	.9	1.4
Staffing	1	.5	.7
Volunteers	1	.5	.7
Public relations & marketing	**13**	**5.9**	**9.0**
Marketing	6	2.7	4.2
Public relations	5	2.3	3.5
Publicity ideas (brochures, newsletters, etc.)	1	.5	.7
Recognitions reduced (fewer awards, honors, etc.)	1	.5	.7
Other specific issues	**22**	**10.0**	**15.3**
Economic development	3	1.4	2.1
Entrepreneurship	1	.5	.7
Environmental issues	2	.9	1.4
Future visioning	3	1.4	2.1
Global issues	4	1.8	2.8
Hunger	2	.9	1.4
Miami School District lawsuit	1	.5	.7
Role of technology	2	.9	1.4
Working with business	1	.5	.7
Activities in other states	1	.5	.7
Regional information & calendar	1	.5	.7
Survival tips for state community education association	1	.5	.7
Comments (no topic listed)	**18**	**8.2**	**12.5**
First class mail for long distances	1	.5	.7
Don't know, nothing missing, etc.	17	7.7	11.8
TOTAL [144 cases]	**220**	**100.0**	**152.8**

16. Did you receive a copy of *Community Education Across America* before this mailing?

[252 cases]	Number	% Cases
Yes	189	75.0
No	62	24.6
Don't know/not sure (written in)	1	.4

If yes, please answer the following:

16a. In general, how useful do you find it? [197 cases]

	Number	% Cases
Very useful	86	43.7
Somewhat useful	85	43.1
Slightly useful	21	10.7
Not useful	5	2.5

16b. Do you think a new edition should be collected and printed? [191 cases]

	Number	% Cases
Yes	131	68.6
No	19	9.9
No opinion	41	21.5

16c. Please provide any comments you may have concerning this publication or suggestions for improvement.

	No.	%Responses	%Cases
Format	**21**	**14.8**	**18.1**
Index & cross reference by topic & population served	9	6.3	7.8
Looseleaf for easy updating	1	.7	.9
Organize by program types, topics & population served	6	4.2	5.2
Print title on spine of book	2	1.4	1.7
Uniform style & content	3	2.1	2.6
More program information	**19**	**13.4**	**16.4**
Capsule sentence on each program	1	.7	.9
Funding sources for programs	1	.7	.9
Innovative programs	1	.7	.9
More in depth descriptions	2	1.4	1.7
More projects with one-line description & contacts	5	3.5	4.3
New directions in community education	2	1.4	1.7
Partnerships	1	.7	.9
Practical information on what works	1	.7	.9
Rural model development	1	.7	.9
Variety of models	4	2.8	3.4
Suggestions for additional information	**8**	**5.6**	**6.9**
Documentation & evaluation	3	2.1	2.6
Networking information	1	.7	.9
State replication research	1	.7	.9
State updates	3	2.1	2.6
Updating & distribution	**30**	**21.1**	**25.9**
Publicize to practitioners	1	.7	.9
Received several copies	1	.7	.9
Send to all superintendents	1	.7	.9
Work with state associations to gather information	3	2.1	2.6
Update & verify	3	2.1	2.6
Update as needed/on a 2-, 5-, or 10-year cycle	21	14.8	18.1
Negative comments	**12**	**8.5**	**10.3**
Interesting, but don't know purpose	2	1.4	1.7
LERN is more useful	1	.7	.9
Seems incomplete	1	.7	.9

Somewhat repetitive	1	.7	.9
This type of information becomes dated too quickly	2	1.4	1.7
Too general	4	2.8	3.4
Too much information	1	.7	.9
Positive comments	**46**	**32.4**	**39.7**
General positive statements	42	29.6	36.2
Pleased/disappointed that program was included	4	2.8	3.4
Other comments	**6**	**4.2**	**5.2**
Lack time to read & use it	3	2.1	2.6
Network should discuss	1	.7	.9
Don't know, none, etc.	2	1.4	1.7
TOTAL [116 cases]	**142**	**100.0**	**122.4**

17. What current publications in the field of community education would you recommend as "must reading" for community educators?

	No.	%Responses	%Cases
Building Learning Communities	**25**	**10.0**	**15.2**
Community Education Across America	**10**	**4.0**	**6.1**
Community Education Journal	**58**	**20.9**	**31.7**
Community Education Today	**43**	**17.3**	**26.2**
Jack Minzey's textbooks	**10**	**4.0**	**6.1**
State/local association publications	**9**	**3.6**	**5.5**
Other community education publications	**46**	**18.5**	**28.0**
All community education/association journals & publications	2	.8	1.2
Berridge's *Community Education Directors Handbook*	2	.8	1.2
Beyond the Bake Sale	1	.4	.6
Beyond the Schools	1	.4	.6
Community education how-to series	1	.4	.6
Community Education in The Western World	1	.4	.6
Community Education Research Digest	5	2.0	3.0
CENET	1	.4	.6
Combining Service & Learning	2	.8	1.2
Community Service	1	.4	.6
Decker/Mid-Atlantic Center publications	13	5.2	7.9
Doable Dozen (Shelton)	1	.4	.6
Fraying Fabric	1	.4	.6
Historic texts on community education development	2	.8	1.2
ICEA	1	.4	.6
Kerensky books	7	2.8	4.3

Kids Data Book	1	.4	.6
Mott reports	1	.4	.6
NCEA publications	1	.4	.6
New Directions for Community Education	1	.4	.6
Other education publications	**28**	**11.2**	**17.1**
America's Shame, America's Hope	1	.4	.6
Ed Today	1	.4	.6
Educator	1	.4	.6
LERN *Course Trends*	16	6.4	9.8
Let's Do It Our Way	1	.4	.6
Nation at Risk (National Commission on Excellence)	1	.4	.6
Phi Delta KAPPAN	2	.8	1.2
Renaissance in Education	1	.4	.6
Same Client	1	.4	.6
Volunteer Partnership Journal	1	.4	.6
What It Takes	1	.4	.6
Yesterday People	1	.4	.6
Other	**5**	**2.0**	**3.0**
Business publications	1	.4	.6
GED items	1	.4	.6
Local newsletter/publications	2	.8	1.2
Other professional organizations' materials	1	.4	.6
Comments (no recommendations)	**21**	**8.4**	**12.8**
Need new text	1	.4	.6
None, few, can't think of one, etc.	19	7.6	11.6
Too many to list	1	.4	.6
TOTAL [164 cases]	**249**	**100.0**	**151.7**

18. **What current publications outside the community education field would you recommend as "must reading" for community educators?**

	No.	%Responses	%Cases
Community education related	**3**	**1.4**	**1.9**
Community problem solving books	1	.5	.6
Neighborhood Organizer Handbook	1	.5	.6
Sense of Community (film)	1	.5	.6
Adult, continuing & vocational education	**9**	**4.2**	**5.8**
Adult & Continuing Education Today	6	2.8	3.9
Continuing education publications	2	.9	1.3
Strategic Planning & Leadership in Continuing Education	1	.5	.6
Educational Leadership	**10**	**4.6**	**6.5**
Future Visioning	**15**	**6.9**	**9.7**
Futurist	3	1.4	1.9

Megatrends 2000	5	2.3	3.2
Workforce 2000/related state reports	2	.9	1.3
World Future Society publications & *Future Trends*	5	2.3	3.2
LERN/LERN *Course Trends*	**15**	**6.9**	**9.7**
Management & Organizations	**13**	**6.0**	**8.4**
Franklin planning/time management	2	.9	1.3
Habits of Highly Effective People	1	.5	.6
Leadership Challenge	1	.5	.6
Organizational development/management	4	1.9	2.6
Paradigm Shifts	1	.5	.6
Strategic Planning	1	.5	.6
They Shoot Managers Don't They	1	.5	.6
Training & Development Journal	1	.5	.6
Why Leaders Can't Lead	1	.5	.6
Phi Delta KAPPAN	**25**	**11.6**	**16.1**
Other specific titles in education	**38**	**17.6**	**24.5**
America's Choice: High Schools, Low Wages	1	.5	.6
America's Shame, America's Hope	1	.5	.6
Chronicle of Higher Education	1	.5	.6
Coalition of Essential Schools	2	.9	1.3
Community, Technical & Junior College Journal	1	.5	.6
Crisis in Education (Mott)	1	.5	.6
Cultural Literacy	1	.5	.6
Education in School & Non-School Settings	1	.5	.6
Ed Week	7	3.2	4.5
Equity and Choice	1	.5	.6
Fifth Discipline	2	.9	1.3
Global Education: From Thought to Action	1	.5	.6
Improving Schools from Within	1	.5	.6
Marketing Classes for Adults	1	.5	.6
Marketing for Non-Profit Organizations	1	.5	.6
Moral & Social Crisis in Education	1	.5	.6
NAPE/*Joining Forces Newsletter*	7	3.2	4.5
National Commission on Children, various reports	1	.5	.6
Not Schools Alone	1	.5	.6
Public Relations Ideas That Work	1	.5	.6
Realizing America's Hope	1	.5	.6
School Age Child Care, An Action Manual	1	.5	.6
Social Education	1	.5	.6
Top Ten Education Issues (1991)	1	.5	.6
Other education publications	**41**	**19.0**	**26.5**
Comer's writings (James Comer)	1	.5	.6
Curriculum journals & publications	6	2.8	3.9
Davies/IRE publications (Don Davies)	1	.5	.6
Education administration journals	6	2.8	3.9
Hodgkinson/other demographics	9	4.2	5.8

Literacy information	2	.9	1.3
NEA publications	1	.5	.6
Other professional & local journals	3	1.4	1.9
Parks & recreation materials	1	.5	.6
Reform reports/*America 2000*	8	3.7	5.2
Research/AERA publications	1	.5	.6
School public relations newsletter	2	.9	1.3
Other publications	**34**	**15.7**	**21.9**
Alternative for Community Action on Youth Issues (Kettering Foundation)	1	.5	.6
Children in Need	1	.5	.6
Computer information	1	.5	.6
Current events (news/magazines, etc.)	12	5.6	7.7
Growing Hope	1	.5	.6
Habits of the Heart	1	.5	.6
Jefferson's writings	1	.5	.6
Marketing publications	1	.5	.6
National Geographic	1	.5	.6
NOLPE Law Journal	1	.5	.6
Popular literature	1	.5	.6
Positive Provocative	1	.5	.6
Powershift	2	.9	1.3
Question of Values	1	.5	.6
Renewal Factor	1	.5	.6
Service America	1	.5	.6
Teaching the Elephant to Dance	1	.5	.6
Thriving on Chaos	2	.9	1.3
Various articles	1	.5	.6
Wellesley publications on child care	1	.5	.6
Within Our Reach	1	.5	.6
Comments (don't know, etc.)	**13**	**6.0**	**8.4**
TOTAL [155 cases]	**216**	**100.0**	**139.4**

19. Does community education need a new community education college textbook?

[237 cases]	Number	% Cases
Yes	118	49.8
No	18	7.6
No opinion	101	42.6

20. What additional types of printed material or publications are needed? [Please specify topic(s) and format(s).]

	No.	%Responses	%Cases
Community education as a discipline	**13**	**7.5**	**10.4**
Definition: policy to process to program	4	2.3	3.2
Documentation & evaluation of the effectiveness of community education	6	3.4	4.8
Role & contributions to the community & other agencies	1	.6	.8
Role in the K-12 curriculum	2	1.1	1.6
Community education training & professional development	**19**	**10.9**	**15.2**
Collaboration/coalition-building training kit	3	1.7	2.4
Creativity	1	.6	.8
How to get states to recognize & enable community education	3	1.7	2.4
Identify legislators & why they support community education	1	.6	.8
Internships in the community	1	.6	.8
Management/strategic planning	4	2.3	3.2
Training for the uniqueness of community education	1	.6	.8
Training/staff development manuals on specific topics	5	2.9	4.0
Child, youth & family	**4**	**2.3**	**3.2**
Early childhood/family education	1	.6	.8
Youth services	1	.6	.8
Child care	1	.6	.8
Parent involvement	1	.6	.8
Collaborations	**7**	**4.0**	**5.6**
Information from related fields	2	1.1	1.6
Network with other agencies to develop materials	1	.6	.8
Publish community education information in other education journals	4	2.3	3.2
Community	**6**	**3.4**	**4.8**
Community as a classroom	1	.6	.8
Community development	1	.6	.8
Community involvement process	2	1.1	1.6
Local newspapers for community information	2	1.1	1.6
Format	**27**	**15.5**	**21.6**
Articles in popular magazines	2	1.1	1.6
Bulletins	1	.6	.8
Case studies	2	1.1	1.6
Clearinghouse	1	.6	.8
Computer simulations	1	.6	.8
Computer software for community education	1	.6	.8

Computerized community education databank	1	.6	.8
Feedback/fastback format	1	.6	.8
Field based project reviews	1	.6	.8
Newsletter	1	.6	.8
Quality (well written; no jargon)	2	1.1	1.6
Revise Minzey's materials	1	.6	.8
Short, easy to read articles & monographs	3	1.7	2.4
Simulations	1	.6	.8
Success stories	1	.6	.8
Update present publications	1	.6	.8
Videos & transparencies on community education concept	6	3.4	4.8
How-to's	**30**	**17.2**	**24.0**
Compilation binder including all community education material	1	.6	.8
Director's handbook (new, revised)	4	2.3	3.2
How-to manuals/workbooks (short, practical)	25	14.4	20.0
Issues handbook	**14**	**8.0**	**11.2**
Current issues & trends	6	3.4	4.8
Current issues in the broader education community	1	.6	.8
Issues yearbook, including emerging issues	7	4.0	5.6
Programming	**7**	**4.0**	**5.6**
Program/activity guide with organizing tips	3	1.7	2.4
Local programming suggestions	1	.6	.8
Program information on each area addressed by community education (child care, literacy, volunteers, etc.)	1	.6	.8
Programs to meet community needs	1	.6	.8
Rural programs; community education at a distance	1	.6	.8
Topical areas	**33**	**19.0**	**26.4**
Advisory councils	2	1.1	1.6
Budgeting	1	.6	.8
Change process	1	.6	.8
Curriculum development in community school	2	1.1	1.6
Educational equity	3	1.7	2.4
Federal legislation summary	2	1.1	1.6
Funding alternatives	3	1.7	2.4
Futures forecasting	2	1.1	1.6
Grant & proposal development	1	.6	.8
Group process facilitation	1	.6	.8
Health	1	.6	.8
Homelessness	1	.6	.8
Models (state & local)	2	1.1	1.6
Partnerships	3	1.7	2.4
Public relations & advertising materials	4	2.3	3.2
Safety	1	.6	.8
Senior citizens	1	.6	.8
Small schools information	1	.6	.8
Volunteer programs	1	.6	.8

Comments	**14**	**8.0**	**11.2**
Anything not required for certification	1	.6	.8
Covered elsewhere	2	1.1	1.6
More publications i libraries	1	.6	.8
None; unaware of need	9	5.2	7.2
People skills, can't be covered in a book	1	.6	.8
TOTAL [125 cases]	**174**	**100.0**	**139.2**

CONCERNING TRAINING

21. What are the most important topics/issues that community education training should be addressing? (Please list your top three priorities.)

	No.	%Responses	%Cases
Community Education as a discipline	**61**	**10.4**	**26.2**
Advisory council	7	1.2	3.0
Beliefs & skills of a community educator	1	.2	.4
Trends around the country	1	.2	.4
Community education for all populations (minorities, disadvantaged, etc.)	1	.2	.4
Certification for coordinators	5	.9	2.1
Evaluation & outcome based issues	3	.5	1.3
How to maximize the benefits of community education	1	.2	.4
Lifelong learning/learning society	6	1.0	2.6
Philosophy & concepts	26	4.4	11.2
Relating community education process to issues	1	.2	.4
Role as a community service center	1	.2	.4
Role as a problem solver & service deliverer	1	.2	.4
Role/function of community education administration	2	.3	.9
Role in the future	3	.5	1.3
Role of a community educator	1	.2	.4
State & national community education plans	1	.2	.4
Community education training & professional development	**92**	**15.7**	**39.5**
Advanced training programs	2	.3	.9
Basic how-to's	4	.7	1.7
Building constituencies	1	.2	.4
Communications skills/mass media	4	.7	1.7
Computer skills	3	.5	1.3
Consulting skills with self-help groups	1	.2	.4
Creativity & risk taking	1	.2	.4
Customer relations	1	.2	.4
Dealing with the public	1	.2	.4
Decision making-skills	1	.2	.4
Desktop publishing	1	.2	.4
Distance learning	1	.2	.4

Flexibility	1	.2	.4
Focus groups	1	.2	.4
Goal setting	1	.2	.4
Holistic approach (budgeting, planning, etc.)	1	.2	.4
Leadership training	14	2.4	6.0
Local leaders training	2	.3	.9
Mentoring/internships	2	.3	.9
Motivation	1	.2	.4
Needs assessment	14	2.4	6.0
Networking	12	2.0	5.2
Part-time staff training & evaluation	1	.2	.4
Personality of community education leaders	1	.2	.4
Regional training	1	.2	.4
State leaders training	1	.2	.4
Technology & the community education connection	1	.2	.4
Technology for office operations	1	.2	.4
Trainer training	1	.2	.4
Training for professionalism	3	.5	1.3
Training/professional development	7	1.2	3.0
Volunteers recruitment & use	4	.7	1.7
Writing/publications skills	1	.2.	.4
Community education & the broader education community	**62**	**10.6**	**26.6**
Building a support base for education	1	.2	.4
Community education training in all education training programs	2	.3	.9
Certification for ESL teachers	1	.2	.4
Curriculum development	2	.3	.9
Education vs. schooling	1	.2	.4
Educational reform/*America 2000*	32	5.5	13.7
Empowerment	1	.2	.4
Expanded & cooperative use of facilities	3	.5	1.3
Full-service schools	1	.2	.4
Guaranteeing skills of high school graduates	2	.3	.9
Higher education curriculum	1	.2	.4
Mainstreaming/integrating community education	6	1.0	2.6
Mainstreaming or separating community education	1	.2	.4
School board support	2	0.3	.9
School law	1	.2	.4
School-government relations	1	.2	.4
Schools as learning centers	1	.2	.4
Site-based management	2	.3	.9
Social costs of failing students	1	.2	.4
Adult, continuing & vocational education	**12**	**2.0**	**5.2**
Duplication of programs with community education	2	.3	.9
Training/retraining for business & industry	10	1.7	4.3
At-risk	**15**	**2.6**	**6.4**
At-risk	9	1.5	3.9
Drug/alcohol abuse	4	.7	1.7

Dropout prevention	2	.3	.9
Child, youth & family	**52**	**8.9**	**22.3**
Balancing work & family	1	.2	.4
Child care/extended day	19	3.2	8.2
Drug-exposed children	1	.2	.4
Early childhood education	6	1.0	2.6
Parent/family education & involvement	21	3.6	9.0
Youth community service	1	.2	.4
Youth development	3	.5	1.3
Collaborations	**47**	**8.0**	**20.2**
Building partnerships/collaborations	24	1.4	10.3
Interagency cooperation	21	3.6	9.0
Relationship education (win-win situations)	1	.2	.4
School-community collaboration on human services	1	.2	.4
Community	**40**	**6.8**	**17.2**
Community development & empowerment	4	.7	1.7
Community outreach & involvement	25	4.3	10.7
Community resources to fill community needs	1	.2	.4
Community service	2	.3	.9
Community structure & functioning	1	.2	.4
Economic development	4	.7	1.7
Identify population being served	1	.2	.4
Supporting community leaders	1	.2	.4
Using the community to advance the education agenda	1	.2	.4
Funding & resources	**45**	**7.7**	**19.3**
Developing & using resources effectively	2	.3	.9
Funding & budgeting	35	6.0	15.0
Fundraising	1	.2	.4
Grant & proposal development	6	1.0	2.6
School finance	1	.2	.4
Government & policy	**13**	**2.2**	**5.6**
Building local support (government, local education agency, etc.)	3	.5	1.3
Government/business involvement with community education	1	.2	.4
How to impact legislation	4	.7	1.7
Lobbying & involvement in the political arena	3	.5	1.3
Working with the department of education	2	.3	.9
Management & organizations	**28**	**4.8**	**12.0**
Alternative methods of providing services	1	.2	.4
Alternative patterns of organizing & staffing	1	.2	.4
Futures planning	2	.3	.9
Group dynamics/process skills	6	1.0	2.6
Human/interpersonal relations	1	.2	.4
Management communications	1	.2	.4
Management skills/administrative style	5	.9	2.1

Management/team building	2	.3	.9
Paradigm shifts	1	.2	.4
Personnel management	1	.2	.4
Recruiting & retaining personnel	1	.2	.4
Strategic planning	2	.3	.9
Time management	1	.2	.4
Working with school administrators	3	.5	1.3
Programming	**29**	**4.9**	**12.4**
Adult programming	1	.2	.4
Basic skills education	2	.3	.9
Career development & transition programs	1	.2	.4
Community focused programs	3	.5	1.3
Elementary & middle school programs	1	.2	.4
[illegible]	2	.3	.9
Interactive programs for youths	1	.2	.4
Intergenerational programs	8	1.4	3.4
Program descriptions & updates	2	.3	.9
Program development & promotion	5	.9	2.1
Programs for all ages	1	.2	.4
Programs for special populations	1	.2	.4
Quality programs	1	.2	.4
Public relations & marketing	**35**	**6.0**	**15.0**
Advocacy	1	.2	.4
Community education as a public relations tool for school district	1	.2	.4
Educating others about community education	12	2.0	5.2
Marketing/lobbying	9	1.5	3.9
Public/community relations	12	2.0	5.2
Topical areas	**56**	**9.5**	**24.0**
Crime & violence	1	.2	.4
Demographics/changing society	7	1.2	3.0
Educational equity	1	.2	.4
Emerging issues	13	2.2	5.6
Environment	2	.3	.9
Facilitating change	4	.7	1.7
Global issues	5	.9	2.1
Health & wellness	1	.2	.4
Higher education becoming elitist due to cost	1	.2	.4
Homelessness	1	.2	.4
Literacy	13	2.2	5.6
Multiculturalism	1	.2	.4
Poverty	1	.2	.4
Self-awareness/self-esteem	1	.2	.4
Training nontraditional students	1	.2	.4
Underserved populations	2	.3	.9
Workforce renewal	1	.2	.4
TOTAL [233 cases]	587	100.0	251.9

22. **It has been suggested that different groups involved in community education require different types of training. What do you view as the single most important training need for the following groups?**

22a. **Training needs for local community education practitioners** [217 cases]

	Number	% Cases
Community education as a discipline	**45**	**20.7**
Basic training in community education, including models	20	9.2
Commitment to lifelong learning for all	1	.5
Institutionalization of community education	2	.9
Philosophy & concepts	16	7.4
Professionalism	1	.5
Shift from program to process	5	2.3
Community education training & professional development	**41**	**18.9**
Advisory councils	9	4.1
Basic how-to's	3	1.4
Empowering others	1	.5
Facilitating change	1	.5
Facilities coordination	1	.5
Leadership training & development	12	5.5
Needs assessment	9	4.1
Networking skills	4	1.8
New ideas	1	.5
Community education & the broader education community	**15**	**6.9**
Adult learners	1	.5
Community education as stepchild of K-12	1	.5
Current issues focus	5	2.3
Early childhood education	2	.9
Educational reform	2	.9
Experience working in schools	2	.9
Instructional skills	1	.5
Learning methods	1	.5
Collaborations	**18**	**8.3**
Interagency cooperation	8	3.7
Partnerships	2	.9
Establishing collaborations	6	2.8
Team working with other educators	2	.9
Community	**13**	**6.0**
Developing community support	5	2.3
Community involvement	5	2.3
Community development	1	.5
Community resources	1	.5
Working with local governments	1	.5

Format, programming & topical areas	**16**	**7.4**
Crime & violence	1	.5
Dialogues & cross training	1	.5
Focus groups	1	.5
Programming ideas & techniques	9	4.1
Rural programs	1	.5
Staff development/on-the-job training	2	.9
Workshops	1	.5
Funding & resources	**13**	**6.0**
Budgeting/funding alternatives	7	3.2
Defending financial commitments	1	.5
Fundraising	1	.5
Grant & proposal development	1	.5
Obtaining & managing resources	2	.9
Self-supporting funding	1	.5
Management & organizations	**30**	**13.8**
Future trends	1	.5
Group dynamics & process skills	8	3.7
Long-range planning	2	.9
Management & administrative skills	12	5.5
Need for support staff in community education	1	.5
Technology for office management	1	.5
Time management	1	.5
Working with administrators & policy makers	3	1.4
Personal skills	**13**	**6.0**
Computer skills	1	.5
Problem solving skills	1	.5
Communications skills with various populations	5	2.3
Risk taking	1	.5
Motivation	1	.5
Creativity	1	.5
Patience	1	.5
Personal skills development (writing, speaking, etc.)	3	1.4
Public relations & marketing	**13**	**6.0**
How to educate others about community education	3	1.4
Lobbying/political involvement	1	.5
Marketing	6	2.8
Public relations	2	.9
Publications	1	.5

22b. Training needs for teachers [219 cases]	Number	% Cases
Community education as a discipline	**70**	**32.0**
What is community education & what are its benefits	70	32.0
Community education & the broader education community	**14**	**6.4**
Appreciation for programs	1	.5
Big picture in education	2	.9
Cooperative education	1	.5
Educational reform	1	.5
Emphasis on learning, not teaching	2	.9
Enrichment opportunities for the curriculum	1	.5
Integrating community education into the curriculum	1	.5
Nontraditional education	2	.9
"Open the doors"	1	.5
Outcome-based education	1	.9
Required college course in community education	1	.5
Collaborations	**4**	**1.8**
Building cooperative relationships	3	1.4
Business-community collaborations	1	.5
Community & parents	**40**	**18.3**
Community & parent involvement	9	4.1
Community involvement	5	2.3
Community outreach	1	.5
Compassion for single & working parents	1	.5
Identifying & using community resources	8	3.7
Integrating the community in the classroom	5	2.3
Parent involvement	9	4.1
Responsibility to the community	1	.5
Why offer programs for parents	1	.5
Format, programming & topical areas	**5**	**2.3**
Dialogue/cross training	1	.5
Global issues	1	.5
Practicum	1	.5
Procedures	1	.5
Program design	1	.5
Funding & resources	**1**	**.5**
Realities of funding	1	.5
Management & organizations	**10**	**4.6**
Classroom does not belong to the teacher	1	.5
Group dynamics/process skills	2	.9
Leadership skills	2	.9
Site-based management	1	.5
Teamworking with others in education	1	.5
Volunteer management	3	1.4

Personal skills	**10**	**4.6**
Becoming a facilitator	2	.9
Communications skills with various populations	4	1.8
Computer skills	1	.5
Critical thinking	1	.5
Dealing with the public	1	.5
Vision	1	.5
Role & teaching skills	**25**	**11.4**
Curriculum	2	.9
Methodology & knowledge of subject matter	19	8.7
Role as a broker of educational resources	1	.5
Short-term planning objectives	1	.5
Role in a community education course	1	.5
Teachers as community educators	1	.5
Public relations & marketing	**4**	**1.8**
Lobbying & political involvement	1	.5
Marketing	1	.5
Public relations	2	.9
Working with various populations	**35**	**16.0**
Learning styles & needs	3	1.4
Lifelong learning	2	.9
Motivating students	5	2.3
Working with adult learners	23	10.5
Working with various populations	2	.9
Comments (don't know, etc.)	1	.5

22c. Training needs for school administrators [219 cases]

	Number	% Cases
Community education as a discipline	**105**	**47.9**
What is community education & what are its benefits	105	47.9
Community education & the broader education community	**19**	**8.7**
Big picture in education	3	1.4
Educational reform	6	2.7
Integrating community education into the curriculum	3	1.4
Lifelong learning	5	2.3
Required college course in community education	2	.9
Collaborations	**5**	**2.3**
Building & using collaborations	3	1.4
Interagency cooperation	2	.9
Community & parents	**31**	**14.2**
Community as a classroom	2	.9
Community-based education	1	.5
Community involvement	7	3.2

Developing & using community resources	3	1.4
Parent involvement	2	.9
Role of parents & the community	9	4.1
Schools belong to the community	3	1.4
Schools need the community for financial support	1	.5
Why offer programs for parents	1	.5
Why serve the community	2	.9
Format, programming & topical areas	**5**	**2.3**
Dialogue/cross training	1	.5
Diversity of programs	1	.5
Effective programs	1	.5
Overcoming barriers to successful programs	1	.5
Program management	1	.5
Funding & resources	**6**	**2.7**
Funding	2	.9
Funding community education	3	1.4
Fundraising	1	.5
Management & organizations	**39**	**17.8**
Effective political involvement	1	.5
Empowering others	1	.5
Ending turf problems	2	.9
Evaluation & supervision skills	1	.5
Group dynamics/process skills	3	1.4
Holistic/coordinated approach	1	.5
Implementation processes	1	.5
Include community educators in planning	1	.5
Leadership skills	5	2.3
Management & strategic planning	4	1.8
Motivation techniques	1	.5
Needs assessment	3	1.4
Open use of facilities	3	1.4
Organization of learning centers	1	.5
Participatory management	4	1.8
Role & function of administrators	2	.9
Role & use of volunteers	1	.5
Team working with others in education	4	1.8
Personal skills	**8**	**3.7**
Commitment	1	.5
Human relations/communications skills	4	1.8
Improve quality of administrators	1	.5
Nontrainable as a group	1	.5
Observation	1	.5
Comments (don't know, etc.)	**1**	**.5**

22d. Training needs for advisory councils [206 cases]	Number	% Cases
Community education as a discipline	**25**	**12.1**
What is community education & what are its benefits	25	12.1
Community education & the broader education community	**13**	**6.3**
Current issues	5	2.4
Educational reform	2	1.0
Expanding concept of school	1	.5
Lifelong learning	2	1.0
School culture	1	.5
Working with others to bring about change	2	1.0
Collaborations	**9**	**4.4**
Business-community collaborations	1	.5
Developing interagency collaborations	8	3.9
Community & parents	**15**	**7.3**
Acting on community needs	3	1.5
Community's role in improving education	1	.5
Community involvement	5	2.4
Community relations	1	.5
Developing community support for education	2	1.0
How to serve the community better	1	.5
Parent involvement	1	.5
Working with the community	1	.5
Format, programming & topical areas	**5**	**2.4**
Dialogue/cross training	1	.5
Program development	1	.5
Program evaluation	1	.5
To Touch a Child	1	.5
Workshops	1	.5
Funding & resources	**1**	**.5**
Fundraising	1	.5
Management & organizations	**70**	**34.0**
Cooperative planning & advising	4	1.9
Empowerment	14	6.8
Goal setting	2	1.0
Group dynamics/process skills	15	7.3
Leadership skills	9	4.4
Needs assessment	8	3.9
Power sharing	1	.5
School-based management	2	1.0
Strategic planning	6	2.9
Structure	3	1.5
Team building	1	.5
Teamworking with others in education	2	1.0
Volunteers	2	1.0
Working with committees	1	.5

Personal skills	24	11.7
Being better organized	2	1.0
Communications skills	1	.5
Decision-making skills	3	1.5
Effectiveness training	6	2.9
Experience in schools or business	1	.5
How to avoid bias	1	
Innovative ideas	1	.5
Involvement & enthusiasm	3	1.5
Observation	1	.5
Problem-solving skills	5	2.4
Public relations & marketing	14	6.8
Advocacy skills	8	3.9
Lobbying for community education	1	.5
Lobbying skills	1	.5
Political involvement for education	3	1.5
Public relations	1	.5
Role & function	26	12.6
Boardsmanship	6	2.9
Educating others about community education	1	.5
Group's impact on community education	2	1.0
Role & function	17	8.3
Comments	4	1.9
General comments (don't know, etc.)	3	1.5
Question worth of advisory councils	1	.5

22e. Training needs for other significant groups: Groups identified

	No.	%Responses	%Cases
Other community education personnel	2	1.7	2.1
Community education state board of directors	1	.9	1.1
Community education trainers	1	.9	1.1
Agencies & organizations	25	21.6	26.6
Other agencies & organizations	23	19.8	24.5
Parks & recreation staff	2	1.7	2.1
Business & industry	18	15.5	19.1
Business & industry	16	13.8	17.0
Chamber of Commerce	1	.9	1.1
Economic development specialists	1	.9	1.1
Community & parents	17	14.7	18.1
Groups who use the schools	2	1.7	2.1
Media	1	.9	1.1
Parents	6	5.2	6.4
Seniors	2	1.7	2.1

Special populations	1	.9	1.1
Taxpayers/the public	2	1.7	2.1
Vocational practitioners	1	.9	1.1
Volunteers	2	1.7	2.1
Government & policy makers	**21**	**18.1**	**22.3**
Funding groups	1	.9	1.1
Legislators & state government	9	7.8	9.6
Local government	7	6.0	7.4
Policy makers	1	.9	1.1
Politicians	1	.9	1.1
State department of education	2	1.7	2.1
Schools	**21**	**18.1**	**22.3**
Principals	1	.9	1.1
School boards (all levels)	13	11.2	13.8
School committees	1	.9	1.1
School personnel (all)	1	.9	1.1
Students of education (all)	1	.9	1.1
Superintendents	2	1.7	2.1
Universities & colleges	2	1.7	2.1
No group identified, but recommended a type of training	**12**	**10.3**	**12.8**
TOTAL [94 cases]	**116**	**100.0**	**123.4**

22f. Training needs for other significant groups: Type of training identified

	No.	%Responses	%Cases
Community education as a discipline	**33**	**39.8**	**41.3**
Community education for all	1	1.2	1.3
Community education process	1	1.2	1.3
Economic impact of funding/not funding community education	3	3.6	3.8
Need for community education specialist in the department of education	1	1.2	1.3
Role in economic development	1	1.2	1.3
What is community education & what are its benefits	26	31.3	32.5
Community education & the broader education community	**4**	**4.8**	**5.0**
Community education courses required for all educators	2	2.4	2.5
Educational reform	1	1.2	1.3
Importance of lifelong learning	1	1.2	1.3
Collaborations	**21**	**25.3**	**26.3**
Interagency cooperation & networking	19	22.9	23.8
Partnerships for planning activities	2	2.4	2.5

Format, programming & topical areas	**1**	**1.2**	**1.3**
Developing & implementing programs	1	1.2	1.3
Funding & resources	**1**	**1.2**	**1.3**
Using school & community resources	1	1.2	1.3
Management	**9**	**10.8**	**11.3**
Empowerment	1	1.2	1.3
Ending turf problems	1	1.2	1.3
Group dynamics/process skills	1	1.2	1.3
Management skills	1	1.2	1.3
Planning/visioning	1	1.2	1.3
Policy development	1	1.2	1.3
Quality control	1	1.2	1.3
Skill sharing	1	1.2	1.3
Public relations & marketing	**3**	**3.6**	**3.8**
Public relations	3	3.6	3.8
Group's role & function	**11**	**13.3**	**13.8**
Citizens as partners	1	1.2	1.3
Group's responsibility for education	1	1.2	1.3
How to become involved	4	4.8	5.0
How to cooperate with community education	1	1.2	1.3
Meeting community needs	1	1.2	1.3
Role as cosponsor	1	1.2	1.3
Taking active role in education	3	3.6	3.8
TOTAL [80 cases]	**83**	**100.0**	**103.8**

CONCERNING PRIORITIES AND ENHANCEMENT

23. Compared to three years ago, how would you describe community education initiatives in your state? [248 cases]

	Number	% Cases
Much stronger	**46**	**18.5**
Stronger	**82**	**33.1**
About the same	**64**	**25.8**
Weaker	**39**	**15.7**
Much weaker	**15**	**6.0**
N/A or don't know (written in)	**2**	**.8**

23a. Why?	No.	%Responses	%Cases
Community education identity & recognition	**27**	**8.5**	**12.8**
Better understanding of community education	1	.3	.5
Community education focusing on social problems, not programs	1	.3	.5
Community education label not used	2	.6	.9
Community education viewed as problem solver	2	.6	.9
Community education viewed as cost-effective program	1	.3	.5
Documentation of results/success recognized	11	3.5	5.2
Evolution & growth	1	.3	.5
Impact on students evident	1	.3	.5
Mission & focus provide firm foundation	4	1.3	1.9
Philosophy & concept not understood	3	.9	1.4
Community education network & support	**23**	**7.3**	**10.9**
Advisory committee (state) defunct	1	.3	.5
Community education network	2	.6	.9
Diversified & survived	2	.6	.9
NCEA '92 convention host	1	.3	.5
NCEA Conference former host	1	.3	.5
Networking (state & regional)	5	1.6	2.4
State capacity building process	1	.3	.5
State plan/planning grant	5	1.6	2.4
Universities show no support	4	1.3	1.9
University community education center efforts	1	.3	.5
Community education practitioners	**14**	**4.4**	**6.6**
Commitment greater	3	.9	1.4
Encroachment on/extended role	2	.6	.9
Local level stronger	1	.3	.5
Not political enough	1	.3	.5
Politically involved	1	.3	.5
Practitioners more involved	1	.3	.5
Staff turnover	1	.3	.5
Staffing cuts	2	.6	.9
Staffing increases	2	.6	.9
Community education & the broader education community	**18**	**5.7**	**8.5**
Belief that the public should be involved in education	1	.3	.5
Community involvement in education	1	.3	.5
Educational reform involvement	7	2.2	3.3
Facilities use increased	1	.3	.5
Greater link between community education & education	1	.3	.5
K-12 program addressing community education	1	.3	.5
K-12 receives too much focus	1	.3	.5
Partnerships	2	.6	.9
Public dissatisfaction with current conditions	1	.3	.5
Schools returning to community centers	1	.3	.5
Turf problems (K-12, vocational education, etc.)	1	.3	.5

Collaboration/competition	**12**	**3.8**	**5.7**
Collaboration movement	1	.3	.5
More competitive arrangements	1	.3	.5
Adult/adult basic education focus	8	2.5	3.8
Community education being swallowed by adult & continuing education	1	.3	.5
Establishing an adult education association	1	.3	.5
Department of education	**31**	**9.8**	**14.7**
Community education contact at the department of education	2	.6	.9
Community education presence lacking at the department of education	2	.6	.9
Department of education leadership	7	2.2	3.3
Emphasis/increased interest in community education at the department of education	5	1.6	2.4
Emphasis on community education lacking at the department of education	1	.3	.5
Ignorant of community education	2	.6	.9
Lost strong center at state level	1	.3	.5
Reorganization of the department of education (new personnel/superintendent)	9	2.8	4.3
Superintendent of education more aware of community education	1	.3	.5
Trying to make inroads at the department of education	1	.3	.5
Funding	**63**	**19.9**	**29.9**
Community education going out of business (as of 6/1/91)	1	.3	.5
Funding, budget, weak economy	54	17.1	25.6
Funding for state community education center being cut	1	.3	.5
Grant support lacking/no Mott initiatives	1	.3	.5
Increased competition for funding	2	.6	.9
No change in funding & resources	1	.3	.5
State cutbacks	3	.9	1.4
Government & legislation	**32**	**10.1**	**15.2**
Community education a state priority	1	.3	.5
Community education eliminated as priority at state level	2	.6	.9
Community education viewed as way to move legislative agenda	1	.3	.5
Change in state government	1	.3	.5
Governor's leadership	1	.3	.5
Initiatives increased	2	.6	.9
Initiatives lacking	2	.6	.9
Legislation & reform	11	3.5	5.2
Legislative support & recognition of community education	4	1.3	1.9
Lobbying/legislative lobbying	2	.6	.9
State mandates (community-parent involvement, etc.)	1	.3	.5
Steady growth	3	.9	1.4
True believer in legislature	1	.3	.5

Leadership & support	**17**	**5.4**	**8.1**
Collaborative leadership lacking	1	.3	.5
Community leadership/mandate for local control	1	.3	.5
Lack direction from state & localities	1	.3	.5
Lack state-level leadership	4	1.3	1.9
Leadership	1	.3	.5
Leadership training lacking	1	.3	.5
Local & state coordinators efforts	2	.6	.9
School board association support	1	.3	.5
State leadership & vision	4	1.3	1.9
State providing more information	1	.3	.5
Programming & topical areas	**30**	**9.5**	**14.2**
Child care issues	1	.3	.5
Demand greater	1	.3	.5
Intergenerational learning	1	.3	.5
Issues & priorities identified	2	.6	.9
Issues focused on periphery	1	.3	.5
Local level has some stronger programs	1	.3	.5
Planning initiative	1	.3	.5
Programs are effective, innovative, exemplary	2	.6	.9
Programs fewer	2	.6	.9
Programs in more places, involving more people	15	4.7	7.1
Programs started, others dropped	1	.3	.5
Societal changes	1	.3	.5
Volunteerism increased	1	.3	.5
Public relations & marketing (awareness)	**20**	**6.3**	**9.5**
Apathy/lack of interest	2	.6	.9
Awareness increasing statewide	2	.6	.9
Awareness/interest increasing at district level	2	.6	.9
Constantly working to increase awareness & support	1	.3	.5
Interest in community education increasing	1	.3	.5
Marketing campaign lacking	1	.3	.5
People looking taking closer look at community education	1	.3	.5
Promotion	1	.3	.5
Promotion of community education as enabling process	1	.3	.5
Public relations has increased awareness	7	2.2	3.3
Receptiveness greater	1	.3	.5
State association	**24**	**7.6**	**11.4**
Merging with another group	1	.3	.5
New state association	1	.3	.5
Not well-organized	1	.3	.5
Proactive association (active, strong, reorganized)	16	5.1	7.6
Weak association (less funding, lack of leadership)	5	1.6	2.4
Comments (don't know, etc.)	**5**	**1.6**	**2.4**
TOTAL [211 cases]	316	100.0	149.8

24. What issues are currently being addressed by community education in your state?

	No.	%Responses	%Cases
Community education as a discipline (identity)	**5**	**1.0**	**2.2**
Community education identity/existence	1	.2	.4
Politics of community education	1	.2	.4
Strengthening community education process	2	.4	.9
Who/what agency controls community education	1	.2	.4
Community education expansion & training	**47**	**9.7**	**20.3**
Community schools development/expansion	1	.2	.4
Geographic distribution of programs	1	.2	.4
Hosting NCEA '91 Conference	1	.2	.4
Improving on what community education does now	2	.4	.9
Increased involvement	2	.4	.9
Increased number of programs	5	1.0	2.2
Individual efforts	1	.2	.4
Leadership	1	.2	.4
Local initiative	1	.2	.4
Mentorship	1	.2	.4
Networking	4	.8	1.7
Regional development	2	.4	.9
State association development/expansion	6	1.2	2.6
State capacity building process	1	.2	.4
State plan development & implementation	3	.6	1.3
Strategic plan development	6	1.2	2.6
Survival of state association & local programs	3	.6	1.3
Training & staff development	5	1.0	2.2
Training for new community education practitioners	1	.2	.4
Community education & the broader education community	**14**	**2.9**	**6.0**
Extending instructional time	1	.2	.4
Facilities open to the community/expanded use	2	.4	.9
Full-service schools	5	1.0	2.2
Increased K-12 achievement through community education	5	1.0	2.2
Site-based management	1	.2	.4
Adult, continuing & vocational education	**29**	**6.0**	**12.5**
Adult basic education/GED	16	3.3	6.9
Combined organization with community education	1	.2	.4
Continuing education	3	.6	1.3
Vocational/workplace education	8	1.6	3.4
Who is responsible for adult education	1	.2	.4
At-risk	**27**	**5.6**	**11.6**
At-risk	19	3.9	8.2
Dropout prevention	4	.8	1.7
Drug/substance abuse	3	.6	1.3
Teenage pregnancy	1	.2	.4

Child & youth	**65**	**13.4**	**28.0**
Child care/extended day	43	8.9	18.5
Needs of kids	2	.4	.9
Early childhood education/preschool	13	2.7	5.6
Comprehensive program in elementary schools	1	.2	.4
Youth development/services	6	1.2	2.6
Collaborations	**40**	**8.2**	**17.2**
Collaboration & interagency cooperation	17	3.5	7.3
Partnerships & coalitions	23	4.7	9.9
Community	**18**	**3.7**	**7.8**
Advisory councils	1	.2	.4
Community development	1	.2	.4
Community involvement	10	2.1	4.3
Community service/student community service	4	.8	1.7
Integrating community resources	1	.2	.4
Rural needs	1	.2	.4
Department of education & state level	**12**	**2.5**	**5.2**
Community education training for department of education staff	1	.2	.4
Changes with each change in leadership	1	.2	.4
Department of education outreach training	1	.2	.4
Getting state support	2	.4	.9
Increasing community education awareness/staffing at the department of education	2	.4	.9
Lack of state commitment	1	.2	.4
Reorganization of the department of education	1	.2	.4
Strehgthening at state level	3	.6	1.3
Educational reform	**27**	**5.6**	**11.6**
Alternative education	2	.4	.9
Business' role in educational reform	1	.2	.4
Common core of learning for K-adult	2	.4	.9
Crisis in education	2	.4	.9
Educational reform/*America 2000*	20	4.1	8.6
Legislation	**12**	**2.5**	**5.2**
Legislation	10	2.1	4.3
Legislative support/liaison	2	.4	.9
Funding & resources	**43**	**8.9**	**18.5**
Competition for funding	1	.2	.4
Development & utilization of resources	1	.2	.4
Educational equity for rural areas	1	.2	.4
Funding alternatives (formula, per capita, etc.)	34	7.0	14.7
Fundraising	1	.2	.4
Maintaining state funding	2	.4	.9
Self-supporting programs	1	.2	.4
Tax initiative limitations	1	.2	.4

Parent & family	**28**	**5.8**	**12.1**
Family education/programs	6	1.2	2.6
Parent involvement	15	3.1	6.5
Parenting skills/parents as first teachers	6	1.2	2.6
Single parents	1	.2	.4
Programming	**23**	**4.7**	**9.9**
Career development programs	1	.2	.4
Classes/activities	1	.2	.4
Consumer education	1	.2	.4
Enrichment & hobby	4	.8	1.7
Improving/developing innovative programs	6	1.2	2.6
Programs for special populations	1	.2	.4
Recreational needs	2	.4	.9
Seniors & intergenerational programs	7	1.4	3.0
Public relations & marketing (awareness)	**4**	**.8**	**1.7**
Advocacy	2	.4	.9
Marketing community education	1	.2	.4
Public relations/increasing awareness	1	.2	.4
Topical areas	**75**	**15.5**	**32.3**
Crime & violence	5	1.0	2.2
Cultural/social alternative	1	.2	.4
Economic issues/development	8	1.6	3.4
Environmental issues	7	1.4	3.0
Global issues	1	.2	.4
Graying population	1	.2	.4
Growth	2	.4	.9
Health & wellness	4	.8	1.7
Homelessness	3	.6	1.3
Lifelong learning	1	.2	.4
Literacy	25	5.2	10.8
Migrant workers	1	.2	.4
Multiculturalism	1	.2	.4
Poverty	1	.2	.4
Social issues	1	.2	.4
Social service involvement	1	.2	.4
Those (program areas) in state plan	3	.6	3.1
Volunteerism	6	1.2	2.6
Workforce renewal/meeting business' needs	3	.6	1.3
Comments (don't know, etc.)	**16**	**3.3**	**6.9**
TOTAL [232 cases]	**485**	**100.0**	**209.1**

25. What issues could community education address if it were stronger, better organized, or better financed in your state?	No.	%Responses	%Cases
Community education as a discipline (identity)	12	3.2	5.5
Basic organization of community education	1	.3	.5
Community education as a concept (not just adult education)	3	.8	1.4
Community education as a major force for change	1	.3	.5
Community school concept	1	.3	.5
Keep focused on mission	1	.3	.5
Perception of community education as middle class	1	.3	.5
Research	1	.3	.5
State plan	1	.3	.5
Support from superintendent & board	2	.5	.9
Community education expansion & training	33	8.8	15.1
Advisory councils	2	.5	.9
Bring success to all	1	.3	.5
Facilitating change at the local level	1	.3	.5
Having a trained community education staff	1	.3	.5
Lack of direction & purpose	1	.3	.5
Leadership training/development	3	.8	1.4
More programs in more places/outreach	13	3.5	5.9
Needs assessment/plans for future	2	.5	.9
Networking & information sharing	1	.3	.5
Proactive stance; do, don't talk	1	.3	.5
State association established specifically for community education	1	.3	.5
State association more active	1	.3	.5
Training/staff development	5	1.3	2.3
Community education & the broader education community	31	8.3	14.2
Alternative & outcome-based education	2	.5	.9
Consolidation of school districts	1	.3	.5
Crisis in education	3	.8	1.4
Curriculum	1	.3	.5
Facilities use/open schools	2	.5	.9
Full-service schools	4	1.1	1.8
Higher education access	1	.3	.5
Home-school connection	1	.3	.5
Idea that education is important	1	.3	.5
Integration into K-12	5	1.3	2.3
Lifelong learning/learning community	4	1.1	1.8
Low test scores	1	.3	.5
Scholarships (poor, handicapped, etc.)	1	.3	.5
School's role in supporting community education initiatives	1	.3	.5
Services for homeschoolers	1	.3	.5
Technology in education	1	.3	.5
Year-round schools	1	.3	.5
Adult, continuing & vocational education	5	1.3	2.3

Adult basic skills	1	.3	.5
Adult education/adult education legislation	4	1.1	1.8
At-risk	**20**	**5.3**	**9.1**
At-risk	7	1.9	3.2
Dropout prevention	6	1.6	2.7
Drug/alcohol abuse	4	1.1	1.8
Low self-esteem	1	.3	.5
Teenage pregnancy	2	.5	.9
Child & youth	**28**	**7.5**	**12.8**
After-school/enrichment programs	2	.5	.9
Child care	18	4.8	8.2
Early childhood education/preschool	4	1.1	1.8
Youth community development/services	4	1.1	1.8
Collaborations	**18**	**4.8**	**8.2**
Business relations/collaborations	2	.5	.9
Collaboration & coordination of similar programs	2	.5	.9
Interagency cooperation	9	2.4	4.1
Joint school-city planning	1	.3	.5
Partnerships	4	1.1	1.8
Community	**27**	**7.2**	**12.3**
Community forums on education	1	.3	.5
Community-based problem solving	2	.5	.9
Community development/improvement	5	1.3	2.3
Community involvement	9	2.4	4.1
Community involvement in site-based management	2	.5	.9
Community service learning	4	1.1	1.8
Community support of education	1	.3	.5
Importance of involvement	1	.3	.5
Middle school-community involvement	1	.3	.5
Rural community improvement	1	.3	.5
Department of education & state level	**6**	**1.6**	**2.7**
Consistent administrative leadership lacking	1	.3	.5
Emphasis lacking on community education/focus on adult education	1	.3	.5
Funding for a community education contact at the department of education	1	.3	.5
Getting the department of education to support community education	1	.3	.5
Government	1	.3	.5
Increasing state support	1	.3	.5
Educational reform	**27**	**7.2**	**12.3**
Educational reform/school improvement	23	6.1	10.5
Schools for 21st century	3	.8	1.4
Systematic change, instead of crisis reaction	1	.3	.5
Funding & resources	**12**	**3.2**	**5.5**

Equity	1	.3	.5
Funding alternatives	10	2.7	4.6
Grant & proposal development	1	.3	.5
Legislation	**8**	**2.1**	**3.7**
Initiatives at local level	2	.5	.9
Legislation	6	1.6	2.7
Parent & family	**23**	**6.1**	**10.5**
Building family unit	1	.3	.5
Early childhood & family education	7	1.9	3.2
Family counseling	1	.3	.5
Family issues	2	.5	.9
Parent education/parents as first teachers	9	2.4	4.1
Parent involvement	3	.8	4.1
Programming	**9**	**2.4**	**4.1**
Career management	1	.3	.5
Continuity of programs	1	.3	.5
ESL	1	.3	.5
Filling gaps in educational offerings	1	.3	.5
Financial planning & management	1	.3	.5
Program evaluation/peer review	2	.5	.9
Recreation programs	1	.3	.5
Supporting local start-up programs	1	.3	.5
Public relations & marketing	**12**	**3.2**	**5.5**
Free publicity by local media	1	.3	.5
Lobbying	2	.5	.9
Public relations & marketing campaign	7	1.9	3.2
Publicity campaign to educate others about community education	1	.3	.5
Publicity on course offerings	1	.3	.5
Topical areas	**101**	**27.0**	**46.1**
Anything/everything/all of the above	36	9.6	16.4
Current issues & problems	4	1.1	1.8
Customized training	1	.3	.5
Displaced homemakers	2	.5	.9
Economic development	9	2.4	4.1
Environmental issues	1	.3	.5
Global issues	1	.3	.5
Health & wellness	7	1.9	3.2
Job training/retraining	5	1.3	2.3
Lifestyle improvement	1	.3	.5
Literacy/adult at-risk	15	4.0	6.8
Migrant workers	1	.3	.5
Multiculturalism	4	1.1	1.8
Poverty	2	.5	.9
Seniors & intergenerational programs	8	2.1	3.7
Transportation	1	.3	.5
Volunteerism	1	.3	.5

Workplace education/impacting jobs	2	.5	.9
Comments (don't know, etc.)	**2**	**.5**	**.9**
TOTAL [219 cases]	**374**	**100.0**	**170.8**

26. Within your state, what is the biggest obstacle that community education advocates must overcome?

	No.	%Responses	%Cases
Community education lacks recognition	**40**	**12.8**	**16.5**
Anonymity	2	.6	.8
Community education viewed as adult/adult & continuing education	8	2.6	3.3
Community education viewed as parks & recreation	1	.3	.4
Need to educate teachers & administrators about community education	1	.3	.4
Not knowing they are community education advocates	1	.3	.5
Poor marketing/lack of recognition & awareness	24	7.7	9.9
Recognition of community education's role in reform lacking	1	.3	.4
Recognition lacking that community education can leverage resourses	2	.6	.8
Community education is misunderstood	**45**	**14.4**	**18.5**
Administrators don't understand community education	3	1.0	1.2
Community education viewed as K-12	3	1.0	1.2
Community education viewed as outside K-12	1	.3	.4
Community education not tied to big picture in education	1	.3	.4
Image as frivolous, noncredit, an add-on	12	3.8	4.9
Limited vision of community education as fragmented pieces	6	1.9	2.5
Misunderstanding/failure to see the power of community education	19	6.1	7.8
Community education's internal obstacles	**39**	**12.5**	**16.0**
Apathy/burnout	14	4.5	5.8
Community education is program- not process-oriented	1	.3	.4
Credibility with other agencies lacking	2	.6	.8
Delivery system needs stability	1	.3	.4
Focused on adult enrichment not lifelong learning	1	.3	.4
Fragmentation/diversity of local organization	1	.3	.4
Leadership development/training lacking	1	.3	.4
Leadership lacking	1	.3	.4
Long-term planning lacking	1	.3	.4
Momentum lacking	1	.3	.4
Needs definition/modernized image	4	1.3	1.6
Networking/information sharing not developed	1	.3	.4
State-level activities not identified with community education movement	1	.3	.4

Professionalization needed (training & certification)	1	.3	.4
Program quality varies	1	.3	.4
Programs in few districts	2	.6	.8
State plan limited in scope	1	.3	.4
Traditional perception of community "school"	1	.3	.4
Trained staff/personnel lacking	1	.3	.4
Training lacking	1	.3	.4
Waiting for others to promote community education	1	.3	.4
Community education's relationship with the broader education community	**26**	**8.3**	**10.7**
Administration & board lack vision	1	.3	.4
Administrators don't want to share power	1	.3	.4
Clarification of school-based management is needed	1	.3	.4
Community education needs to develop separate program from K-12	1	.3	.4
Community education practitioners have various other responsibilities	5	1.6	2.1
Geographic isolation/large number of districts	7	2.2	2.9
K-12 establishment not interested in community education	1	.3	.4
Schooling vs. use of facilities	1	.3	.4
Shame & guilt associated with illiteracy	1	.3	.4
Support for education in general lacking	2	.6	.8
Tradition	4	1.3	1.6
Unwillingness to try anything new in education	1	.3	.4
Collaborations	**18**	**5.8**	**7.4**
Communications barriers	1	.3	.4
Interagency cooperation lacking/overlapping efforts	16	5.1	6.6
Partnerships lacking within school system	1	.3	.4
Department of education & state-level relationships	**26**	**8.3**	**10.7**
Attitude of leaders	1	.3	.4
Community education not recognized by the department of education or state	2	.6	.8
Direction & support lacking at the department of education	6	1.9	2.5
Emphasis on community education lacking in state	1	.3	.4
Governor	1	.3	.4
Leadership lacking	4	1.3	1.6
Particular staff member at the department of education	3	1.0	1.2
Political support lacking	8	2.6	3.3
Funding & resources	**110**	**35.3**	**45.3**
Abuse of funding	2	.6	.8
Funded as a yearly line item, not a permanent program	1	.3	.4
Funding going to adult education	4	1.3	1.6
Funding/weak economy	96	30.8	39.5
Human resources lacking	1	.3	.4
Personnel lacking	1	.3	.4
Programs need to be self-supporting	2	.6	.8

Start-up funding lacking	2	.6	.8
Thinking that funding is the solution	1	.3	.4
Legislation	**6**	**1.9**	**2.5**
Legislation/legislative support lacking	5	1.6	2.1
Restrictive state regulations	1	.3	.4
Comments	**2**	**.6**	**.8**
Working on it	1	.3	.4
None, have support from top, etc.	1	.3	.4
TOTAL [242 cases]	**312**	**100.0**	**128.4**

27. What can community education advocates do to overcome that obstacle?

	No.	%Responses	%Cases
Community education's internal efforts	**30**	**10.3**	**13.6**
Better future visioning	2	.7	.9
Change/modernize image	3	1.0	4.1
Change name	1	.3	.5
Concentrate on community education, not adult & continuing education	1	.3	.5
Define new mission	1	.3	.5
Develop implementation strategies	1	.3	.5
Establish state goals	1	.3	.5
Focus on state & local needs	1	.3	.5
Involve more lay people	1	.3	.5
Involve more people in planning process	1	.3	.5
Leadership development	5	1.7	2.3
Make connections with various types of community education	1	.3	.5
Narrow the focus of community education	1	.3	.5
Professionalism/dignity	2	.7	.9
Shift to process/problem solver not programmer	2	.7	.9
Training	6	2.1	2.7
Community education & the broader education community	**9**	**3.1**	**4.1**
Become an integral part of education	3	1.0	1.4
Community service credits for secondary schools	1	.3	.5
Consolidate districts	1	.3	.5
Convince school leaders of benefits of open education	1	.3	.5
Develop school-other activity linkages	1	.3	.5
Fill needs that schools don't	1	.3	.5
Support schools as resource beyond the school day	1	.3	.5
Collaborations	**20**	**6.9**	**9.0**
Coalition building with other organizations	9	3.1	4.1
Develop local support	1	.3	.5
End turf problems/create win-win situations	3	1.0	1.4

Interagency cooperation to solve problems	5	1.7	2.3
Partnerships with business	2	.7	.9
Community	**7**	**2.4**	**3.2**
Become ingrained in the community	2	.7	.9
Get involved in the community	2	.7	.9
Grassroots involvement	1	.3	.5
Involve community leaders in promoting community education	1	.3	.5
Know community needs	1	.3	.5
Documentation	**27**	**9.3**	**12.2**
Conduct an educational reform project using community education	3	1.0	1.4
Conduct project to demonstrate community education effects	1	.3	.5
Demonstrate cost effectiveness/benefits	1	.3	.5
Demonstrate how community education can foster economic development	2	.7	.9
Develop/nurture exemplary models	5	1.7	2.3
Document results/develop research base	13	4.5	5.9
Evaluation/peer review	1	.3	.5
Identify & work on issues in education	1	.3	.5
Funding	**20**	**6.9**	**9.0**
Change from property tax base for educational funding	1	.3	.5
Demand/support cost effectiveness	1	.3	.5
Fund/refund community education directors' positions	1	.3	.5
Identify funding alternatives	13	4.5	5.9
Push for federal & state funding	3	1.0	1.4
Push for legislative funding	1	.3	.5
Government & legislation	**18**	**6.2**	**8.1**
Community education position at the department of education	1	.3	.5
Develop/advocate a legislative agenda	2	.7	.9
Need a true believer in legislature	1	.3	.5
Push for more state legislation	4	1.4	1.8
Relate community education to legislative goals	1	.3	.5
Work more closely with state level staff	2	.7	.9
Work with legislators	8	2.8	3.6
Lobbying	**38**	**13.1**	**17.2**
Advocacy at the department of education	1	.3	.5
Become politically involved/unified front	8	2.8	3.6
Communication with federal level	1	.3	.5
Find more vocal advocates	2	.7	.9
Lobby/educate significant leaders (all levels)	24	8.3	10.9
Lobby for superintendent & board support	2	.7	.9

NCEA & national activities	**8**	**2.8**	**3.6**
Join & strengthen NCEA	2	.7	.9
National movement for lifelong learning	2	.7	.9
National support for state-level programs	2	.7	.9
Provide more information to local programs	1	.3	.5
Stronger national leadership	1	.3	.5
Networking	**18**	**6.2**	**8.1**
Be better organized	5	1.7	2.3
Better communication among community education programs	1	.3	.5
Get more people involved in community education movement	3	1.0	1.4
Merge state association with similar groups	1	.3	.5
Networking/mutual support	6	2.1	2.7
Regional efforts	1	.3	.5
Strengthen state association	1	.3	.5
Programming	**3**	**1.0**	**1.4**
Conduct effective/creative programs	2	.7	.9
Develop/improve projects	1	.3	.5
Public relations & marketing	**61**	**21.0**	**27.6**
Evaluate public's knowledge of community education	1	.3	.5
Forums	1	.3	.5
Free publicity in local media	1	.3	.5
Increase awareness & visibility of community education (all levels)	55	19.0	24.9
Promote community schools	1	.3	.5
Publish in lay journals	1	.3	.5
Seek support from local newspapers	1	.3	.5
Comments (no obstacle identified)	**30**	**10.3**	**13.6**
Wish I knew/tried everything	22	7.6	10.0
Working on it/keeping at it	8	2.8	3.6
TOTAL [221 cases]	**290**	**100.0**	**131.2**

28. What activities or projects do you suggest be started or stressed to improve the development of community education initiatives at the national level?

	No.	%Responses	%Cases
Community education as a discipline	**11**	**3.4**	**5.7**
Clarify role of advisory councils	2	.6	1.0
Define community education more clearly	1	.3	.5
Focus & clarify the mission & name	4	1.2	2.1
Focus on community schools	1	.3	.5
Narrow the focus/doing too many things now	1	.3	.5
Professionalism	1	.3	.5
Recruit more minorities as practitioners	1	.3	.5
Shift to true community education philosophy	1	.3	.5

Community education leadership & training	**38**	**11.7**	**19.6**
Continue NCCE training	2	.6	1.0
Expand leadership opportunities	1	.3	.5
Leadership in key positions	1	.3	.5
Leadership training/development	7	2.1	3.6
Mentorship (state & program level)	2	.6	1.0
Minority leadership development	1	.3	.5
Mobile Training Institutes reinstated	3	.9	1.5
More training programs	5	1.5	2.6
National community education director	2	.6	1.0
National training program (not NCCE)	2	.6	1.0
Regional mini-conferences	2	.6	1.0
Regional training/staff development	3	.9	1.5
State-level intern programs	1	.3	.5
State-level leadership development	1	.3	.5
Training package brought on site	5	1.5	2.6
Community education & the broader education community	**19**	**5.8**	**9.8**
Community service credit in K-12	2	.6	1.0
Involve community education in educational reform/ *America 2000*	14	4.3	7.2
Provide community education training for superintendents	1	.3	.5
Work more closely with teachers & administrators	1	.3	.5
Collaborations	**43**	**12.3**	**22.2**
Collaborate with major education/political groups	24	7.4	12.4
Interagency cooperation	7	2.1	3.6
Local & national partnerships	1	.3	.5
Merge with adult education	3	.9	1.5
Partnerships with business	4	1.2	2.1
Partnerships for problem solving	2	.6	1.0
Relationship education/how to work together	1	.3	.5
Work more closely with CCSSO	1	.3	.5
Documentation	**19**	**5.8**	**9.8**
Conduct projects that influence policy makers	1	.3	.5
Demonstrate how community education saves money	1	.3	.5
Document models	2	.6	1.0
Documentation/develop model reform project	15	4.6	7.7
Funding & resources	**23**	**7.1**	**11.9**
Funding alternatives	3	.9	1.5
Funding for state-level leadership	2	.6	1.0
Grant & proposal development	4	1.2	2.1
Mott funding for state centers	4	1.2	2.1
Push for federal & state funding	10	3.1	5.2
Government & legislation	**12**	**3.7**	**6.2**
Accountability legislation	1	.3	.5

Agenda/policy statements (all levels)	1	.3	.5
Federal role in community education reinstated	1	.3	.5
Legislation/work with Congress	7	2.1	3.6
Legislator visits to community education sites	1	.3	.5
Tax credits for businesses supporting community education	1	.3	.5
Lobbying	**14**	**4.3**	**7.2**
Advocate/national spokesperson (e.g., Barbara Bush)	4	1.2	2.1
Become politically involved	2	.6	1.0
Lobby for state & local community education jobs	1	.3	.5
Lobbying/lobbyist (all levels)	6	1.8	3.1
Push for state policies	1	.3	.5
National Community Education Association	**17**	**5.2**	**8.8**
Be proactive	2	.6	1.0
Change board structure	1	.3	.5
College credit for NCEA workshops	2	.6	1.0
Develop national agenda	2	.6	1.0
Expand membership	1	.3	.5
Get practitioners involved at national level	2	.6	1.0
Get rid of "old boy" worship	1	.3	.5
More national meetings/workshops	1	.3	.5
Reduce conference costs	2	.6	1.0
Serve local programs	1	.3	.5
Stronger link with state associations	1	.3	.5
Top-notch speakers for conferences	1	.3	.5
Networking & organization	**37**	**11.3**	**19.1**
Be better organized	1	.3	.5
Continue efforts of University of Virginia	2	.6	1.0
De-emphasize international community education	1	.3	.5
De-emphasize universities	1	.3	.5
International exchanges	1	.3	.5
Involve more local practitioners	2	.6	1.0
National community education clearinghouse	5	1.5	2.6
Networking/information sharing	7	2.1	3.6
Regional centers (active, well staffed)	1	.3	.5
Regional conferences	5	1.5	2.6
State plan development & implementation	2	.6	1.0
States work toward common national goals	1	.3	.5
Stop talking to ourselves	1	.3	.5
Strategic planning	1	.3	.5
Support community education centers	1	.3	.5
Support/strengthen state associations	4	1.2	2.1
Teleconferences	1	.3	.5
Programming & topical areas	**18**	**5.5**	**9.3**
Aging & intergenerational programs	1	.3	.5
Business needs in the workforce	2	.6	1.0
Child care	3	.9	1.5
Customized training programs	1	.3	.5

Family education	1	.3	.5
Issues workshops	3	.9	1.5
Literacy programs	2	.6	1.0
Local-level program ideas	1	.3	.5
Rural & small town information	1	.3	.5
Social issues	1	.3	.5
Workplace programs	1	.3	.5
Youth services/development	1	.3	.5
Public relations & marketing	**48**	**14.7**	**24.7**
Effective public relations programs	3	.9	1.5
Marketing campaign for awareness & recognition	36	11.0	18.6
Proactive Community Education Day (more than talk)	1	.3	.5
Promote community education as a lifelong learning process	1	.3	.5
Promote community education as problem solver	1	.3	.5
Public relations/marketing	5	1.5	2.6
Publicize success stories	1	.3	.5
Publications & materials	**13**	**4.0**	**6.7**
Follow-up to Moyers special	1	.3	.5
How-to's for publication layout/format	1	.3	.5
More publications	2	.6	1.0
Publications on school-community involvement	1	.3	.5
Publish in lay & education journals	5	1.5	2.6
Revise old transparencies	1	.3	.5
Videos on community education process & benefits	2	.6	1.0
Comments (no recommendation)	**14**	**4.3**	**7.2**
Don't know, etc.	10	3.1	5.2
Going well at the national level	4	1.2	2.1
TOTAL [194 cases]	**326**	**100.0**	**168.0**