

A survey of the perceptions of educational needs by
racially diversified community leaders in terms of
educational assessment criteria

by

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Signatures have been redacted for privacy

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INTRODUCTION

Many local community agencies and their staffs have faced various problems and challenges of keeping their programs currently relevant with the times and thereby gaining and maintaining community acceptance at grass-roots community levels. Before the passage of the Ethnic Heritage Program in 1972, Title IX of the Elementary and Secondary Education Act of 1965, this has been particularly true (Giles and Gollnick, 1977). As community organizations and groups seek to maintain grass-roots leadership in communities, one of the problems they have faced has been that of having programs relevant with community needs and in harmony with the objectives of local social institutions, such as the schools. Moreover, such local agencies may not be known in the communities and may lack organizational recognition and legitimation with representative community audiences. Until organizational credibility is established and positive relationships are built with grass-roots leaders and groups in communities, the efforts of these agencies may result in their not being considered viable community entities.

Community agencies are a concern in adult education. Very often these agencies are channels through which various types of adult education programs are implemented. Also these community agencies often address themselves to some of the same needs administered to by some adult education programs.

Several questions, however, emerge, among these being:

- (1) To what extent is there overlap between adult education practice and community organizational programs?

- (2) To what educational needs do community organizations address themselves?
- (3) How can adult education programs utilize community organizations?

These considerations often lead into the realm of concern of some extension programs and other delivery systems to meet certain community needs through community services.

Community services emerge from community needs. It would, therefore, seem reasonable to assume that community agencies, which are considered viable, should be conversant with community needs.

Community needs are often hard to define; however, such social institutions as the school address themselves to some of the same needs as do adult education programs as well as the programs of community organizations. The procedures used by schools to define community educational needs are well documented.

To examine the area of community needs being met by community organizations and agencies and the possible overlap or concomitant use by adult educators, a base criterion reference was deemed needed to make an assessment in terms of a common base in both the areas of the community organizations and adult education (Sheats, Jayne, and Spence, 1953).

Since educational needs constitute a common ground between community organization's programs and adult education programs, and educational needs have not only been addressed legally through legislative and administrative acts but also through school accreditation criteria, curriculum, and course of study requirements, these educational

statements can be used as a basis for determining the perception community personages have of educational needs inherent in these statements. Educational needs and objectives have been studied and validated over a period of years by various legal and organized groups, for example: cited in Westley (1957), The Committee of Ten, 1894, the Cardinal Principles of Education (Commission on the Reorganization of Secondary Education, 1918), the Objectives of Education (Educational Policies Commission NEA, 1952 and 1955), Implications of the National Study of Student Academic Performance through National Assessment of Educational Progress by the Education Commission of the States (1971 and 1973). These goals were used as a basis for the development of needs assessment by the national organization Phi Delta Kappan (PDK). It has been shown through various ways -- the Rating Form of PDK (1973) for Level of Performance of Current School Programs has been used to secure perceptions of persons of inherent educational needs. This instrument was used (with modifications and adaptations) in this study to secure the perceptions of community representatives with adult education program implications.

Since most educational need assessment studies and adult education programs have been made using or focusing on the white majority populations in the communities of Iowa, this study was limited in scope to the racial minority groups in a location where there is little visibility of racial minorities in the population and in programs.

The purpose of this research was to determine the perceptions of educational needs by racial minority community leaders. These leaders

are positional leaders in organizations and groups in Des Moines, Iowa (Tait, Bokemeier, and Bohlen, 1978).

The perceptions of educational needs by persons representing the leadership of community organizations for minority groups will enable a comparison to be made regarding:

- (1) The degree to which leaders of minority community groups are aware of established educational objectives.
- (2) The areas in which adult education programs and community programs provide possibilities for various development.
- (3) Educational areas which may be critical or need further exploring -- suggesting a rejection by the minority leadership of what is perceived to be a need or the complete adherence of this need being addressed in the community.

Statement of Research Need

Dohr, Donaldson, and Marshall (1979) proposed that there is a need for the community educator to better understand the adult programmer's planning orientations or approaches with comprehensive analysis of the ways or procedures used for making decisions in program development.

Hiemstra (1976) states that:

Decentralization of educational decision-making can take place in small or large communities, it can be made formal or happen informally. If we assume that the decentralization movement will help both large and small cities to bring resources to bear on educational needs, the following could be products: (1) The provision of a vehicle by which the total community engages in democratic decision-making. (2) The development of better relationships between the school system and the community. (3) The implementation of a continuous

evaluation of need to provide feedback information for educational planning. (4) The evolvement of the school as a vital part, but only one part, of a whole community process of education.

With this assumption, there is support in the belief of Lackey, cited in Hiemstra (1976), that the viability of community development is in the process of community education and action, which is democratically organized and carried through by the people themselves to reach goals they hold in common for the improvement and enrichment of the entire community. For instance, the college or university's role is one of actively assisting in this process through consultation with and training of individuals and groups concerned with solving problems community-wide in nature. The university makes available to the community its resources of knowledge and skills but leaves decision making in local affairs to the citizenry. Also, Beal (1969) sets forth a similar social action construct suggesting several methods for motivation of community people participation.

Toward the ultimate end of community development through adult education and in particular for minority segments of the community, there is a need for research in the area of practical approaches in assessing perceived educational needs of minorities in Iowa. To focus the research in this direction, the titular leaders of minority community groups or organizations were provided an opportunity to be involved and reflected in:

- (1) the data for the project;
- (2) determining the currentness or adequacy of perceived educational needs;

- (3) an assessment of the relative knowledge or view the titular leaders have of community educational needs;
- (4) the determination of the character of the information needed for the purposes of determining the nature of adult education programs; and
- (5) the implications for developing strategies for involvement of community organizations for adult education programs.

Statement of the Problem

The research problem consists of determining how titular leaders of community organizations and groups for minorities perceive educational needs at grass-roots levels. The leaders, due to their positions, represent their organizations, and through their leadership position, constitute the channel through which communications were sent and received regarding educational needs.

Research Models of Community Structure

Various theoretical models for community structure exist providing a framework for research involving the relative relationships between grass-roots community organizations and legal community agencies and their programs. Focusing on the forementioned interests and guided by the purposes of this research, models were examined which set forth the relationship between the legal public community structure and the informal leadership in formal and informal community organization (LeTarte and Minzey, 1972).

In this theoretical framework it is asserted that the legal, political, and public community structures identify leadership in

much of the traditional formal structure along levels of authority and power stipulated in terms of law, custom, or other criteria. The structure is represented as shown in Figure 1. The community needs -- educational and other -- are not only assumed to be known at these three levels of authority, but are also implemented by these leaders through their authority and power.

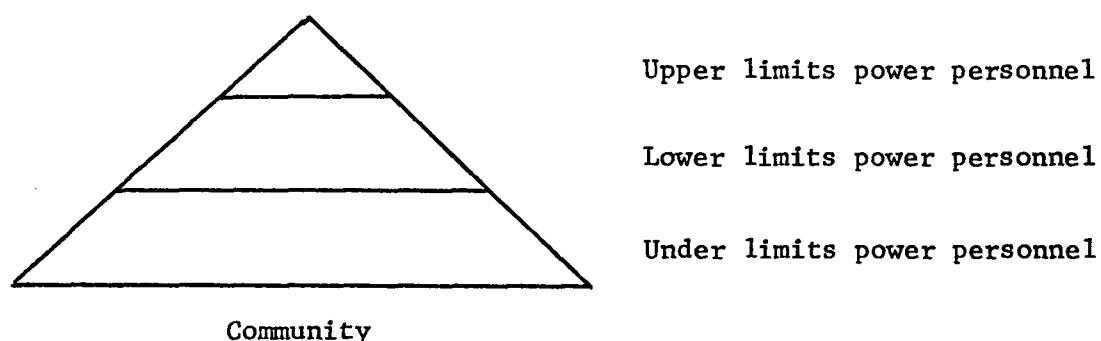


Figure 1. LeTarte-Minzey model of traditional formal community structure, Chapter 1

Although this research is not examining the limits of authority and power within the community, it is operating on the proven fact that authority and power do exist in various political and legal forms for various community agencies and organizations. Among these community agencies is the educational system. Within the educational system standards are set forth stipulating criteria which undergird education programs and imply the manifestation of some needs to be met. As indicated before, a validated, reliable set of such criteria is manifest in the Standards for Assessment of Educational Progress by the Education Commission of the States (1971 and 1973) implemented in the Phi Delta Kappan (1973) model.

The community needs at these levels are assumed to be exemplified in the established programs and stated community standards. There is, however, the question as to how relevant the needs as identified are to the concerns of diversified community organizations and how aware community groups are of the needs being said to be met by formal community agencies.

In terms of organizations, the community is made up of many groups. For purposes of this research, these organizations and groups have been set forth in the following seven (7) categories:

- (1) Religious groups and organizations
- (2) Community education groups and organizations
- (3) Communication and information groups and organizations.
- (4) Resocializing groups and organizations
- (5) Economic development groups and organizations
- (6) Political groups and organizations
- (7) Social community service groups and organizations.

A study of the theoretical framework relative to the coordination and interrelationships of community structure of organizations and groups was done by Klonglan and Mulford (1967). Community groups and organizations were shown in relation to the traditional formal structure in the community, in a formal-informal relationship as suggested in Figure 2. The inference from Figure 2 is that community groups and organizations are an integral part of the total community and have some relationship with the traditional formal community structure and therefore should be in consonance with community needs and procedures. This congruity may not always be true.

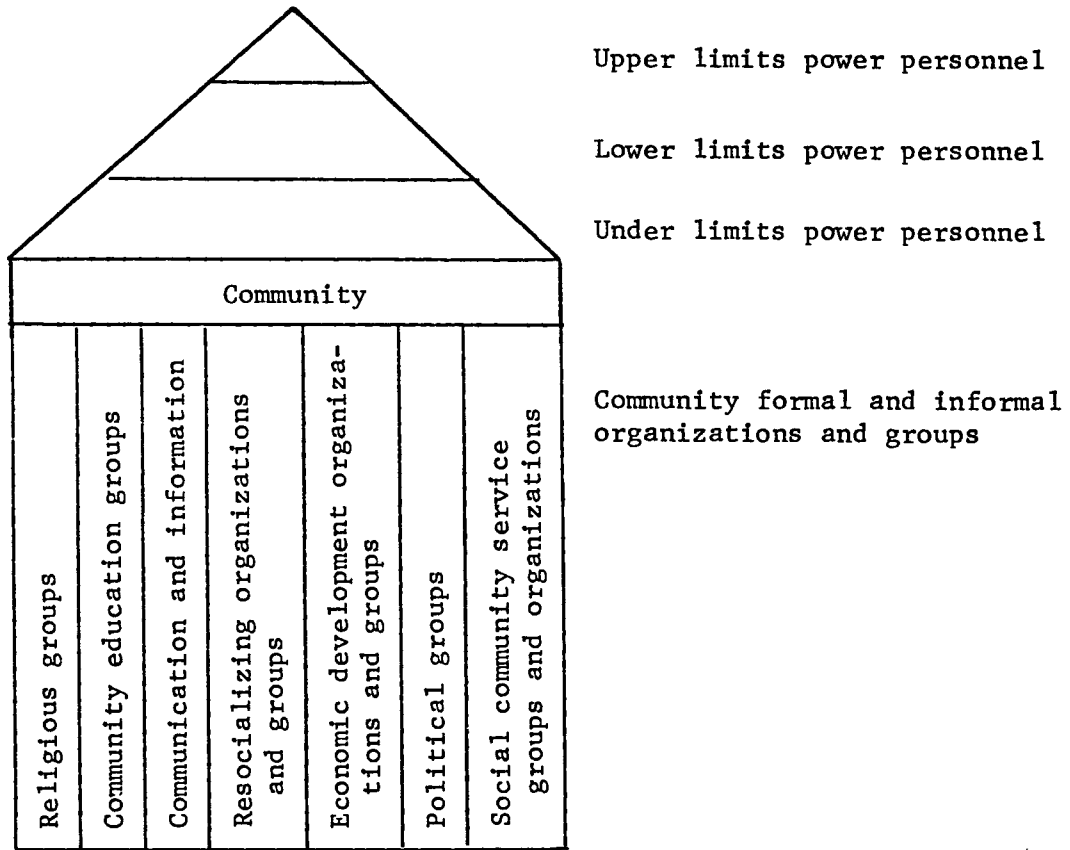


Figure 2. Relationship of formal community structure to community organizations and groups

Since the total community is composed of many groups, organizations, and agencies, those organizations formed by and consisting primarily of minorities constitute subgroups and smaller elements in the total structure which are often overlooked and unreached by general community programs. Moreover, these subgroups need to be conversant with general community needs and procedures. This research seeks to explore part of this concern to see how representatives of such groups perceive community needs in education.

One concern in educational circles is the degree to which community needs reflect the views of minorities. As a means of investigating this aspect of educational development, the city of Des Moines, Iowa, was used as the study community and the directory of community organizations of Des Moines as the frame for identifying the basic organizations from which perceptions of community educational needs were to be secured.

The process followed was grounded in the assumptions that the views of the minority population in the Des Moines area can be identified through the leadership of major community organizations. This is predicated on the fact that some type of leadership, whether at the formal, and/or grass-roots, and/or power elite level does exist; that minority groups are knowledgeable about their issue areas; and that the minority population of Des Moines may be in and of itself considered as a community.

Objectives of the Study

The objectives of this study are as follows:

- (1) To determine the perception that grass-root level leaders of minority organizational groups have of Des Moines, Iowa, educational program objectives as set in a modified Phi Delta Kappan model of educational goals.
- (2) To compare the perception level leaders of different minority organizational groups have of Des Moines, Iowa, educational program objectives.

Basic Assumptions

It was necessary to set forth several assumptions to establish certain common base lines for the research endeavor.

Since the PDK model has been used to provide valid information regarding educational goals throughout the United States and in particular states (see Literature Review and The Procedure), it is assumed that the PDK model is reflective of the educational goals of Des Moines, Iowa. It is also assumed that:

- (1) The PDK model is reflective of the educational goals in Des Moines, Iowa. Although these goals are used nationally, no effort was made to validate the goals against Des Moines programs.
- (2) The organizational and group leaders are reasonably equally familiar with the Des Moines, Iowa, educational system and programs. No control was exerted on respondents' length of residence or degree of community involvement.
- (3) The PDK model was reasonably and equally understood by all participation leaders.
- (4) Because the respondents were named by the organization or group as its head or major representative, the leadership role is concomitant.
- (5) The above divergencies inject no biases into the data.

Scope

This research is limited to Native, Black, Spanish surnamed, and Asian American organizational and group leaders in Des Moines, Iowa.

Definitions and Explanations

Introduction

It was necessary to set forth definitions and explanations of concepts used in this research project. Since the problem is unique to two disciplines (sociology and education), this study utilized sociological and educational research approaches and concepts to assess perceived educational needs of community members. This borrowing process has made it necessary for the following explanations to be given and where the utilization of connotative concepts such as "credibility" or "minority" were subjectively cited. With the depth and scope of this thesis being exemplary to future research of this nature, the definitions were also selected to facilitate the objectives of this study. The definitions and explanations are:

1. Assessment of needs level

Responses to the questionnaire items were in summated scores from 0 to 4 with the following meanings:

- 0 = extremely poor
- 1 = poor
- 2 = fair, but more needs to be done
- 3 = good, leave as is
- 4 = excelling beyond normal expectations.

2. Community education

Education directed toward enabling community residents to contribute to the development of their respective communities through their occupational and citizen roles (Hiemstra, 1970). Within the

realm of community education would be radio and television informational programs, informational literature, agency outreach programs, and study groups devoted to understanding community problems restricting socio-economic development and to developing behavioral and organizational skills and procedures for removing such problems as road blocks to economic growth, states Jensen (cited in Hiemstra, 1970).

3. Community organizational leader

Is one who has in the past or present held key position(s) in a community organization or group. A person designated by the community group members as their head, elective, or designated representative.

4. Community organizations and groups (also see Appendix)

Basis for categorization of community organizations and groups in this study are explained in terms of their central purpose and area of activity as follows:

- a. Religious groups and organizations - Central purpose is religious activities; examples are Central District Association of Baptist Churches or Union Baptist Church.
- b. Community education groups and organizations - Central concerns are teacher/facilitator and social betterment activities; examples are Jack and Jill, Inc., or Wilkie House, Inc.
- c. Communications media group or organization - Major enterprise is transmission of information; for example, the New Iowa Bystander newspaper.

- d. Resocializing organizations and groups - Central concerns are social, racial, and ethnic consciousness; examples are Spanish Speaking Peoples Commission or S.O.T.A.F. (see Appendix).
 - e. Economic development organizations and groups - Central concern is production, distribution, and consumption of wealth; examples are Afro-American Development Corporation or Kwon Tai, Inc.
 - f. Political groups and organizations - Central concern is legislative issues and actions; examples are NAACP or B.A.L.S.A. (see Appendix).
 - g. Social community service groups and organizations - Central concern is social recreational; examples are Alpha Phi Alpha Fraternity or Au Fait Club.
5. Credibility of community groups
Perceived understanding and responsiveness of extension regarding needs and interests of groups (trustworthiness, esteem, social group relationship building).
6. Formal community organization
Collective group of individuals who interact and have a consensus of stated goals, values, beliefs, and roles which stipulate that membership criteria are by selection of individual(s).
7. Goal
An outcome intent which is measurable on a nominal or ordinal scale, that is, which is stated in terms of a label or intent,

or the fact that an outcome will be less than, equal to, or greater than a given reference point (Roberts, 1977, p. 12).

8. Informal community organization

Collective group of individuals who interact and have stated goals, values, beliefs, and roles which stipulate that membership criteria are open to any individual(s).

9. Minority group

Any recognizable racial, religious, or ethnic group in a community that suffers some disadvantage due to prejudice or discrimination (Theodorson and Theodorson, 1979, p. 258).

Is a category of persons who shape a common culture, who differ in an identifiable way (usually skin color) from the majority and who have been denied full recognition and full participation in the society of the United States (Iowa State Board of Public Instruction, 1976).

The concept of minority has been discussed (Yep, 1979) in its relationship to a racial-ethnic group's numbers or their proportion to the population in that geographical area. Therefore, the use of the concept minority in this study will be replaced by the concepts racially diversified.

10. Need

The discrepancy between the current results (not procedures or processes) and the desired or required results (Roberts, 1977, p. 13).

11. Needs assessment

The first step in the overall accountability process (Lessinger, cited in Budnik, 1975, p. 21). A formalized process of achieving consensus about the value of and priorities for pursuing given educational goals (Budnik, 1975).

12. Objective as an outcome

Objective as an outcome intent which is measurable as an interval or ratio scale, that is, which gives the following information: upon completion of the intervention, there will be a statement of what behavior (including skills, knowledge, and attitudes) will be displayed, who or what will display these behaviors, under what condition will the behaviors be observed, and what criteria will be used to measure the success or failure of achieving the desired behaviors (Roberts, 1977, p. 12).

13. Perception

"The process of becoming aware of objects, qualities, or relations by way of the sense organs. While sensory content is always present in perception, what is perceived is influenced by set and prior experience, so that perception is more than a passive registration of stimuli impinging on sense organs" (Hilgard, cited in Beavers, 1962).

"An immediate or intuitive cognition of judgment; an insight analogous to sense perception in respect to immediacy and the feeling of certainty accompanying it, and often implying nice observation or subtle discrimination" (Webster, cited in Beavers, 1962).

"Individuals tend to formulate judgments in terms of scales of estimate that appear to be related not only to the objective situation but also to their past experiences. Thus, an individual's perception of a situation is determined both by the information that he derives from the situation and by the set or expectation in terms of which he views the situation. The desirability of a situation is estimated in reference to internalized scales and norms of value which are determined by past experience. That which conforms to these norms tends to be most readily perceived, and that which departs from the norms tends to be rejected" (Stogill, cited in Beavers, 1962).

For purposes of this research, perception is used in the context of awareness of content specifics influenced by set and prior experience (Hilgard), cognition of judgment, insights (Webster), judgments in terms of scales related to objective situation (stated needs in this case), and expectations in terms of how the situation (needs) are viewed (Stogill).

The Research Procedure

The survey was used to collect the data by means of a questionnaire to secure responses through the mail, over the telephone, and by face-to-face interview. The limitations to each aspect of the method are discussed in more detail in the procedure. Subsequently, adjustments had to be made in the procedure to offset difficulties encountered in the collecting process.

The Analysis

The data were generally summarized to provide descriptive measures in terms of percents and mean score evaluations. To determine if the collection method of data injected an influence on the respondents' handling of the questionnaire, an analysis of variance was used to test the significance of the difference in the mean responses in collection method groups. Perception level was in terms of the mean values of questionnaire responses for respondents representing a particular group or organization.

LITERATURE REVIEW

This study of the educational needs perceived by leaders of organizations and groups in Des Moines, Iowa, is predicated on several foundational concepts and procedures, some educational, and some sociological. Although the study makes use of certain theoretical frameworks (see Introduction, pp. 6 and 8) in reference to the relationships between community structures and community organizations, community needs and services, it was not a theoretical study. This study is a survey method of research (Good, Bar, and Scates, 1935). However, certain basic authorities are cited to point out what appear to be some established facts relevant in this area. Also, this review served to achieve the following additional purposes:

- (1) To highlight the positive and negative points of view on assessment of needs from educational and sociological research.
- (2) To review reported strategies for developing, planning, and implementing community educational programs.
- (3) To develop a comprehensive overview of the role mission of adult educators in relation to community needs.

With these purposes in mind, selected literature was reviewed as representative of the areas of concern couched in the objectives.

The theoretical frame of community structure as it relates to community organizations described by LeTarte and Minzey (1972) has been discussed. Their treatment of the subject shows further the relationship of community structure to community leadership and the

basic lines of communication through which interaction takes place or channels which might be developed for the purpose.

The general role and relationship of the leader, the community organization, the community structure, and the channels through which interaction may take place are based on the following.

- (1) The size and complexity of the social setting's existing communities negates the practical and efficient possibility of involving all people in discussion and dialogue in a process of community problem-solving.
- (2) In any meaningful community organization, some form of representation must be established.
- (3) People reflect their needs through various channels.
- (4) If leaders in groups exist in the community, then leaders can reflect perceived needs.
- (5) Within a community and community organizations, formal and informal structures exist where information should flow and often reflect voices for change, concerns of the alienated, issues of the concerned, and the viewpoints of minorities.
- (6) Once formal and informal leadership has been found, it can be used as a communication bridge between community institutions and the agencies and institutions of the general public.

These views have implications for adult education programs, not only in program development but also for program implementation. It suggests the manner in which adult programs can get community input representative of the individual felt needs as well as the manner in which adult programs might target their delivery systems.

One aspect of educational program planning, whether in adult education or other educational populations, is an assessment of educational needs. The work of Knowles (1970) and Yep (1978) highlight the theoretical frame which sets forth several steps and stages for the establishment of criteria for assessment of educational needs in adult education program planning.

Yep states that in order for researchers to be able to assess needs in the community, community leaders must be able to communicate with them positively. Cited in Yep (1978), Rogers and Shoemaker introduce the concepts of homophily and heterophily to clarify this basic principle of human communications. They describe homophily as the degree to which pairs of individuals who interact are similar in such attributes as beliefs, values, education, social status. They suggest that these likenesses facilitate communication. The views of these educators indicate that they are sensitive to the nontraditional educational service interaction in the community.

Regarding needs assessment for school purposes, Roberts (1977) attempted to determine the opinions of school administrators and teachers regarding the role of need assessment in educational planning in Iowa school districts. He found that needs assessment efforts appeared to be most successful and favorable with teachers, administrators, school board members, and lay citizens. He also ascertained the extent to which needs assessment had been conducted and the results utilized since 1974. He found that the literature indicated that the most successful assessment programs adopted by a state or educational unit involved efforts over an extended period of time, beginning with

pilot programs allowing for necessary refinements before a full-fledged program was initiated.

In Iowa, state mandated needs assessment efforts have involved utilization of the Phi Delta Kappan model for goals ranking procedures in 15 selected Iowa school districts (McNally, 1978). Also, Huba and McNally (1979) have utilized the PDK model in ascertaining perceptions of community/school relationships and compared those perceptions with information by school district personnel in Iowa. It can be seen that the PDK instrument has been used with some success in Iowa in securing perceptual needs.

Budnik (1975) investigated whether data generated by the PDK School Needs Assessment Model (1973) employing the techniques of educational goal rating and ranking through goal analysis involving community, staff, and students can provide local school district personnel with reliable information upon which to base decisions for program policy change aimed at improving local educational accountability. He found that there is a general lack of research pertaining to all instrumentation models when assessing educational needs. Also, he states that pressure stimulated by legislation led to the hasty acceptance of educational needs assessment models. However, only time and use of the existing models in research would determine the reliability and overall effectiveness.

Of major significance is the fact that there is very little research concerning the objectives of various program planners' basic theories and approaches involving perceptual needs assessment criteria. Beavers (1962) examined and analyzed county extension

committee members' and agents' perceptions of program planning in the Cooperative Extension Service in selected Iowa counties. She asserts that most studies in program planning have described the process and procedures rather than objectives of program planning. Two questionnaires were constructed that could identify chief reasons for program planning and the types of behavioral outcomes sought in those who are involved in the actual planning. She also attempted to identify and describe county committee members' and agents' perceptions of those reasons and their degree of importance in program planning. The review of the literature indicated that studies assessing perceived educational needs from racially diversified leaders of organizations and groups in Iowa have not been done.

Although the validity and reliability norms of educational instruments have not been nationally or regionally established, nor have norms been set for specific populations, needs assessment is considered the most promising and efficient current approach to educational program evaluation, development, and implementation. It can be seen as a needed and useful factor in adult education programs.

Once educational needs have been identified and analyzed, this information should be channeled into adult education program evaluations, planning, and/or implementation strategies. This study was a unique inquiry of perceived educational needs by racial diversified community leaders. The implication or insight from this review would enable educational agencies and institutions to see generally how to become accountable to diverse clientele. Inclusion of each represented

population should be undertaken when any aspect or facet of educational program planning take place in the future.

Yep (1978) established an educational-sociological redevelopment program planning strategy for racial minority audiences. The strategy represents a specific application of the basic extension service program development processes. This program strategy incorporates an incremental ten-stage framework which will assist extension staff in planning more effective and cost efficient programs. The stages are:

- (1) Staff program review
- (2) Staff assessment and professional commitment
- (3) Establishing a community data base
- (4) Community organizational and leadership study
- (5) Improving communications
- (6) Relationship building
- (7) Joint planning
- (8) Audience motivation
- (9) Action steps
- (10) Evaluation.

The basic focus of the strategy is to increase racial minority participation in extension programs and organizational leadership activities.

Moreover, several stages of this strategy are highlighted in this study.

Waddy and Yep (1979) formulated guidelines for stage four, community organizational and leadership study.¹ Keeping in mind the statement

¹An outcome of the guidelines is that a target population can be identified when this population may be known to a limited population. This instrument has been presented to the Washington, D.C. Cooperative Extension Service in Washington, D.C. and the Sioux City Cooperative Extension Service in Sioux City, Iowa. The name of the group, address, contact person, and key leaders were utilized in this survey.

of the problem, stage four has provided this study with a selected population that was used to assess perceived educational needs. Additionally, stage four will help educators, extension staff, or educational agencies become more knowledgeable about the organizational and leadership networks in both the local racial minority communities and racial majority community.

In stage five of Yep's strategy, fundamental principles of human communication are that transfer of ideas most frequently occurs between a source and receiver who are alike. Yep also asserts the proposition that in order for researchers to be able to assess needs in the community, community leaders must be able to communicate with them positively. Again, attention is called to the work of Rogers and Shoemaker (cited in Yep, 1978) who introduce the concepts of homophily and heterophily to clarify this basic principle of human communications. They describe homophily as the degree to which pairs of individuals who interact are similar in such attributes as beliefs, values, education, and social status. They suggest that these likenesses facilitate communication. These concepts make the multicultural inclusion model of the PDK model more relevant.

Stage seven of Yep's ten-stage strategy, joint planning, gives the following basis of assessing needs criteria to be the inclusion of indigenous leader participation in the educational program development procession:

Effective Extension program planning focuses on racial minority persons as program recipients and provides leadership opportunities for these persons within the Extension organizational structure on boards, councils, committees and in staff roles,

providing leadership opportunities for racial minority persons in Extension is essential if the organization is to fulfill its basic pledge of involving relevant persons in the program development process in determining, planning, and carrying out programs that meet their needs.

A most significant study in community program development was that of Beavers' (1962), who observed that the development of an extension program based on the problems identified cooperatively by the people and extension staff members was ranked first in her survey in the degree of importance by educational committee members and agents. Her argument further is that:

Good program planning is a problem-solving process which applies methods of scientific analysis to the present situation enabling local people to play a course of action that will lead to improved conditions. If one of the major purposes of the Extension Service is to help local people attain their maximum potential, it is logical to assume that a major objective of program planning is to develop a program cooperatively with the people aimed at helping them realize this goal.

Some perceptual objectives of interest in Beavers' study were noted by educators and ranked as follows:

- 1 "To aid in involving more people in the extension program."
- 4 "To aid in involving more people in extension program."
- 5 "To provide the medium for integration and focusing the efforts of county extension staff members and local leaders on problems and concerns confronting people."

Yep and Riggs (1978) first attempted this type of study based on sociological research and extension experience. It was the most highly effective and cost efficient procedure for identifying and

contacting racial minority groups and organizations.

The Polk County, Iowa Extension staff asked the state Extension sociologist and area community resource development specialist for help in identifying the different racial minority groups and organizations. We reviewed the sociological literature in this area. We found no applied research studies that could provide us with specific information about techniques for carrying out the task (Yep and Riggs, 1978).

The basic strategy centered around the development of a comprehensive directory of racial minority groups and organizations on a county basis. The purpose of the directory was to help extension staff in their program outreach into the minority community. It provided a comprehensive listing of indigenous racial minority groups and organizations. Public and private organizations providing services to racial minority groups would be included in this directory only if their services were specifically designated for racial minorities.

The county had about 300,000 people and a racial minority population of about 20,000. They anticipated finding about 40 different racial minority groups and organizations in that county. When they completed the survey one month later, they'd identified 120 racial minority groups and organizations -- nearly three times as many as they'd anticipated. Most of the racial minority groups and organizations were either: (1) socially oriented, such as fraternities, sororities, lodges, clubs, or (2) religious. It was also found that the majority of racial minority groups identified were not low-income.

Of the 120 racial minority groups and organizations, about 12 percent were composed of people who were college graduates and/or professional. Many of these groups would be interested in our traditional

extension programs in agriculture, home economics, youth, and community development. Extension and other human service organizations are becoming increasingly involved with racial minorities. Two major extension programs -- The Expanded Food and Nutrition Education Program (EFNEP) and 4-H Urban Youth Programs -- include a significant number of racial minorities.

Prior to this study, most extension programming with racial minorities had focused on low-income families and individuals. Based on that survey, the county extension staff re-evaluated its programming goals, strategies, and techniques with racial minorities.

The second attempt to introduce a strategy of this sort was at the D.C. Cooperative Extension Service in Washington, D.C. (Waddy and Yep, 1979). Initial correspondence had exchanged between D.C.'s Cooperative Extension and Iowa State University's Extension Service in Ames, Iowa. The Directory of Racial Minority Organizations and Groups in Polk County (Andersen, 1977) was also a part of the ten-stage strategy done by Yep. This ten-stage strategy Phase I, stage four, was called Community Organizational and Leadership Study. The D.C. Cooperative Extension Service was able to have consultation with the staff on the feasibility of the study. While most of the staff remained receptive to the ten-stage program planning strategy, a few negative criticisms did arise. The foremost was the concept racial minority, because of the racial population in Washington, D.C. largely being Black Americans. Ambiguity occurs in the term racial minority. Though the staff and program planners supported the implementation of the survey, implementation could not take place.

At the time, their program planners had recently received approval to survey the community with a different instrument. Preparation for their survey was already underway by an appointed task force. It was hoped that in the future implementation of their community's organizational and leadership survey could take place also in Washington, D.C.

How this all relates to the adult educator's mission is described by Knowles (1970). He has defined the adult educator's role as one being a mission under the auspices of institutions. He further states:

What industry has discovered is equally applicable to every other institution -- namely, that adult-education processes are basic tools of organizational growth and development. An institution can build good relations through either a Madison Avenue type of sales approach or through involving its public in the serious study of its needs, problems, and goals. Although each approach has its place, the adult-education approach tends to produce deeper and more lasting understanding and caring.

The research problem in this study consists of determining how titular leaders of community organizations and groups for minorities perceive educational needs at grass-roots levels through the channels of their community organizations and groups when these organizations and groups may be known only to a limited population.

In summary, the review of literature indicated that:

- (1) A perceived educational needs assessment study is a viable means of inquiry.
- (2) Set forth were several theoretical frames of reference relating to educational-sociological members' stipulations for adult and extension program planning with a conceptual frame from which information from this study was interpreted.

THE PROCEDURE

This research method encompasses the methodology outlined for survey research of organizational leaders' perceptions of educational needs within the community area in which these organizations and groups exist.

The community is the Des Moines, Iowa, area, where the survey took place. A Community Member's Directory of Racially Diversified Organizations and Groups in Des Moines, Iowa, was compiled and updated through the Iowa State University Extension Service and used as the population frame of community organizations and groups (Waddy, 1980). There were 146 target group and organizational leaders identified. These racially diversified organizations and groups provide services to Spanish surnamed, Asian, Native, and Black Americans in the Des Moines area.

The Background of the Instrument

The instrument for this research was constructed using some of the basic goals and ideas set forth by national scholastic organization Phi Delta Kappan (PDK), called the PDK model Individual Rating of the Level of Performance of Current School Programs. It is one that provides for a summated score of educational goals and performance objectives for community and professional involvement. The alterations to the instrument were done to stay within context of the population under study and to make adaptations applicable to the state of Iowa. Also, alternate goal statements had been included to provide a comprehensiveness to this unique survey of community members (see

the Appendix for items 2, 8, 15, 16, 17, 18, 19, and 20 of the questionnaire model).

Validity has been established for the original Phi Delta Kappan model (Nelkin, 1973).

Research which is apparent, relative to the PDK model, gives evidence that the entire model has been extensively field-tested over a two-year period: (1) within Northern California; (2) throughout the entire state; and (3) under the aegis of Phi Delta Kappan, throughout the nation.

In Iowa, state mandated needs assessment efforts have involved utilization of the PDK model for goals ranking procedures in 15 selected Iowa school districts (McNally, 1978). Also, Huba and McNally (1979) have utilized the PDK model in ascertaining perceptions of community/school relationships and compared those perceptions with information by school district personnel in Iowa.

It was the intent of this survey to focus specifically on community organizations and groups of racially diversified Black, Native, Asian, and Spanish surnamed American leaders of these groups and to secure their perceptions as to how well current educational programs are meeting the stipulated goals and inherent needs in the community of Des Moines, Iowa.

The human relations need had to be added to the PDK model. Human relations is now a national requirement in schools reflecting a need subscribed to by the education community (actions of the United States Congress through the Ethnic Heritage Studies Program 1973/74-Title IX). Seventy (70) percent of the states have laws meeting this need, and 40 percent (including Iowa) have state laws mandating ethnic-cultural

educational provisions. Human relations is now a requirement for school accreditation as are the other criteria set forth in educational evaluation standards such as teacher certification and program approval. The human relations need was not reflected in the PDK model. It was thus added in the form stipulated by the state of Iowa in its Administrative Code.

Regarding the validity in the altered items of the PDK model, the face validity is apparent, and these items have legal validity set forth by the Iowa State Board of Public Instruction (1977), and some of its standards were used in this study.

With the addition of the Iowa Administrative Code Standards for Approved Components to the PDK model, the research questionnaire was formed. Other modifications included replacement of concepts that could address the units of analysis, such as community organizational and group leaders under study in this survey research project. For example, in items where the concept "student" was used, the concept community member was inserted. In the items where "school" was used, educational agency was inserted. The basic summated scores of this preferential instrument remained the same except for the variability of the items. For example, the extremely poor category was equated from 1 to 3 in the original PDK model. It is now equated zero (see Appendix) for purposes of this research. In the PDK model, the basic ideas of the assessment instrument remained the same. These modifications have made it possible for the instrument to be called a Multicultural Inclusion Model (MCIM, see Appendix).

Collecting the Study Data

A directory of racially diversified community organization and group leaders in Des Moines was obtained through the Iowa State University Extension office. This list contained 146 organizations and groups. On March 11, 1980, 146 MCIM questionnaires were mailed accompanied by a letter (see Appendix) to these organization and group leaders. Twenty-four (24) usable questionnaires were returned, constituting 16.4 percent of the total sample, as can be seen in Table 1. This return was judged to be too small to be representative. Additional procedures were developed with the view of increasing the number of groups represented in the survey. This resulted in telephone interviews and subsequently face-to-face interviews.

Twenty-four (24) responses to the items of the questionnaire were secured by telephone interview. This constituted an additional 16.4 percent of the listings, and a total of 32.8 percent, combining the mailed responses and the telephone responses, as can be seen in Table 1. This too was judged to be an unrepresentative sample; therefore, personal interviews of organizational leaders were undertaken.

Face-to-face interviews were made, yielding seventeen (17) additional responses, constituting an additional 11.7 percent of the survey group and a cumulative total percentage of 44.5 percent for all three data collecting procedures.

Though the total of 65 responses was much less than desired for the research, various additional efforts, such as mailed follow-up cards (see Appendix) and attempts to set up appointments, proved fruitless for increasing the number of responses. Under these

Table 1. Distribution of respondents to survey by collection method and organizational and group type

Type of organization or group	Respondents to mail survey	Respondents to telephone follow-up	Respondents to face-to-face interview	Total respondents	Percent of response
Religious	6	8	3	17	11.7
Community education	6	2	2	10	6.8
Communication and information	0	0	1	1	.7
Resocializing	2	2	4	8	5.4
Economic development	0	0	3	3	2.1
Political	2	2	1	5	3.4
Social community service	8	10	3	21	14.4
Total respondents	24(16.4%)	24(16.4%)	17(11.7%)	65	44.5
Total nonrespondents				<u>81</u>	<u>55.5</u>
Total				146	100.0

circumstances, it was decided to analyze the data at hand and to note the nature of the responses secured by different methods and determine if the collection process seemed to have any influence on the respondents' views. A test of the significance of the differences of responses secured by different collection processes was made. This analysis of variance was done to determine if the divergence among means was great enough to influence the research results. If no significant influence was found, the responses of all respondents would be combined into a composite for survey results.

In addition to the character of the need reflected in the responses of the composite survey, it was also of interest to know how the perceptions of needs by the various groups compared. The questionnaire responses were scaled as follows:

4 = Excellent

3 = Good

2 = Fair

1 = Poor

0 = Extremely poor (undesirable).

The 20 items on the questionnaire yielded a total questionnaire score for each respondent of each organization and group. A mean score evaluation for each organization and group was computed.

FINDINGS AND OBSERVATIONS

From the 65 responses received, the respondents were categorized in leadership roles, organizations, and groups.

The organizations and groups represented in the responses were:

Religious

Community educational (including day care centers)

Communication and information

Resocializing

Economic development

Political

Social community service.

The nature of the leadership roles represented in these responses were:

Presidential

Public administrative

Directorship

Pastorial

Existing rulership

Post commandership (see Appendix).

Using the preferential scale on the questionnaire (4 = excellent, 3 = good, 2 = fair, 1 = poor, 0 = extremely poor), the responses on the returned questionnaires were quantified to provide an evaluation.

Study Limitations and Pooled Data

The overriding objective of this study was to present a comprehensive overview of the findings. The data for the study had to be

collected in three different ways. To determine if pooling the responses of respondents to the questionnaire administered in different ways would cause a bias reflected in significant differences among the questionnaire methods, the mean responses by method of administration were analyzed.

Questionnaire by Collection Procedure Methods

The breakdown of respondents and mean of responses collected is shown in Table 2. The response evaluations are further shown in comparison in Figure 3.

Table 2. Responses to questionnaire by method of survey

Method	n	\bar{X}	$N\bar{X}$
Mailed	24	1.33	31.95
Telephone	24	1.64	39.45
Face-to-face	17	2.18	37.06
Total	65	1.67	108.46

On the average, it can be seen that the respondents through the mailed questionnaire perceived the educational needs to be poor (1.33), while the telephone and face-to-face respondents viewed educational needs as fair (1.64 - low fair, to 2.18 - high fair).

A comparison was made further of the mean perception of respondents to various items on the questionnaire by method of collection, as shown in Table 3.

Although no immediate pattern of responses was readily discernible, there was some apparent level of agreement regarding:

Example 1

	Mailed response	Telephone response	Face-to-face response	Overall combination
4 Excelling beyond normal expectations				
3 Good, leave as is				
2 Fair, but more needs to be done		1.64	2.18	1.67
1 Poor	1.33			
0 Extremely poor				

Example 2

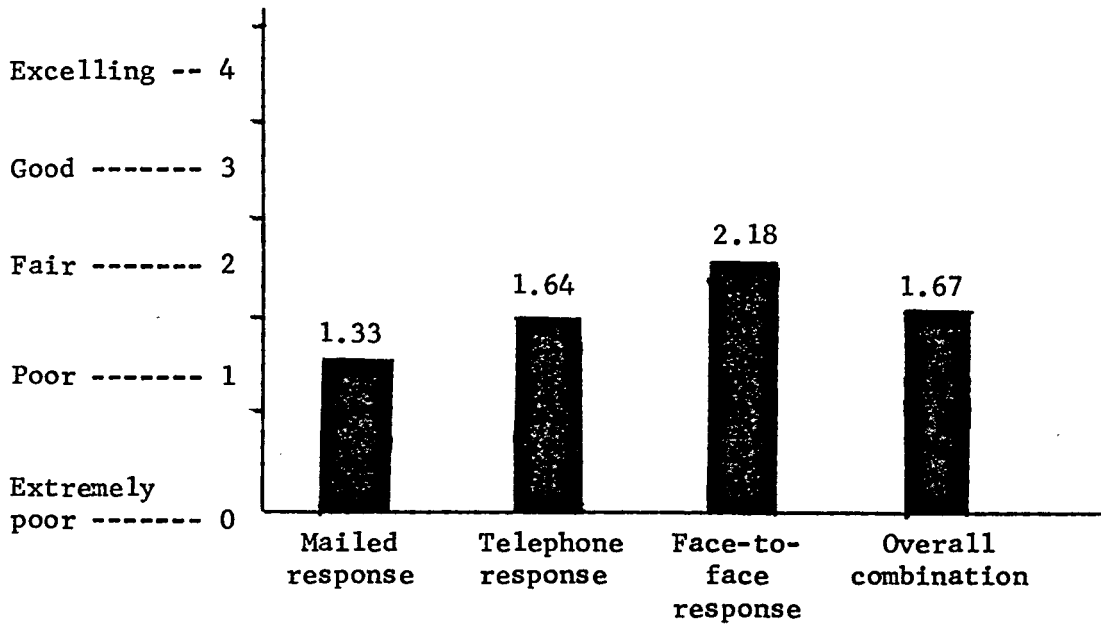


Figure 3. Overall perceptions by organizational leaders of educational needs via collection procedure

Table 3. Goal statement comparison table of mailed, telephone, and face-to-face interviews

Goal statement	Σ	\bar{X}	Total no. of persons	Number responding	No response	
1. Learn how to be a good citizen	M ^a	41.5	1.72	24	24	0
	T ^b	47.0	1.95	24	24	0
	f ^c	33.0	1.94	17	17	0
2. Learn how to respect and get along with people who think, dress, and act differently	M	36.0	1.5	24	24	0
	T	39.0	1.69	24	23	1
	f	30.0	1.76	17	17	0
3. Learn about and try to understand the changes that take place in the world	M	40.5	1.68	25	24	0
	T	41.0	1.86	24	22	2
	f	30.0	1.76	17	17	0
4. Develop skills in reading, writing, speaking, and listening	M	38.5	1.60	24	24	0
	T	49.5	2.25	24	22	2
	f	34.0	2.00	17	17	0
5. Understand and practice democratic ideas and ideals	M	42.5	1.77	24	24	0
	T	47.0	2.13	24	22	2
	f	26.0	1.62	17	16	1
6. Learn how to examine and use information	M	41.5	1.72	24	24	0
	T	44.0	2	24	22	2
	f	36.0	2.11	17	17	0
7. Understand and practice the skills of family living	M	38.0	1.58	24	24	0
	T	43.5	1.97	24	22	2
	f	35.0	2.05	17	17	0

^aM = mail response.

^bT = telephone response.

^cf = face-to-face response.

Table 3. Continued

Goal statement	Σ	\bar{X}	Total no. of persons	Number responding	No response	
8. Develop skills to enter a specific field of work	M	43.0	1.79	24	24	0
	T	44.0	2	24	22	2
	f	38.0	2.23	17	17	0
9. Learn how to be a good manager of money, property, and resources	M	37.0	1.54	24	24	0
	T	35.0	1.59	24	22	2
	f	26.0	1.52	17	17	0
10. Develop a desire for learning now and in the future	M	41.0	1.70	24	24	0
	T	43.0	1.95	24	22	2
	f	29.0	1.70	17	17	0
11. Learn how to use leisure time	M	37.0	1.54	24	24	0
	T	47.0	2.13	24	22	2
	f	32.0	1.88	17	17	0
12. Practice and understand the ideas of health and safety	M	47.0	1.95	24	24	0
	T	49.0	2.22	24	22	2
	f	35.0	2.05	17	17	0
13. Appreciate culture and beauty in the world	M	42.5	1.77	24	24	0
	T	46.0	2.09	24	22	2
	f	25.0	1.47	17	17	0
14. Gain information needed to make job selections	M	37.5	1.56	24	24	0
	T	36.0	1.63	24	22	2
	f	34.0	2	17	17	0
15. Develop pride in work and a feeling of self-worth	M	35.0	1.45	24	24	0
	T	38.5	1.75	24	22	2
	f	32.0	1.88	17	17	0
16. Develop good character and self-respect	M	34.0	1.41	24	24	0
	T	44.0	2	24	22	2
	f	30.0	1.76	17	17	0

Table 3. Continued

Goal statement		Σ	\bar{X}	Total no. of persons	Number responding	No response
17. Gain a general education	M	43.5	1.81	24	24	0
	T	43.0	1.95	24	22	2
	f	38.0	2.23	17	17	0
18. Learn to respect and get along with people with whom we work and live	M	35.0	1.45	24	24	0
	T	39.0	1.77	24	22	2
	f	32.0	1.88	17	17	0
19. Awareness of and respect for people of different racial background, etc.	M	29.5	1.22	24	24	0
	T	36.5	1.65	24	22	2
	f	26.0	1.52	17	17	0
20. Recognition of the partial and significant contributions of all American subcultural groups	M	29.0	1.20	24	24	0
	T	34.0	1.54	24	22	2
	f	29.0	1.70	17	17	0

- Item 9 -- Learn how to be a good manager of money, property and resources
 Source -- Mailed - 1.54; telephone - 1.59; face-to-face - 1.52
- Item 10 -- Develop a desire for learning now and in the future
 Source -- Mailed - 1.70; telephone - 1.95; face-to-face - 1.70
- Item 2 -- Learn how to respect and get along with people who think, dress, and act differently
 Source -- Mailed - 1.50; telephone - 1.69; face-to-face - 1.76
- Item 3 -- Learn about and try to understand the changes that take place in the world
 Source -- Mailed - 1.68; telephone - 1.86; face-to-face - 1.76
- Item 1 -- Learn how to be a good citizen
 Source -- Mailed - 1.72; telephone - 1.95; face-to-face - 1.94

Analysis of variance was run to determine if there was any significant effect associated with method of collection, as shown in Table 4.

Table 4. Analysis of variance for organizational leaders' perceptions of need on questionnaires collected by three different methods

Source of variation	Degrees of freedom	Sums of square	Mean square	F
Collection method	2	.1132	.0566	.1918
Interaction or error	62	18.289	.2950	
Total	64	18.403		

No significant effect associated with method of collections was found. An $F = .1918$ was not significant at either 1 percent or 5 percent levels.

Analysis of Pooled Data

When the overall responses of all respondents are combined into a composite analysis, the entire group of 65 respondents perceived the educational status in the community to be fair (1.67). This is reflected in Table 2 ($\sum N\bar{X} = 108.46$ with $N = 65$ and $\bar{X} = 1.67$).

Overall Perception

The overall perceptions of the various organizational groups were summarized into mean values. These are shown in Table 5.

Table 5. Distribution of rate of response of overall perceptions by organizational and group type

Type of organization or group	Σ score of goal statements (Y)	Number of respondents (X)	\bar{X}^a (Y/X)
Religious	26.20	17	1.699
Community education	15.40	10	1.812
Communication and information	1.53	1	1.35
Resocializing	12.30	8	1.815
Economic development	4.60	3	1.53
Political	7.70	5	1.696
Social community service	32.30	<u>21</u>	2.100
Total respondents		65	

\bar{X}^a range = 0 (extremely poor) to 4 (excelling beyond normal expectations).

On the average, the leaders of the community groups and organizations perceived educational needs generally fair, with the following general variations (refer to Introduction - Definitions and Explanations for organization and group types):

- (1) The religious organizations and groups indicate an overall average 1.699 (low fair, much more needs to be done).
- (2) The community education organizations and groups indicate an overall average of 1.81 (fair, but more needs to be done).
- (3) The communications and information organizations indicated an overall average of 1.35 (poor, weak, much more is needed).
- (4) The resocialization organizations and groups indicated an overall average of 1.81 (fair, but more needs to be done).
- (5) The economic development organizations and groups indicated an overall average of 1.53 (borderline, poor to fair).
- (6) The political organizations and groups indicated an overall average of 1.696 (low fair, much more needs to be done).
- (7) The social community service organizations and groups indicated an overall average of 2.10 (fair, programs acceptable).

The communications and information type organizations' average of 1.35 is the lowest of the groups. The perception of this group suggests that it views community programs designed to meet the main goal statements are weak, or that much more effort must be made by the educational agencies to meet these goals.

How these groups view the various factors inherent in established educational standards is reflected in an examination of the mean

total of their responses to the 20 items of the MCIM questionnaire (see also Table 3).

Those areas viewed as highest in meeting the needs are:

-- Practice and understand the ideas of health and safety	2.01
-- Develop skills to enter a specific field of work	1.92
-- Gain a general education	1.91
-- Develop skills in reading, writing, speaking, and listening	1.87

Those areas viewed as lowest in meeting the needs are:

-- Awareness of and respect for people of different racial background, etc.	1.41
-- Recognition of the partial and significant contribution of all American subcultural groups	1.41
-- Learn how to be a good manager of money, property, and resources	1.50
-- Develop pride in work and a feeling of self-worth	1.62

The implications in the main are that in the overall summational analysis, this group of organizations through their leaders perceive the structure (educational service agencies and upper limit power personnels) only meeting their needs FAIRLY, and that more is apparently desired or needed in the education to meet the needs they perceive.

Discussion of Findings and Observations

The objective of this research was to determine the level of perception of educational needs by racially diversified community organizational and group leaders of Des Moines, Iowa. This research grew

out of the desire of our extension educators to modify their approach to some adult education programs targeted on previously excluded minority population's sensitivities, needs, and desires.

There was a scarcity of research data available in the area of perceived community needs of Native, Asian, Spanish surnamed, and Black Americans; however, an examination of the extension education program outline and adult education program content suggested that a gap existed between adult educational practice and community organizational program planning targeted on racially diversified groups. It was felt that more needed to be done in the way of providing practical approaches to reflecting the needs of community groups by exploring the perceived needs of this specific population under study.

From an Adult and Extension Education program planner's view, the Native, Black, Spanish surnamed, and Asian American leader's perceptions of educational programs in Des Moines are fair in terms of meeting specified goals. There were no leaders in the Des Moines community who felt that the overall educational programs were excelling beyond normal expectations.

Since the criteria for the assessment of educational programs attempt to reflect the needs and content to which the Des Moines communities are addressed, it is clear from this research that the Native, Black, Spanish surnamed, and Asian leaders either do not have enough knowledge of the educational programming and implementation endeavors in Des Moines, or these endeavors do not adequately meet the needs these groups feel to be relevant.

Evidence of this discrepancy between the views of this segment of the community and the perceptions these leaders have become clear from the researcher's observation during the face-to-face interviews with the leaders who associated the goal statements with events and issues in their community. They addressed current decisions made by the upper limits in the power structure to issues of their community. They were not congruent. It would thus seem evident that more needs to be done for the Des Moines community in the way of educational programming and implementation, such as Yep's (1978) program development strategy representing a specific application of the basic extension program development process and incorporating an incremental ten-stage framework which would assist extension staff and/or other educational service agencies in planning more effective and cost efficient programs with racially diversified audiences.

This study made use of seven groupings of community organizations, although no effort was made to determine significant differences among groups. It was evident that there was diversity of perception within the groups. The research could not pursue this further, because no controls were set into the research design to follow through on the various population characteristic and individual differences within the groups which would significantly relate to or influence data seeking to study group differences. As will be suggested, this is an area that needs further research. The design of such research might follow the design used by McNally/Huba and Beavers in working with educators in their needs assessment studies. It is suggested by these studies that the nature of the assessment instrument was more meaningful

to those who have some knowledge of the kind of assessment being made. This may even further suggest that for research of this nature, a more specific assessment instrument may need to be designed.

Implications of the Study

For adult education programs, it should not be assumed that the established educational goal for a community is in harmony with the needs which community leaders perceived, and particularly the educational needs perceived by leaders representing community racially diversified groups.

Current approaches to program development for communities require community input. Many of the legal guidelines and regulatory requirements for community development and program activities stipulate the use of advisory committees made up of representatives from all segments of the community. This not only requires the involvement of different people for their input, but it encumbers upon the community agencies' and authorities' responsibility for teaching the community and informing the community members.

Moreover, relationship building is required involving the development of a cooperative working relationship between the educational agencies' staff and leaders and groups in the racially diversified communities.

For adult education program development, there should be an awareness of the fact that community groups may not see educational needs or even be aware of them. The nature of this gap should be explored for the development of more relevant program focus. An approach

to program development with these considerations is described by Yep (1978) as follows:

Extension staff should conduct personal face to face meetings with these community leaders and organizational representatives to clarify and legitimize Extension's role as an educational organization and its programs with the racially diversified communities. Extension staff should become familiar with the relevant programs and activities occurring in those communities and begin to assess Extension's potential role and contributions to these community efforts. Personal contact by Extension staff with the different racially diversified leaders is particularly important and can be facilitated by identifying and using persons who can function in intermediary and linking roles between Extension staff and racially diversified leaders.

The next step is for the educational program planners to include indigenous racially diversified leaders and program recipients when program planning is in process.

Other community public service organizations can benefit from the knowledge of indigenous community leaders. Community educators, adult educators, urban educators, and most importantly community development specialists can gain a wealth of insight into the non-traditional service recipient communities. These educators and specialists will be able to plan more effective programs if their goal is to include all segments of communities. More specifically, the college or university's role is one of actively assisting in this process through consultation with and training of individuals and groups concerned with solving problems community-wide in nature. The university can make available to the community its resources of knowledge and skills and leave decision making in local affairs to the citizenry (Lackey, cited in Hiemstra, 1976).

Suggestions or Areas of
Further Research and Problems

Due to the fact that great difficulty was experienced in contacting the people listed in the Community Member's Directory of Racially Diversified Organizations and Groups in Des Moines, Iowa, it is possible that a study of this nature should be preceded by either of the following:

(1) Preparatory research

- (a) A study of the validity of the community directory which is used as a population frame for either a survey of the entire population for sampling.
- (b) An investigation of the most effective procedure in taking the survey (or sample) as to whether or not the mailed questionnaire, the interview, or some other means is the best procedure for getting information from other groups.

(2) Community study research

In view of the fact that some of the research done in the area of needs assessment indicated that the best results were secured from group leaders who had greater understanding of educational needs and the educational process, for purposes of adult education to make greatest use of community organizations and groups and their leadership, it would be useful:

- (a) To determine in a community which groups and organizations seem to have a greater understanding of the concepts and goals couched in assessment. Consideration

would need to be given to involvement of community leaders in community affairs or activities, their training, academic background, their experience, and the length of time or residence in the community.

- (b) Some effort might be made to determine the relationship between these factors and their efficacy in community perceptions.
- (c) In this context, further study to determine which community organizations and groups would seem to provide the most meaningful input into the development of adult education programs based on perceptions of educational needs.

(3) Validity studies of needs assessment with community groups

- (a) An inquiry of how significant the perceptions of educational needs of different community organizations and groups are.
- (b) In educational needs assessment of community organizational groups, some efforts should be made to determine whether the perception constitutes an actual appraisal of what is seen and known or whether it is a protest and/or criticism in terms of some extraneous factor(s) experienced in the community.

Summary

An attempt was made in this research to determine the degree to which the perceptions of educational needs by representative racially

diversified community leaders were with the educational needs reflected in educational assessment criteria. This research was limited to Native, Black, Spanish surnamed, and Asian American group and organizational leaders in Des Moines, Iowa. A Community Member's Directory of Organizations and Groups in Des Moines, Iowa, had been updated.

The instrument for this research was constructed using some of the basic goals and ideas set forth by the Phi Delta Kappan's model, the human relations requirement of the State of Iowa Administrative Code by the State Board of Public Instruction, and other scale modifications. These modifications have made it possible for the instrument used to be called a Multi-cultural Inclusion Model (MCIM).

One hundred and forty-six (146) mailed MCIM questionnaires were sent. With a 16.4 percent return of mailed response, a telephone interview follow-up was made. An additional 16.4 percent response rate was acquired. A final face-to-face interview procedure was undertaken and totaled a 44.5 percent response rate.

In the composite analysis of the data, the entire group of 65 respondents perceived the educational status in their community to be fair or that more is apparently desired and needed.

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COMMUNITY MEMBER'S DIRECTORY OF ORGANIZATIONS
AND GROUPS IN DES MOINES, IOWA

Afro American Development Corporation

A.H.A.D., Inc.

Alianza Latina Politica de Iowa

All Nation Church of God and Christ

Alpha Kappa Alpha Sorority

Alpha Phi Alpha Fraternity

Amaranth

Ambassadors

American Indian Community Center

American Legion, Lincoln Post #126

APPLE - Association for the Positive Promotion of Lao Ethnic

Au Fait Club

Bethel AME Church

Bi-Lingual Program

Black American Student Law Association

Black Coalition

Black Journalist Association

Blacks in Management

Black Student Association - Drake

Bow Knots

Burns United Methodist Church

Buxton Club

Center for the Study and Application of Black Economic Development

Central District Association of Baptist Churches

Central District Women's Auxiliary of I.M.E. Shiloh Baptist Church

Chinese American Social Club

Church of God and Christ

Citizens for Community Improvement

Community Baptist Church

Concerned Black Students - Grandview College

Conference of Minority Public Administrators

Congress of Racial Equality

Corinthian Baptist Church

Daughters of Isis, Masonic

Daughters of the Des Moines Club

Delta Sigma Theta Sorority

Des Moines Silhouettes

Dilletante Club - Federated

Doric #30 Masonics

Elegant "8" Club

Entity Denomination of Amnisty Alliance Association

Entre Nous Club

Esther Light Court #7

Family Inc.

First CME Church

Flaming Arrows

Fountain Missionary Cogic (Evangelistic)

Gateway Opportunity Center

Guadalupe Chapel Council

Guadalupe Rosary Society

Hawkeye Elk's Lodge No. 160

Heavenly Temple Church of God in Christ

Hispanic Women's Club

Hmong Association of Iowa

Greater Des Moines Chinese Association

Impossible Motor Club

Independent Lodge Knights of Pythias

Indo-American Association

Inner-Sectional United Advanced Planning Center

Institute of Cultural Education

Inter-denominational Ministerial Alliance

International Soccer Club

Intertribal Powwow Association

Iowa Buxton Club #2

Iowa Neighborhood Improvement Corporation

Iowa Refugee Center

Jack and Jill, Inc.

Jacob Temple Mission Church of God and Christ

J. B. Morris Scholarship Fund

Kappa Alpha Psi Fraternity (DM Alumni Chapter)

Knights of Phylaxis

Kwon Tai, Inc.

Kyler A.M.E. Zion Church

Libra Development Corporation

Link, Inc., Des Moines Chapter

Los Estudiantes Student Association - Drake

Los Hermanos Unidos Youth Club

L.T. Club

LULAC - League of United Latin American Citizens

Macedonia Baptist Church

Mary B. Talbot Club

Mary Church Terrell Club #2

Mary Church Terrell Club #3

Mary Church Terrell Club - Federated

Maple Street Baptist Church

Masjid Muhammed

Masjid Mujeddid #1, Inc.

Mexican American Recreational Club - MARC

Mission Temple

Missionary Baptist Church

Monarchs

Morning Star Baptist Church

Motor Patrol

Mt. Hebron Baptist Church

Mt. Olive Baptist Church

National Alliance Against Racist and Political Repression

National Association of Colored Women's Clubs

National Association for the Advancement of Colored People (NAACP)

National Black Christian Student Consultation

Native American Project on Alcoholism

New Bethany Church of God in Christ

New Friendship Church of God in Christ

New Iowa Bystander Newspaper

New Jerusalem Church of God in Christ

North Star Lodge #2 - Masonic

Olive Branch Chapter #32, O.E.S.

Omega Phi Psi Fraternity

Our ASSO for Positive Promotion - Lao Ethnic

Parliamentary Law and Culture

Pasha

Philippines American Club

Pilgrim Baptist Church

Princess Ozeil Chapter #9 - Masonic

Princess Zora Chapter #10 - Masonic

Puella Legatoes Club

Raizel Tent #1 - Princess of Omar (Elks)

Rebecca Court #3

Road Runner Bowling Guild

Roosevelt Club

Rose L. Gragg Club

Rose Temple #33 - Elks

Royal Dukes Club

Samaria Court #9

Shiloh Baptist Church

Sigma Gamma Rou

Sister's United

Socialite Queens

S.O.T.A.F. (Society of Tai Dam American Friendship)

Soul Street Daycare Learning Center, Inc.

South Side Soccer Club

Spanish Speaking Center of Des Moines, Iowa

Spanish Speaking Peoples Commission

Spence - Ewing Associates

St. John's Baptist Church

St. Paul AME Church

Three Purpose Club

T.O.B. Club

True Bible Baptist Church

Tyra Court #11

Umbrella and Concerned Citizens for Minority Affairs

Union Baptist Church

Veterans of Foreign Wars #5487

Wilkie House, Inc.

Winthrop Club

Young Vietnamese Association of Iowa

Zied Temple #90 - Masonic

INDIVIDUAL RATINGS OF PERFORMANCE LEVEL IN CURRENT EDUCATIONAL PROGRAMS

DIRECTIONS AND EXPLANATIONS:

THIS QUESTIONNAIRE SETS FORTH A SERIES OF EDUCATIONAL GOAL STATEMENTS WHICH YOU ARE REQUESTED TO READ AS A COMMUNITY ORGANIZATIONAL LEADER, "In your opinion, how well are current educational programs meeting this goal?"

THE RESULTS OF THE QUESTIONNAIRE WILL BE DRAWN FROM YOUR STATEMENTS WITH THE FOLLOWING MEANING:

EXCELLING BEYOND NORMAL EXPECTATIONS means:

I believe the educational agencies are doing a very good to excellent job in meeting this goal.
Or, I am very satisfied that the present programs are designed to excell in and go beyond my expectations.

GOOD-LEAVE AS IS means:

I believe the educational agencies are doing a good job in meeting this goal.
Or, I am satisfied with the present programs which are designed to meet this goal.

FAIR BUT MORE NEEDS TO BE DONE means:

I believe present programs are acceptable, but I would like to see more importance attached to this goal by the educational agencies.
Or, I would rate the educational agencies' job in this area as only fair; more effort is needed as far as I'm concerned.

POOR means:

I believe programs designed to meet this goal are weak.
Or, I believe that much more effort must be made by the educational agencies to meet this goal.

EXTREMELY POOR means:

I believe community members are not being taught the skills necessary to meet this goal.
Or, this goal is the educational agencies' responsibility but almost nothing is being done to meet this goal.

GROUP/ORGANIZATION TITLE

(with similar objectives) AND INDICATE AS A COMMUNITY LEADER HOW WELL YOU PERCEIVE CURRENT EDUCATIONAL PROGRAMS IN THE COMMUNITY MEETING THESE GOALS. PLEASE CIRCLE YOUR RESPONSE TO THESE GOALS.

GOAL STATEMENTS:

1. **LEARN HOW TO BE A GOOD CITIZEN**
 - A. Develop an awareness of civic rights and responsibilities.
 - B. Develop attitudes for productive citizenship in a democracy.
 - C. Develop an attitude of respect for personal and public property.
 - D. Develop an understanding of the obligations and responsibilities of citizenship.
2. **LEARN HOW TO RESPECT AND GET ALONG WITH PEOPLE WHO THINK, ACT DIFFERENTLY AND HAVE DIFFERENT OPINIONS.**
 - A. Develop an appreciation for and understanding of other people.
 - B. Develop an understanding of political, economic, and social patterns of the rest of the world.
 - C. Develop an awareness of the processes of group relationships.
3. **LEARN ABOUT AND TRY TO UNDERSTAND THE CHANGES THAT TAKE PLACE IN THE WORLD.**
 - A. Develop ability to adjust to the changing demands of society.
 - B. Develop an awareness and the ability to adjust to a changing world and its problems.
 - C. Develop understanding of the past, identify with the present, and the ability to meet the future.
4. **DEVELOP SKILLS IN READING, WRITING, SPEAKING AND LISTENING,**
 - A. Develop ability to communicate ideas and feelings effectively.
 - B. Develop skills in oral and written English.

EXTRMELY POOR	POOR	FAIR BUT MORE NEEDS TO BE DONE	GOOD AS IS	EXCELLING BEYOND NORMAL EXPECTATIONS
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

GOAL STATEMENTS CONT.

5. UNDERSTAND AND PRACTICE DEMOCRATIC IDEAS AND IDEALS.
 - A. Develop loyalty to American democratic ideals.
 - B. Develop patriotism and loyalty to ideas of democracy.
 - C. Develop knowledge and appreciation of the rights and privileges in our democracy.
 - D. Develop an understanding of our American heritage.
6. LEARN HOW TO EXAMINE AND USE INFORMATION.
 - A. Develop ability to examine constructively and creatively.
 - B. Develop ability to use scientific methods.
 - C. Develop reasoning abilities.
 - D. Develop skills to think and proceed logically.
7. UNDERSTAND AND PRACTICE THE SKILLS OF FAMILY LIVING.
 - A. Develop understanding and appreciation of the principles of living in the family group.
 - B. Develop attitudes leading to acceptance of responsibilities as family members.
 - C. Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.
8. DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK.
 - A. Develop abilities and skills needed for immediate employment.
 - B. Develop an awareness of opportunities and requirements related to a specific field of work.
 - C. Develop an appreciation of good workmanship.

EXTRMELY POOR	POOR	FAIR BUT MORE NEEDS TO BE DONE	GOOD LEAVE AS IS	EXCELLING BEYOND NORMAL EXPECTATIONS
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

GOAL STATEMENTS CONT.

- 9. LEARN HOW TO BE A GOOD MANAGER OF MONEY, PROPERTY AND RESOURCES.
 - A. Develop an understanding of economic principles and responsibilities.
 - B. Develop ability and understanding in personal buying, selling and investment.
 - C. Develop skills in management of natural and human resources and man's environment.
- 10. DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE.
 - A. Develop intellectual curiosity and eagerness for lifelong learning.
 - B. Develop a positive attitude toward learning.
 - C. Develop a positive attitude toward continuing independent education.
- 11. LEARN HOW TO USE LEISURE TIME
 - A. Develop ability to use leisure time productively.
 - B. Develop a positive attitude toward participation in a range of leisure time activities--physical, intellectual, and creative.
- 12. PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY.
 - A. Establish an effective individual physical fitness program.
 - B. Develop an understanding of good physical health and well being.
 - C. Establish sound personal health habits and information.
 - D. Develop a concern for public health and safety.

EXCELLENCE	GOOD LEAVE AS IS	FAIR BUT MORE NEEDS TO BE DONE	POOR	EXTREMELY POOR
4	3	2	1	0
4	3	2	1	0
4	3	2	1	0
4	3	2	1	0

GOAL STATEMENTS CONT.

13. APPRECIATE CULTURE AND BEAUTY IN THE WORLD.

- A. Develop abilities for effective expression of ideas and cultural appreciation (fine arts).
- B. Cultivate appreciation for beauty in various forms.
- C. Develop creative self-expression through various media (art, music, writing, etc.).
- D. Develop special talents in music, art literature, and foreign languages.

14. GAIN INFORMATION NEEDED TO MAKE JOB SELECTIONS.

- A. Promote self-understanding and self-direction in relation to community member's occupational interests.
- B. Develop the ability to use information and counseling services related to the selection of a job.
- C. Develop a knowledge of specific information about a particular vocation.

15. DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH.

- A. Develop a feeling of community membership/pride in his/her achievements and progress.
- B. Develop self-understanding and self-awareness.
- C. Develop the community member's feeling of positive self-worth, security and self-assurance.

EXTRÊMELY POOR	POOR	FAIR BUT MORE NEEDS TO BE DONE	GOOD LEAVE AS IS	EXCELLING BEYOND NORMAL EXPECTATIONS
0	1	2	3	4
0	1	2	3	4
0	1	2	3	4

- 16. DEVELOP GOOD CHARACTER AND SELF-RESPECT.
 - A. Develop moral responsibility and sound ethical and moral behavior.
 - B. Develop the community member's capacity to discipline himself/herself to work, study and play constructively.
 - C. Develop a moral and ethical sense of values, goals and processes of free society.
 - D. Develop standards of personal character and ideas.
- 17. GAIN A GENERAL EDUCATION.
 - A. Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.
 - B. Develop a fund of information and concepts.
 - C. Develop special interests and abilities.
- 18. LEARN TO RESPECT AND GET ALONG WITH PEOPLE WITH WHOM WE WORK AND LIVE.
 - A. Translate knowledge of human relations into attitudes, skills, and techniques which will result in favorable learning experiences for community members.
 - B. Relate effectively to other individuals and various subgroups other than one's own.
- 19. AWARENESS OF AND RESPECT FOR PEOPLE OF DIFFERENT RACIAL, ETHNIC, RELIGIOUS, NATIONAL BACKGROUND AND SEX IDENTITY.
 - A. Be aware of and understand the various values, life styles, history, and contributions of various identifiable subgroups in our society.
 - B. Respect human diversity and the rights of each individual.
 - C. Develop awareness of the interdependence of races, creeds, nations and cultures.

EXCELLENCE	GOOD AS IS	FAIR BUT MORE NEEDS TO BE DONE	POOR	EXTRMELY POOR
4	3	2	1	0
4	3	2	1	0
4	3	2	1	0
4	3	2	1	0
4	3	2	1	0
4	3	2	1	0
4	3	2	1	0

GOAL STATEMENTS CONT.

20. RECOGNITION OF THE PARTIAL AND SIGNIFICANT CONTRIBUTIONS OF ALL GROUPS TO THE DEVELOPMENT OF THE UNITED STATES AS A NATION AND THE VARIOUS DISCIPLINES CONSTITUTING THE CURRICULUM IN THE SCHOOLS.
- A. Recognize and deal with dehumanizing biases such as sexism, racism, prejudice, and discrimination and become aware of the impact that such biases have on interpersonal relations.
- B. Recognize the ways in which dehumanizing biases may be reflected in instructional materials.

EXTRMELY POOR	POOR	FAIR BUT MORE NEEDS TO BE DONE	GOOD LEAVE AS IS	EXCELLING BEYOND NORMAL EXPECTATIONS
0	1	2	3	4

COMMUNITY LEADER'S POSITION IN THIS ORGANIZATION OR GROUP

(PLEASE STATE)

THANK YOU

PERFORMANCE OF CURRENT EDUCATIONAL PROGRAMS

1. LEARN HOW TO BE A GOOD CITIZEN _____
2. LEARN HOW TO RESPECT AND GET ALONG WITH PEOPLE WHO THINK, DRESS AND ACT DIFFERENTLY _____
3. LEARN ABOUT AND TRY TO UNDERSTAND THE CHANGES THAT TAKE PLACE IN THE WORLD _____
4. DEVELOP SKILLS IN READING, WRITING, SPEAKING, AND LISTENING _____
5. UNDERSTAND AND PRACTICE DEMOCRATIC IDEAS AND IDEALS _____
6. LEARN HOW TO EXAMINE AND USE INFORMATION _____
7. UNDERSTAND AND PRACTICE THE SKILLS OF FAMILY LIVING _____
8. DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK _____
9. LEARN HOW TO BE A GOOD MANAGER OF MONEY, PROPERTY AND RESOURCES _____
10. DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE _____
11. LEARN HOW TO USE LEISURE TIME _____
12. PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY _____
13. APPRECIATE CULTURE AND BEAUTY IN THE WORLD _____
14. GAIN INFORMATION NEEDED TO MAKE JOB SELECTIONS _____
15. DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH _____
16. DEVELOP GOOD CHARACTER AND SELF-RESPECT _____
17. GAIN A GENERAL EDUCATION _____
18. LEARN TO RESPECT AND GET ALONG WITH PEOPLE WITH WHOM WE WORK AND LIVE _____
19. AWARENESS OF AND RESPECT FOR PEOPLE OF DIFFERENT RACIAL BACKGROUND, ETC. _____
20. RECOGNITION OF THE PARTIAL AND SIGNIFICANT CONTRIBUTIONS OF ALL AMERICAN SUBCULTURAL GROUPS _____

March 10, 1980

Dear Community Leader:

Enclosed you will find a questionnaire that elicits your opinion regarding educational needs as you perceive them. At first glance the questionnaire may appear long and detailed but it takes no longer than 7 to 10 minutes for its completion.

The questionnaire has been developed to determine what is perceived by community leaders to be the educational needs being met (or not being met) in the Des Moines community. Moreover, your response will reflect your views as to what you think should be done to meet those needs.

The questionnaire responses you provide will be used to make a perceived assessment of educational programs in Des Moines and to make recommendations to Iowa State University Cooperative Extension Service in Des Moines, Iowa for educational program development.

The coding attached to your questionnaire simply will tell us what organization or group have (or have not) responded. In a limited amount of time another letter will be sent requesting your participation in this survey.

In no way will anything you say or indicate in this questionnaire be used for other than statistical summaries and interpretations. Your personal identity will remain anonymous in all published or public accounts. Please feel free to return the questionnaire without organizational title.

We want to emphasize that your reactions and answers are needed. Please fill out and return the questionnaire in the enclosed self-addressed envelope. The return of the questionnaire at your earliest convenience will be greatly appreciated.

May we thank you in advance for your help.

Sincerely,

Dr. William A. Hunter,
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Research Assistant
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March 17, 1980

Dear Community Leader:

We are asking you, if you have not already done so, to please complete and return the questionnaire sent to you on March 10, 1980.

Your response to the questionnaire is needed in assessing educational needs in terms of your perceptions in the Des Moines community. Your response can also contribute to recommendations for developing programs of the Iowa State University Cooperative Extension Service, when program planning is taking place. We feel that if your response is nearly 100% then the results of the study cannot be overlooked.

Your prompt response to this request will insure that the findings can be utilized and included in the results of this study.

The coding to this questionnaire is simply to let us know if we needed to send this follow-up letter requesting your participation in this survey. All replies will remain anonymous. Please feel free to return the questionnaire without organizational title.

Here's thanking you again in advance.

Sincerely,

Dr. William A. Hunter
Diane Waddy