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## A School District Utilizes College Management

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A SCHOOL DISTRICT UTILIZES  
COLLEGE MANAGEMENT

A Field Study  
Presented to the  
Department of Education Administration  
and the  
Faculty of the Graduate College  
University of Nebraska at Omaha

In Partial Fulfillment  
of the Requirements for the Degree  
Education Specialist

by  
George Foldesy  
May 1970

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## CHAPTER I

### INTRODUCTION

Throughout the past decade, a vast number of important changes have occurred in research, concepts, and practices throughout the entire field of education. More recently, the emphasis has been placed on implications for the administration of the educational program. The responsibility for the operation of the school system is the task of the superintendent. His success or failure could conceptually be in his inventiveness and genius in organization, and in his ability to work with people.

As of late, the chief administrator is involved in activities unheard of a few years ago. The growing expectations for education, the increased role of teachers in administrative and policy decisions, and the view that educational leadership must mean community leadership has brought up the question as to whether the expectancies of the position are too great. Coupling the problems of the superintendency with acute shortages of qualified personnel, it has become evident that a new organizational pattern of administrative structures will have to be developed.

During the 1968 American Association of Colleges for Teacher Education meeting in Chicago, Chadron State College

administrators were fortunate to hear Dr. Felix Robb express his ideas concerning a contractual arrangement between teacher colleges and public school districts. Stimulated by his lecture, plans were formulated by Chadron State College to enter into a cooperative educational approach by which the administrative services were to be supplied to the Crawford Public School System. The purposes of the program were to more effectively prepare school personnel enrolled at Chadron State College, improve the educational opportunities for the student population of the Crawford School District, and to attempt to provide a new approach to educational administration.

Since the beginning of the educational management program, differences of opinion have existed regarding the effectiveness of this cooperative approach to educational administration. The majority of opinions both for and against have been based on limited observation and in no instance has any research been conducted to substantiate the claims by either side.

#### THE PROBLEM

Statement of the problem. The purpose of this study was to investigate the effectiveness of the cooperative management approach between Chadron State College and the Crawford Public School System in the improvement of educational opportunities for the student population in the local school system.

Importance of the study. The contract between Chadron State College and the Crawford City Schools was consummated to better meet the challenge of a number of problems in education through a cooperative approach. In this study, an attempt was made to determine which of the following objectives have been fulfilled and what areas need greater emphasis. The objectives originally envisioned for the program were:

To teach Crawford faculty to use modern approaches and techniques in the educational process even though the school district has limited financial resources.

To provide educational leadership to the Crawford School System in order to bring about the upgrading of the educational program through in-service training of teachers and the development of a curriculum to meet the needs of the students involved.

To improve instruction in the Crawford School System through the use of college facilities, resource personnel from Chadron State faculty, and the use of instructional materials from Chadron State College.

To provide adequate administrative services to the Crawford School District.<sup>1</sup>

#### DEFINITIONS OF TERMS USED

Administrative. The management or supervision of the operation and general conduct of the student activity program.<sup>2</sup>

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<sup>1</sup>Chadron State College, A School District Utilizes College Management of Its Schools, (Chadron, Chadron State College, 1968), p. 12.

<sup>2</sup>Carter V. Good, Dictionary of Education (New York and London: McGraw-Hill Book Company, 1945), p. 156.

Cooperative project. The educational management of the Crawford Public School System by Chadron State College.

Curriculum. All the activities and experiences that have been planned for the child in school, or that are sponsored by the school, to advance his desirable growth.<sup>3</sup>

In-service program. In-service education includes all activities engaged in by the professional personnel during their service and designed to contribute to improvement on the job.<sup>4</sup>

Instructional materials. Printed and audio-visual forms of communication and their accompanying technology.<sup>5</sup>

Panhandle Educational Resource Center. An Instructional Materials Center located at Chadron State College which serves the area school districts with audio-visual materials.

Resource personnel. Personnel from Chadron State College faculty who are actively engaged in upgrading the educational program at the Crawford Public Schools by serving as instructors, consultants, or by participating in in-service programs.

Teacher aides. Non-professional or para-professional personnel with clerical or secretarial competencies assigned

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<sup>3</sup>James Monroe Hughes, Education in America (New York: Harper and Row 1965), p. 466.

<sup>4</sup>John C. Moffatt, In-service Education for Teachers. (Washington D. C., The Center of Applied Arts in Education, 1963), p. 5.

<sup>5</sup>American Library Association and National Education Association, Standards for School Media Programs (Chicago: American Library Association), p. XV.

to a regular faculty member for the purpose of assisting the teacher in the classroom.

#### DELIMITATION OF THE PROBLEM

This problem was limited to the cooperative approach to educational administration between Chadron State College and the Crawford Public Schools during the 1968-69 and 1969-70 school years. This study does not take into consideration the opportunities or advantages provided to Chadron State College through this cooperative approach.

#### PROCEDURES USED

Information for this research was gathered by means of student and faculty questionnaires supplemented by interviews. Questionnaires were distributed to all pupils in grades seven through twelve and to the entire elementary and secondary teaching staff. Administrators and board members were interviewed from a format similar to the questionnaires in order that correlations between the two instruments could be made.

#### PLAN OF THE STUDY

The remainder of the study has been organized into four chapters. Chapter I introduces the problem.

Chapter II is a description of the cooperative approach to educational administration between Chadron State College and the Crawford Public Schools.

Chapter III is the organization and plan of the study. This chapter is confined to the methods and procedures used in obtaining and treating the data from the instruments used.

Chapter IV is devoted to the results and analysis of the data. The topics in Chapter IV were devised from the faculty and student questionnaires.

Chapter V is a summary of the study. This chapter outlines the findings and recommendations of the study.

## CHAPTER II

### A COOPERATIVE APPROACH TO EDUCATIONAL ADMINISTRATION

The management of a school system by a college is a unique endeavor in which the full potential of both public and higher education can be utilized to best improve instruction at all levels. Such a program efficiently prepares teachers, administrators, and other school personnel, and at the same time improves the educational opportunities for the students enrolled at the elementary and secondary levels. The cooperative approach to educational administration of the Crawford Public Schools by Chadron State College attempts to do this very thing.

#### THE DESCRIPTION AND DEVELOPMENT OF THE PROGRAM

##### Educational Personnel Development Needs

During the past few years it became difficult for small schools of Nebraska, South Dakota, and Wyoming to locate and retain qualified administrators and specialists in the areas of guidance, supervision, and curriculum development. Chadron State College began assisting area schools in locating personnel, but the acute shortage was recognized on campus. Each year this task became more difficult, and many



schools could not fill their vacancies even with emergency certified personnel. This shortage of administrators and other specialists was having an adverse effect upon the education of many children. The following conditions are contributing factors:

- A. This area is sparsely populated and isolated from the large towns, thus discouraging many qualified personnel from applying.
- B. Salaries are low because of a heavy tax burden on the citizens. In most communities the tax base is limited and is depreciating each year.
- C. The possibility of reorganizing school districts to improve the situation is very remote because of the great distances students would have to travel.
- D. In over fifty per cent of the area schools, the following acute situation exists: (1) elementary administrative and supervisory personnel are not provided, except for services provided by young inexperienced superintendents of schools; (2) many secondary principals cannot meet minimum certification requirements, therefore they must serve in their capacity with emergency certification and with limited experience and training; (3) guidance counselors are either lacking or performing with limited training; and (4) supervisors and curriculum specialists are not available for any of these schools.<sup>6</sup>

With the lack of qualified administrators and specialists to assist the classroom teachers, many qualified teachers would not apply for positions in these schools, or if they were employed they stay only one or two years. In addition, the curriculum in most of the area schools has not been developed to meet the diversified needs of the student population.

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<sup>6</sup>"A Proposal for the Preparation of School Administrators, Guidance Counselors, Supervisors, and Teacher Aides by Utilizing Real Situations," (Chadron, Chadron State College, 1968), p. 1.

Chadron State College realized that if the needs of the area schools were to be met, a different approach would have to be taken. While in the process of contemplating the problem in the schools, a group of college administrators were attending the 1968 annual American Association of Colleges for Teacher Education meeting in Chicago. It was at this meeting where ideas, expressed at the Charles W. Hunt lecture by Dr. Felix C. Robb, were absorbed and digested by members of Chadron State College faculty. The following statements were made by Dr. Robb.

"In my judgment, we are soon to see a few trial arrangements consummated by local authorities for the management and operation of public schools by profit-making organizations in the so-called "knowledge industry." Where results of traditional management of schools has been poor, perhaps this radical approach deserves a try.

If industrial corporations can enter into contracts with school boards for the conduct of a school, so can universities and colleges. The latter already advise schools on how to conduct their business, so presumably they have the know how to execute as well as to consult. Recently a contract was signed between Antioch College and the Washington D.C., school system for the operation by Antioch of Morgan Elementary School in consultation with a community school board.

To put colleges preparing teachers squarely into the deepest, most vital domestic issue that faces our nation, I propose that each member institution of AACTE seek to enter into contract for the operation of a new type of laboratory school. This contract would involve management, not of the best school or even a mid-range school, but of one beset by problems."

After studying the situation thoroughly, a decision was made to work out an agreement with at least one of the area schools where the college would assume the educational

management of a school system. A three-fold purpose was involved in this decision, namely:

- (1) to upgrade the educational administration of the school system;
- (2) to develop a curriculum to meet the needs of the student population;
- (3) to use the school system in an in-service training program for full time graduate students in the areas of elementary administration, secondary administration, guidance counselors, and supervisory personnel who would be trained to later serve in area schools of comparable size and with the same existing problems.<sup>7</sup>

The thought of developing a cooperative arrangement whereby Chadron State College could contract for the management of the Crawford City Schools was discussed by college officials. This preliminary discussion lead to the belief that such a contract could provide advantages to the college as well as to the Crawford Public Schools. The contracting school would be an entire school district offering a complete program of education for all grades kindergarten through twelve. The contract would be made between the Board of Education and Chadron State College for the administration and supervision of the schools. The college administrators would be responsible to the local board of education for the management of the schools according to the established policies of the Board. The college project director would act as superintendent of schools.

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<sup>7</sup>Ibid., p. 2.

It appeared that such a laboratory system would offer opportunities for internships for graduate students in secondary administration, elementary school administration, guidance and counseling, and teaching at all levels. It would provide facilities for the development of innovative practices to improve the college program for teacher education. With a working relationship between the Crawford schools and the faculty at the college, there were possibilities for the evolvement of an exemplary program of educational opportunities for the students of the Crawford community.

There was recognition that an exemplary program would require added finances. Funds would be needed to support the interns, provide time for the project director and for other college professors who might be involved in the evaluation and the improvement of the school curriculum, to provide added resource materials, and to support the costs of transportation for individuals and groups traveling the twenty-five miles between the two communities. A proposal could not be developed nor funds requested until the plan was acceptable to both parties.

The plans were first reviewed with the superintendent of the Crawford Schools who had accepted another position for the following year. The superintendent was receptive to the idea and suggested that it be presented to the president of the Crawford Board of Education. Upon revealing the plans to the board president, a dinner meeting at the college was planned for the purpose of reviewing the plan with all in

attendance and further advantages were listed for the college and for the Crawford School System.

The next step was to acquire the approval of the State Department of Education to further proceed with the plans and to explore possibilities for financial support. A discussion with the Nebraska Commissioner of Education gained added support and approval for the project but also brought awareness to the critical shortage of time in acquiring the financial support estimated to be approximately \$50,000.00 for the first year.

Telephone conversations were held with Dr. Felix Robb; the Kettering Foundation, Denver; the United States Office of Education, Washington, D.C.; and the director of Title III in Nebraska. All of these organizations supported the idea but indicated that funds were not available for a project of this type. Each suggested that the contract be initiated on a limited scale and complete plans be developed for adequate financial support and implementation for the following year.

#### Federal Proposal

Even though funds were limited, an attempt was made through a proposal to the Health, Education, and Welfare Department to obtain necessary finances. The total amount of project funds anticipated for the 1968 through 1970 school years was \$188,099.00. The major portion of these funds were to be spent on personnel. Anticipated staffing

requirements beside the central instructional staff were as follows: eight administrators (four secondary principal interns and four elementary principal interns), four guidance counselor trainees, two general supervisor interns, and fifteen teacher aides.<sup>8</sup>

The training program for secondary principals, elementary principals, guidance counselors, and general supervisors, was to include the regular graduate program at Chadron State College as well as an internship in the Crawford Public Schools. Each student was to enroll for nine hours of graduate course work each semester. Course work at the College was planned, so that each participant would be free to spend at least one-half day in the Crawford Public School System. The first phases of the internship were to focus on observing and assisting qualified personnel, with the latter phases directed toward actual experience in each phase of his speciality. Each participant would have been supervised closely by the educational administrator from Chadron State College. Included in the supervising process would be regular in-service programs, meeting in the Crawford Public Schools.<sup>9</sup>

The people selected for auxiliary aide positions would have been from low income families. The educational level of this group of individuals would not allow the

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<sup>8</sup>Ibid., p. 5.

<sup>9</sup>Ibid., p. 7.

initiating of a regular training program for paraprofessionals, therefore the individuals would have been trained on the job to perform task-oriented activities such as:

- (1) preparing audiovisual materials such as charts;
- (2) keeping attendance records;
- (3) checking supplies;
- (4) cataloging materials and films;
- (5) operating equipment such as movie projectors, slide projectors, and recorders;
- (6) taking charge of pupils on various occasions, such as during lunch period, in hallways, on buses;
- (7) checking playground equipment for safety;
- (8) getting the classroom ready for the next day;
- (9) running a duplicating machine.<sup>10</sup>

Prior to being employed, an in-service workshop would be held for the auxiliary aids, at which time staff members from Chadron State College would have assisted in the orientation process. In addition, administrators and staff members of the Crawford School System would have been utilized to continue the training program throughout the school year.

#### Financial Agreements

At the meeting of the Board of Education of the Crawford City Schools on April 1, a contract was approved to inaugurate the cooperative project on July 1, 1968. Dr. Harold Koch, Chairman of the Division of Education and

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<sup>10</sup>Ibid., p. 12.

Psychology at Chadron State College, was selected as project director and superintendent of schools.

The financial terms of the 1968-69 contract provided that the district pay Chadron State College a sum of \$11,000.00 of which \$3,500.00 was used to pay for the released time of Dr. Koch and cover traveling expenses to and from Crawford. The remaining \$7,500.00 was an exchange for administrative services of a resident student superintendent who was enrolled at Chadron State College for the purpose of completing the graduate program in educational administration. The remaining portion of the agreement stipulated that the college would provide administrative services furnished by a superintendent of schools.

The 1969-70 contract was the same as the previous year except for the financial terms. In this case, the sum was increased to \$12,000.00. The salary of the intern superintendent was reduced to \$6,000.00 and the remaining fifty per cent was used to defray costs of transportation and released time for the college supervisor.

It should be noted that the principal was hired prior to college involvement and his salary was paid from district funds. Since he was enrolled in the graduate program at Chadron State College and worked under the supervision of the college, he was also considered as an intern in this project. Copies of the contracts are in the appendices of this paper.



### Community Meeting

The April board meeting was followed one week later by a "town hall" meeting in the Crawford community. Presentations and explanations of the cooperative effort were presented to a large group of interested parents, teachers, and citizens of the community. School men and citizens of the neighboring towns were in attendance to learn of the innovative project. At the conclusion of the meeting which included open discussion and questioning, there was strong support among those in attendance. The only reservation that seemed to exist was loss of local control by the board of education due to college involvement.

These reservations seemed to be dispelled with the understanding that the college and its representatives would perform the same duties that a superintendent would be expected to do. The local Board of Education would represent the citizens of the school district and control the school policies. Dr. Koch and Chadron State College could influence the school only through the elected Board of Education of the Crawford City Schools.

Figure 1 illustrates the organizational pattern envisioned in the contract.<sup>11</sup>

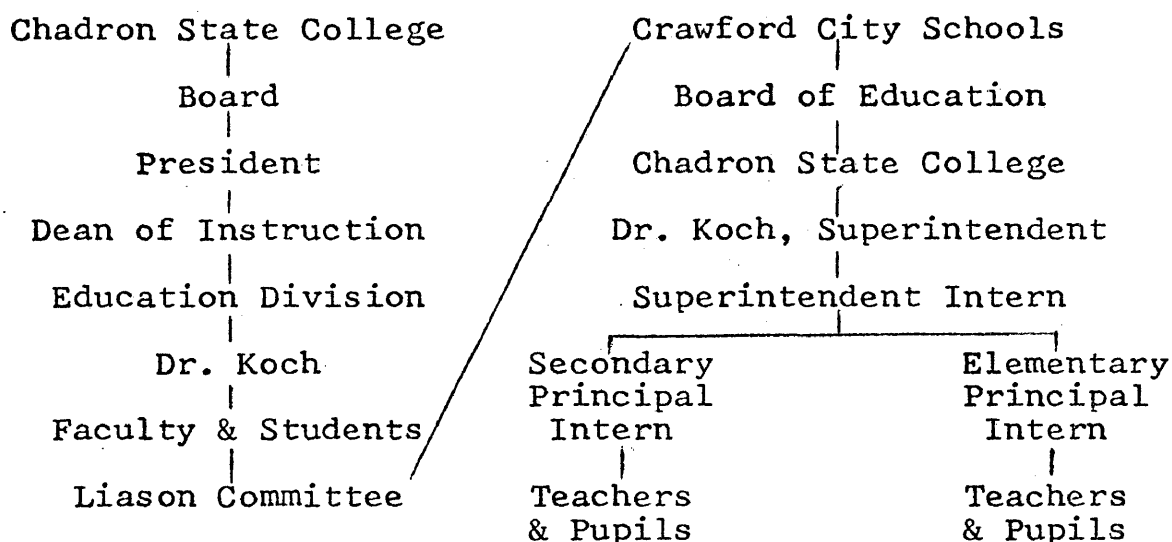


FIGURE 1

AN ORGANIZATIONAL PATTERN OF THE CHADRON  
STATE COLLEGE-CRAWFORD PUBLIC  
SCHOOL PROJECT

Background Information of the City of  
Crawford and the School District

The Crawford School System is located in the sparsely populated area of Northwest Nebraska. The city of Crawford has a population of 1,520 according to the 1960 census, but since that time there has been a slight decline in population. During the 1967-68 school term there were eight full-time and one part-time elementary teachers, and twelve full-time and one part-time secondary teachers (grades 7-12). The Crawford System also employed a superintendent and a half-time

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<sup>11</sup>"A School District Utilizes College Management of Its Schools," op. cit., p. 9.

principal who served both the elementary and secondary schools. The salary base was \$4,900.00 per year which was \$500.00 under the average beginning salary paid in most of Nebraska.

Since college involvement, the teaching staff has been increased by one in the secondary building and decreased by one teacher in the elementary school. The base salary increased to \$5,900.00 even though the increments remained at three per cent. The most noticeable change in the past three years has been the increase in administrative personnel by two fold. There were three interns at Crawford, one full-time superintendent intern, a full-time secondary principal trainee, and a half-time elementary principal. Dr. Koch who serves as college supervisor has released time from two three-hour courses throughout the year which can be translated into one-fourth time at Crawford.

Table I shows the significant data concerning the Crawford Public School System from 1967 through 1969 school year.

TABLE I  
 STATISTICAL DATA FOR THE CRAWFORD SCHOOL DISTRICT  
 FOR THE 1967, 1968, AND 1969 SCHOOL YEARS

Source of Data	District Number	Grades	Accreditation	Class	Type	Valuation	Mills Levied		Current Enrollment			Number of Teachers		Average Salary		
							General Fund	Bond	Resident	Non-Resident	Resident	Non-Resident	Elementary		Secondary	
1969-70 <sup>13</sup>	71	K-12	A	3	K-6-6	1,944,499	65.60	7.72	176	2	180	75	8	15	6071	6160
1968-69 <sup>14</sup>	71	K-12	A	3	K-6-6	1,944,244	65.60	7.72	172	2	182	76	9	13	5511	6043
1967-68 <sup>15</sup>	71	K-12	A	3	K-6-6	1,905,915	57.20	7.92	187	2	177	63	8	13	4635	5394

<sup>13</sup>W. A. Schindler, Nebraska Educational Directory (Lincoln: Nebraska, 1969), p. 203  
<sup>14</sup>Ibid., 1968, p. 149.  
<sup>15</sup>Ibid., 1967, p. 139.

## PROGRAM ORGANIZATION

Phase One

During the months of April, May, and June, Dr. Koch worked closely with the outgoing superintendent and the Board of Education in developing plans for the 1968-69 school year. Two interns were selected and approved by the board to reside in the community. One was assigned as assistant superintendent of schools and the other was appointed as an intern principal of the secondary school.

The two trainees who were enrolled as graduate students in the summer term at Chadron State College were involved by Dr. Koch in the selection of instructional staff, the development of instructional plans, the planning for improvement of facilities, and the preliminary development of the budget. Much of this work actually began before July 1. After this date, the administrative interns assisted in the finalizing of the budget and they took an active role in the explaining of the educational needs of the school.

Phase Two

During the months of July and August, Superintendent Koch and the interns worked as a team to (1) develop a daily schedule for junior and senior high school students, (2) work with the Board of Education in revising school policies, (3) develop handbooks for the instructional staff and students, (4) prepare instructional and extra-curricular assignments

for teachers, (5) plan for a pre-school workshop for all teachers, (6) supervise the improvement of facilities, including the project to provide for a centralized K-12 library, (7) conduct meetings with community leaders and church leaders to acquaint them with the educational program and to develop a cooperative approach to the educating of the children of the community, and (8) develop a job description for each trainee so that coordinated efforts could be utilized to perform all administrative responsibilities.

With the opening of the school term under the close supervision of Superintendent Koch, the trainees assumed their duties as resident administrators. Mr. George Foldesy was considered assistant superintendent in charge of the system and George Yerger as principal of the secondary school. Sometime later, Mr. David Lutt was assigned as a trainee in the administration of the elementary school. Dr. Koch, who maintained his office on the college campus, visited the school periodically and was on call at all times. He assumed the responsibility for the school and supervisory details to the trainees. Dr. Koch attended all the meetings of the Board of Education and many of the school and community activities.

#### THE 1969-70 SCHOOL YEAR

The organization, philosophy, preparation for the school year, and training of the administrative interns for the 1969-70 school year was basically the same as the previous

school year. Change can be noted only in personnel. It was understood that all interns would be replaced upon the completion of their graduate program. During the 1969-70 school year, Mr. Foldesy's vacated position was filled by the former elementary intern, Mr. Lutt. It should be noted that the elementary position was not occupied during the 1969-70 year because qualified interns could not be found. The secondary principal trainee remained in his position in an attempt to provide some continuity in the administration. Due to the complexity of Dr. Koch's responsibilities at the college level, he replaced himself with an experienced administrator. Dr. Koch is still the project director and shoulders the responsibility of the educational program at the Crawford Public School System.

## CHAPTER III

### ORGANIZATION AND PLAN OF THE STUDY

The present study sought to secure and analyze data concerning the effectiveness of the cooperative management approach between Chadron State College and the Crawford Public School System.

### SELECTION OF THE POPULATION

This study was confined to the elementary and secondary schools within the Crawford Public School System. The investigation was not carried to the college level since the data obtained from Crawford provided a means for analyzing what objectives have been fulfilled and which areas needed greater emphasis.

### PROCEDURES

The initial step in this investigation was the proper identification of the problem area; an investigation of the cooperative management approach between Chadron State College and the Crawford Public School System in the improvement of educational opportunities of the student population in the local school system. After a review of the literature in the field, it was decided that identification of the problem could best be made through an analysis of the objectives for



the cooperative project. It was felt that this analysis provided adequate data to determine which goals have been fulfilled and those that require greater attention.

The sample. The decision was also made that the most efficient way to elicit the specific information needed was by polling students, faculty, administration, and members of the Board of Education. At the time of this survey, Crawford Public Schools had an enrollment of one-hundred and seventy-eight elementary students and two-hundred and fifty-five enrolled in the secondary school. Since this survey polled only the students enrolled in grades seven through twelve, the number of students by grade level is shown below.

GRADE	7	-	42	Students
	8	-	40	
	9	-	52	
	10	-	47	
	11	-	38	
	12	-	36	
			<u>255</u>	Total

Of the two-hundred and fifty-five students, nine pupils were absent on the day of polling and five did not return the questionnaire. All of the returned questionnaires were used in compiling the necessary data.

The Crawford faculty consists of twenty-three members. Eight are assigned to the elementary school and fifteen to the junior-senior high school. All twenty-three members were polled and returned their questionnaire. Two members of the administrative staff were polled and their responses were

included with the faculty returns so identification could not be made.

The five members who were on the Board of Education at the time of sampling were interviewed. Their responses were considered as supportive data for faculty and administrative returns.

The instrument. The primary sources of data were a devised student questionnaire, faculty questionnaire, and an interview format used to poll the Board of Education. These instruments were designed by this researcher to provide information about the cooperative management program between Chadron State College and the Crawford Public Schools. It was believed that these questionnaires met the specific needs of this investigation and was used to provide information concerning the objectives for the program. A copy of each instrument appears in the Appendices.

Validation of the instrument. The questionnaires were reviewed by the researcher's graduate committee; Dr. Harold Koch, director of the Crawford-Chadron Project; and the administrative staff at the Crawford Public Schools. Their suggestions on any improvements on clarity of questions, and the establishment of an average time factor needed in filling out the instrument were included in the final form. This was considered justification for the use of this instrument as a valid form for collecting data.

The survey. Student and faculty sampling were done on February 2, 1970. The entire elementary and secondary staff met at 8:00 A.M. in the library and were asked to complete the questionnaire. All questionnaires were completed before the school day began. The first fifteen minutes of period one was set aside for completion of the questionnaire. By the end of the first period all questionnaires were collected and the computation of the data began. Interviews with the members of the Board of Education took place on February 3 and 4, 1970.

#### TREATMENT OF THE DATA

The data were analyzed by summing up in tabular form the frequency and the percentage of the total frequencies for each of the questions to be answered. The results of these analysis are presented in Chapter IV.

## CHAPTER IV

### RESULTS AND ANALYSIS OF THE DATA

The purpose of this chapter is to present and analyze the data obtained from the questionnaires and interviews. The presentation and analysis consists of ten sections: Awareness of College Involvement, In-Service Programs, Use of College Resources, Teacher Aides, Administrative Services, Educational Program, Significant College Improvements, Items Disliked about College Involvement, Areas needing Greatest Consideration, and Relative Success of the Chadron-Crawford Project.

Awareness of college involvement. The entire faculty were aware that Chadron State College was providing administrative services to the Crawford Public School System. Eighty-eight per cent of the two-hundred forty-one students responding also recognized college involvement. The twelve per cent that were unaware of the cooperative project accounted for twenty-nine students.

In-service programs. One-third of the teachers polled stated that they have not been involved in any in-service programs or workshops at Crawford during the past or present school years.

Since the formulation of in-service programs was this researcher's responsibility during the 1968-69 school year,

it is known that a two-day pre-school workshop was conducted. In addition, there were five in-service programs held periodically throughout the school year. Upon further investigation, it was discovered that the seven teachers who responded negatively toward any involvement in in-service programs could be correlated with the seven faculty members who were spending their first year at Crawford.

Interviews with the Administrative staff revealed that an in-service program of short duration was presented before school officially opened. No other workshops or in-service programs have been presented since the August program.

Of the fourteen favorable responses concerning in-service programs, eighty-five per cent were informed of the latest approaches and techniques concerning the educational process during in-service programs. The same percentage discussed upgrading of the educational program at Crawford at some time during the school year. Thirteen teachers designated in-service programs were or could be helpful. One member felt that these programs were or could not be of any value.

Use of college resources. Nineteen faculty members utilized college resources in conjunction with classroom work. Fifty-two per cent used equipment supplied by the college, twenty per cent utilized college resource personnel, and sixteen per cent used Chadron's physical facilities, such as the gymnasium, library or swimming pool. Three faculty

members have not used college resources for the following reasons:

1. The equipment was not available.
2. They do not know how to use the equipment or obtain college assistance.
3. Scheduling the use of college resources presents great inconveniences.

Teacher aides. Chadron State College has provided undergraduate students as teachers aides to eight of the twenty-two members questioned. Interviews with the administration revealed that aides have been supplied for short periods of time to the elementary faculty. The undergraduate students used as aides were enrolled in an Observation-Participation Program at Chadron State College which is part of the elementary curriculum. For this reason no aides have been provided for the junior or senior high school faculty. The eight faculty members indicating that they have had teacher aides corresponds exactly to the number of elementary teachers in the elementary school.

Eighty-six per cent of the Crawford teaching staff specified that teacher aides could be helpful. Fourteen per cent responded negatively indicating that aides could not be of any value to them.

Administrative services. One of the most significant aspects of this survey, concerns the provision of Chadron State College in supplying administrative services to the Crawford School District. When the teachers were asked

whether these services were adequate, sixty-two per cent of the nineteen responses designated they were, and thirty-eight per cent recorded a no response. Five of these teachers stated that the superintendent from the college did not spend sufficient time at the school system. The remaining three faculty members felt that a communication problem existed. Further research did not reveal the nature or origin of this problem.

Educational program. This section is concerned with the quality of the educational program as compared with other school districts of approximately the same size.

TABLE II

DESCRIPTION OF EDUCATIONAL PROGRAM AT CRAWFORD  
BY FACULTY, STUDENTS, AND BOARD MEMBERS  
(IN PERCENTAGES)

	Faculty	Students	Board
EXCELLENT	00	02	20
GOOD	30	47	60
AVERAGE	55	42	20
BELOW AVERAGE	05	07	00
POOR	<u>10</u>	<u>02</u>	<u>00</u>
(N)	20	241	05

As shown by the data in Table II, eighty-five per cent of the faculty responses were grouped in the good and average categories. The majority of the teaching staff considered the educational program at Crawford average. Eighty-nine per cent of the student responses were fairly evenly differentiated between the good and average stratifications. Board members on the whole were more optimistic about the educational program. One member considered the program excellent, three members thought the program was good, and one rated Crawford as average.

Significant college improvements. Included in this section are the areas in which Chadron State College placed considerable emphasis in upgrading the Crawford Public School System.

The data in Table III shows a high degree of correlation between faculty and student responses. The data also indicates that the responses were fairly evenly distributed in all categories for both students and faculty. The teaching staff designated the improvement of student, faculty, and parent attitudes concerning education as the area in which Chadron State College were the most successful. Upgrading instruction was given second priority with a twenty-one per cent response.

Student responses indicated the most college success in the area of upgrading curriculum. Their second choice was



the upgrading of instruction which is in agreement with the instructional staff.

TABLE III  
THE DEGREE OF SUCCESS ATTAINED IN SELECTED  
EDUCATIONAL AREAS AS INDICATED BY THE  
VOTE OF FACULTY AND STUDENTS  
(IN PERCENTAGES)

	FACULTY	STUDENTS
UPGRADING CURRICULUM	18%	23%
IMPROVING ATTITUDES	25%	18%
IMPROVING DISCIPLINE	18%	19%
UPGRADING INSTRUCTION	21%	20%
NONE OF THE ABOVE	<u>18%</u>	<u>14%</u>
(N)	28	315

Interviews with five board members revealed that they were of the opinion that Chadron State College was instrumental in all of the mentioned areas. The group as a whole could not single out any one aspect in which the college was the most successful.

As may be seen in Table IV, eight members of the faculty gave improved administration priority one. In reviewing the number of present staff members who were on the faculty in 1968 when the project was introduced, it was found that only eight members could make comparisons between the

administration supplied by the college and the administration prior to college involvement. These eight persons were all elementary teachers. The greatest administrative change since college involvement has been the addition of an elementary principal intern. This researcher would conclude that priority one was made by the elementary staff on the basis of the introduction of an elementary administrator.

Priority two was the use of audio-visual materials supplied by the Panhandle Education Resource Center. It should be noted that the services of this organization would have been supplied regardless of college involvement.

TABLE IV

CHADRON STATE COLLEGE ACCOMPLISHMENTS IN THE  
CRAWFORD SCHOOL SYSTEM AS SEEN BY  
FACULTY MEMBERS

	Per Cent
IMPROVED ADMINISTRATION	42
USE OF PERC	32
USE OF COLLEGE EQUIPMENT	<u>26</u>
(N)	19

The accomplishment given preference number three was the use of college equipment. Evidence of borrowed equipment could be found throughout the school. Further investigation acknowledged that the majority of equipment was loaned to the Physical Education Department.

The reported percentages in Table V clearly shows that thirty-seven per cent of the one-hundred student responses indicated improved faculty was the college's greatest attributes. Undoubtly this was attributed to the recruiting on the part of the college.

The use of college facilities was given second consideration. Priority three was the acquisition of the music teachers through the college. It should be pointed out that in order to fill a music vacancy at the beginning of the school year, a professor of music was designated to fill this position. Under his auspices, two undergraduate students were placed in the classroom to teach the music classes. Without college involvement this would have been impossible.

TABLE V

CHADRON STATE COLLEGE ACCOMPLISHMENTS IN THE  
CRAWFORD SCHOOL SYSTEM AS SEEN BY STUDENTS

	Per Cent
IMPROVED FACULTY	37
COLLEGE FACILITIES	31
MUSIC TEACHERS	<u>32</u>
(N)	100

The members of the Board of Education reacted most favorably with the improvement of the faculty. Beside the recruitment advantage, it was felt that in-service programs

and workshops improved classroom techniques. It was also pointed out that due to a greater number of administrators, closer supervision of classes could be made.

The improvement of the administration as a distinct advantage of college involvement was also given top priority. The greater number of administrators permitted the accomplishments of several tasks that a limited administrative staff would not have sufficient time to do.

Other comments from the Board of Education were so varied that a tabulation of any significance could not be computed.

Items disliked about college involvement. The faculty showed the greatest interest concerning this topic of the three groups polled. Of the sixteen responses, the teachers gave the administration top priority with thirty-one per cent of the responses. Three reasons substantiated this choice. One, student administrators were not qualified academically nor experience wise to have control of any administrative post. Two, the college administrator did not spend enough time at Crawford. Three, due to the change of administrative interns yearly, continuity was lost. Lack of continuity created an adjustment period at the beginning of each school year.

Insufficient college involvement was also given high consideration with thirty-one per cent of the responses. Faculty members would like to see college involvement in other areas beside administration.

Three faculty members indicated that communications could be improved. Further investigation did not reveal any insight as to what the problem may be.

The last faculty consideration was the poor attitude on the part of the college. The extent, magnitude and origin of the college's attitude could not be determined.

Student responses to the items disliked by college involvement numbered twenty-six. These responses were so varied and consisted of such a low percentage of the entire student body, that the data is considered inconclusive and was not reported.

Areas needing greatest consideration. Twelve faculty members responded to this topic on the questionnaire which denoted to this researcher that forty-six per cent of the teaching staff were either satisfied with the present program, or they did not know what alterations should be made. Seven responses indicated that expansion and improvement of the present curriculum should be given top priority.

Seventy-two per cent of the two-hundred and fifty-four student responses indicated an improvement in the physical facilities with the most emphasis being placed on the construction of a new gymnasium. It should be noted that the construction of a community building has been given consideration in the past few months. This has undoubtedly affected student responses.

Thirteen per cent of the responding student body showed an interest in curriculum improvement. The remaining thirty-seven returns were varied and have little significance to this research.

There was a direct correlation between student and board responses. Four board members gave top priority to improvement of the physical plant. The same four members indicated that instructional materials should be expanded and improved. Only one individual made any mention concerning curriculum.

Relative success of the Chadron-Crawford Project. This section is of great significance since the opinions of faculty, students and board members are used in a comparison basis to evaluate the cooperative project.

TABLE VI  
SUCCESS OF CHADRON-CRAWFORD PROJECT  
AS SEEN BY FACULTY AND STUDENTS  
(IN PERCENTAGES)

	FACULTY	STUDENTS
STRONGLY AGREE	14%	09%
AGREE	52%	44%
DON'T KNOW	24%	35%
DISAGREE	00	10%
STRONGLY DISAGREE	<u>10%</u>	<u>02%</u>
(N)	21	214

As indicated in Table VI, sixty-six per cent of the faculty considered the project very successful, while ten per cent strongly doubted the success of the program. It should also be noted that twenty-four per cent of the respondents did not know whether the project was successful or not.

Fifty-three per cent of the student responses indicated the project to be successful. The percentage of students who could not estimate the proficiency of the project was higher than recorded faculty responses.

Members of the Board of Education would not commit themselves to the categories listed above. Generally, the Board felt that the project was successful and emphatically stated that Chadron State College had definitely fulfilled all aspects of the contract, namely to supply administrative services to the Crawford School System. When asked if the local populace was satisfied with the program, four board members indicated that the citizens were on the most part pleased with the program with only a small percentage in disagreement. One member pointed out that most of the parents had mixed feelings concerning college involvement.

As previously mentioned in this research, there was some apprehension on the part of the local populace concerning loss of local control by the Board of Education. When surveyed, all members of the Board stated that they did not lose any control over the school system. Two members added that the control of the board may have been enhanced by college involvement due to the fact that they have been more informed than prior to the project.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### SUMMARY

The Chadron State College management of the Crawford Public Schools was stimulated by Dr. Felix Robb's lecture at the 1968 annual American Association of Colleges for Teacher Education meeting in Chicago. The purposes of this project were to upgrade the educational administration of the school system, to develop a curriculum to meet student needs, and to utilize the school system in training school personnel.

The plans were reviewed with the superintendent and the members of the Crawford Board of Education. Upon obtaining approval from the board, the Nebraska State Department of Education was notified and support for the project was acquired.

The next step was an attempt to gain financial support for the program. Several foundations were contacted and a proposal for the 1968-70 school years was submitted to the Health, Education, and Welfare Department for \$188,099.00. The major portion of these funds was to be spent on instructional staff which included eight administrative interns, four guidance counselor trainees, two general supervisor interns, and fifteen teacher aides. Since financial assistance was



not available, the hopes of developing an innovative program were abandoned and other financial agreements had to be made.

At the meeting of the Crawford Board of Education on April 1, a contract for the 1968-69 school year was approved. The financial terms provided that the district pay Chadron State College a sum of \$11,000.00 of which \$3,500.00 was used to pay for the released time of the college supervisor and cover traveling expenses. The remaining \$7,500.00 was for the salary of the superintendent intern. The 1969-70 contract was increased to \$12,000.00. The salary of the trainee was reduced to \$6,000.00 and the remaining fifty per cent was used to defray costs of transportation and released time.

Immediately following a community meeting at Crawford during which explanations of the cooperative effort were presented to parents, teachers, and citizens of the community, the formulation of plans for the upcoming school year began. The two interns were selected and became actively involved in administrative duties for the next school year. With the opening of the school term, the college supervisor faded "behind the scenes" while the interns assumed a greater responsibility in the school system. As the school year progressed, the trainees became gradually involved in various activities until all of the administrative duties were assumed by the interns. During the latter part of the school year, the college served in an advisory capacity on curriculum, supervision, and instruction.

The problem. At the end of the first year of operation, the effectiveness of the program was questioned. Since no evaluation of the program had taken place, it was the purpose of this study to investigate the effectiveness of the cooperative management between Chadron State College and the Crawford Public School System in the improvement of educational opportunities for the student population in the local school system.

The study. The investigation was designated to elicit answers to a devised student questionnaire, faculty questionnaire, and a format used to interview the Board of Education. The questions used on all three instruments were based on the objectives of the cooperative program as originally envisioned.

The procedures. Permission was obtained from the Crawford administrative staff to conduct the study. Separate questionnaires were prepared for students in grades seven through twelve and the entire instructional staff with questions in parallel so correlations between sets of questions could be made. A format was designed to interview members of the Board of Education, and their responses were correlated with those of the faculty and student body.

The information received from the instruments were tabulated and recorded. The data were directly compared by frequency and percentage frequency tabulations. The analysis and interpretation of the data lead to the conclusions listed below.

## CONCLUSIONS

This study dealt with a sample of 225 students in grades 7 through 12, 23 staff members, and 5 board members at the Crawford Public School System.

An examination of the data in this study has led to the following conclusions:

1. This study indicated that all of the faculty and 85% of the student body were aware of college involvement in the Crawford School System.
2. The in-service programs informed 52% of the faculty members of the latest approaches and techniques concerning the educational process.
3. Nineteen faculty members at Crawford utilized college resources in the instructional process.
4. The faculty, student body, and Board of Education rated the educational program from average to good with the responses being fairly evenly distributed between both categories.
5. Of the elementary teachers supplied teacher aides, all agreed that aides improved the learning process.
6. Chadron State College has upgraded curriculum, improved discipline, and improved instruction according to the groups polled.
7. The most pronounced areas of improvement at Crawford by the college was the upgrading of faculty, use of college resources, and increased administrative services.
8. Areas needing the most improvement are the curriculum and the physical facilities.
9. The Cooperative Approach to Educational Administration is a successful program.

## RECOMMENDATIONS

On the basis of this study, the following recommendations are warranted:

1. In-service programs should be continued and the number of workshops increased for the upcoming school year.
2. Undergraduate students used as aides should be supplied to secondary as well as elementary teachers.
3. Chadron State College should devote more energy to the upgrading and expansion of the present curriculum.
4. The college supervisor should spend more time supervising the activities of the administrative interns and become more actively involved in the educational program at Crawford.

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## BIBLIOGRAPHY

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## APPENDICES

APPENDIX A  
CONTRACTS FOR 1967-68 AND 1968-69 SCHOOL YEAR



THIS AGREEMENT entered into by and between the SCHOOL DISTRICT OF THE CITY OF CRAWFORD, DAWES COUNT, NEBRASKA, hereinafter referred to as the DISTRICT, and the CHADRON STATE COLLEGE by the STATE NORMAL BOARD, hereinafter referred to as COLLEGE.

WITNESSETH: That the District is desirous of employing the said College and specifically a qualified superintendent of schools to furnish all normal superintendent and administrative services to the District for a one year period, and

WHEREAS, the said College is desirous of using the said District school for purposes of placing advanced administration students for training and is desirous of furnishing a resident student superintendent, all necessary administrative, management and services normally performed by a superintendent of a Class III District,

NOW, THEREFORE, the parties do hereby mutually agree as follows, viz:

1. That the District shall pay to the Chadron State College the sum of \$3,500.00 and pay to the resident student superintendent the sum of \$7,500.00 in exchange for administrative services to the said District for a period beginning July 1, 1968 and ending June 30, 1969. Said amount to be paid on or before June 30, 1969.

2. Said College hereby agrees to furnish for the District a resident superintendent along with the services of a qualified administrator from Chadron State College, they to

be governed by the policies of the Board of Education of said District and to perform the normal duties of administration as may be assigned by the Board of Education of said District.

3. That this being the first and initial year of said contract, it is specifically agreed between the parties that the purpose hereof is to furnish a resident superintendent and acting superintendent to perform all of the normal duties of a superintendent of school district of the Third Class including but not limited to the following, viz:

a. To secure and contract for the teaching staff of the District.

b. To submit, prepare and certify to the taxing authorities and administer the school budget.

c. To supervise and administer all discipline problems that might arise in the school system.

d. To organize and supervise the curriculum and the teachers thereof.

e. To apply for and secure all available moneys from Federal funding programs including any entitlement that might be available for this program.

f. To keep the Board of Education of said District completely informed as to the maintenance and repair of the equipment and buildings of said District and to make recommendations in regard thereto.

g. To assist in the registration of all students and to verify the residence thereof and their entitlement to attend said District as a non-tuition student.

h. To collect tuition from all students who are non-residents of the District in the amount as allowed by law.

i. To perform all administrative and supervisory duties normally assigned to the superintendent of schools.

It is further mutually agreed that this contract shall be for a period of one year only and may be terminated by either party at the end of said one year period but that should either party desire to terminate this contract on June 30, 1969 that they shall serve written notice on the other party prior to the \_\_\_\_ day of \_\_\_\_\_, 1969.

Dated this \_\_\_\_ day of \_\_\_\_\_, 1968.

CRAWFORD SCHOOL DISTRICT

By:

\_\_\_\_\_  
President of the Board of Education

Attest:

\_\_\_\_\_  
Secretary

CHADRON STATE COLLEGE

By:

\_\_\_\_\_  
\_\_\_\_\_

THIS AGREEMENT entered into by and between the SCHOOL DISTRICT OF THE CITY OF CRAWFORD, DAWES COUNTY, NEBRASKA, hereinafter referred to as the DISTRICT, and the CHADRON STATE COLLEGE by the STATE NORMAL BOARD, hereinafter referred to as COLLEGE.

WITNESSETH: That the District is desirous of employing the said College and specifically a qualified superintendent of schools to furnish all normal superintendent and administrative services to the District for a one year period, and

WHEREAS, the said College is desirous of using the said District school for purposes of placing advanced administration students for training and is desirous of furnishing a resident student superintendent, all necessary administrative, management and services normally performed by a superintendent of a Class III District,

NOW, THEREFORE, the parties do hereby mutually agree as follows, viz:

1. That the District shall pay to the Chadron State College the sum of \$6,000.00 and pay to the resident student superintendent the sum of \$6,000.00 in exchange for administrative services to the said District for a period beginning July 1, 1969 and ending June 30, 1970. Said amount to be paid on or before June 30, 1970.

2. Said College hereby agrees to furnish for the District a resident superintendent along with the services of a qualified administrator from Chadron State College, they to

be governed by the policies of the Board of Education of said District and to perform the normal duties of administration as may be assigned by the Board of Education of said District.

3. It is specifically agreed between the parties that the purpose hereof is to furnish a resident superintendent and acting superintendent to perform all of the normal duties of a superintendent of school district of the Third Class including but not limited to the following, viz:

a. To secure and contract for the teaching staff of the District.

b. To submit, prepare and certify to the taxing authorities and administer the school budget.

c. To supervise and administer all discipline problems that might arise in the school system.

d. To organize and supervise the curriculum and the teachers thereof.

e. To apply for and secure all available moneys from Federal funding programs including any entitlement that might be available for this program.

f. To keep the Board of Education of said District completely informed as to the maintenance and repair of the equipment and buildings of said District and to make recommendations in regard thereto.

g. To assist in the registration of all students and to verify the residence thereof and their entitlement to attend said District as a non-tuition student.

h. To collect tuition from all students who are non-residents of the District in the amount as allowed by law.

i. To perform all administrative and supervisory duties normally assigned to the superintendent of schools.

It is further mutually agreed that this contract shall be for a period of one year only and may be terminated by either party at the end of said one year period but that should either party desire to terminate this contract on June 30, 1970 that they shall serve written notice on the other party prior to the \_\_\_\_ day of \_\_\_\_\_, 1970.

Dated this \_\_\_\_ day of \_\_\_\_\_, 1969.

CRAWFORD SCHOOL DISTRICT

CHADRON STATE COLLEGE

By:

By:

\_\_\_\_\_  
President of the Board of Education

\_\_\_\_\_

Attest:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

APPENDIX B  
FACULTY QUESTIONNAIRE

## FACULTY

1. Are you aware that Chadron State College is presently providing administrative services to the Crawford School System?

1.1  Yes  
 1.2  No

2. Have you been involved in any in-service programs or workshops at Crawford during the present school year?

2.1  Yes  
 2.2  No

If your answer was "No," proceed to question 7.  
 If your answer was "Yes," complete questions 3,4,5, and 6.

3. During in-service programs, workshops, or other meetings, have you been informed of the latest approaches and techniques concerning the educational process?

3.1  Yes  
 3.2  No

4. Do you feel that such meetings are or would be helpful?

4.1  Yes  
 4.2  No

5. Have you ever discussed upgrading the educational program at Crawford during in-service programs, workshops, or at other meetings during the present school year?

5.1  Yes  
 5.2  No

6. Do you feel that such meetings are or would be helpful?

6.1  Yes  
 6.2  No

7. Which of the following have you utilized to improve instruction in your classroom?

7.1  Equipment supplied by the college  
 7.2  Resource people from the college  
 7.3  Other college facilities  
 7.4  None of the above



If your answer to number 7 was "none of the above," please complete question 8. If you answered this question with one or more of the other choices, proceed to question 9.

8. Check as many of the following reasons why you have not used any college resources:

- 8.1  They are not available  
 8.2  There is no need for using college equipment, resource people, or college facilities.  
 8.3  Scheduling the use of college resources presents great inconveniences.  
 8.4  Do not know how to use the equipment or obtain college assistance.  
 8.5  Other (specify) \_\_\_\_\_

9. The educational program at Crawford can best be described as (check only one)

- 9.1  Excellent  
 9.2  Good  
 9.3  Average  
 9.4  Below Average  
 9.5  Poor

10. How do you feel that the educational program at Crawford can best be improved? (Rank in order of importance)

- 10.1  Additional courses should be offered  
 10.2  Additional faculty members should be hired  
 10.3  More equipment should become available for classroom use  
 10.4  Greater use of college facilities  
 10.5  Other (specify) \_\_\_\_\_

11. Has Chadron State College provided you with undergraduate students to use as teacher aides?

- 11.1  Yes  
 11.2  No

12. Do you feel that teacher aides were or could be helpful to you?

- 12.1  Yes  
 12.2  No (specify) \_\_\_\_\_

13. Do you feel that Chadron State College has provided adequate administrative services to the Crawford School District?

- 13.1  Yes  
 13.2  No (explain) \_\_\_\_\_

14. In which of the following areas do you feel that Chadron State College were the most successful? (check as many as apply)

- 14.1  Upgrading curriculum  
 14.2  Improving attitude of students, faculty and parents concerning education.  
 14.3  Improving discipline  
 14.4  Upgrading instruction  
 14.5  Other (specify)  
 14.6  None of the above

15. In your estimation, what were the three best things Chadron State College has done for Crawford?

- 15.1 \_\_\_\_\_  
 15.2 \_\_\_\_\_  
 15.3 \_\_\_\_\_

16. List three things you dislike the most about college involvement in Crawford.

- 16.1 \_\_\_\_\_  
 16.2 \_\_\_\_\_  
 16.3 \_\_\_\_\_

17. List three areas of items which you feel need the most improvement in the Crawford School System.

- 17.1 \_\_\_\_\_  
 17.2 \_\_\_\_\_  
 17.3 \_\_\_\_\_

18. The involvement of Chadron State College in the Crawford Public School System has been a very successful project. (check only one)

- 18.1  Strongly agree  
 18.2  Agree  
 18.3  Don't know  
 18.4  Disagree  
 18.5  Strongly disagree

Your response in completing this questionnaire is appreciated.

APPENDIX C  
STUDENT QUESTIONNAIRE

## STUDENTS

1. Are you aware that Chadron State College is presently providing administrative services to the Crawford School System?
  - 1.1  Yes
  - 1.2  No
  
2. The educational program at Crawford can best be described as (check only one)
  - 2.1  Excellent
  - 2.2  Good
  - 2.3  Average
  - 2.4  Below Average
  - 2.5  Poor
  
3. How do you feel that the educational program at Crawford can best be improved? (Rank in order of importance)
  - 3.1  Additional courses should be offered
  - 3.2  Additional faculty members should be hired
  - 3.3  More equipment should become available for classroom use
  - 3.4  Greater use of college facilities
  - 3.5  Other (specify) \_\_\_\_\_
  
4. In which of the following areas do you feel that Chadron State College was the most successful? (check as many as apply)
  - 4.1  Upgrading curriculum
  - 4.2  Improving attitude of students, faculty and parents concerning education
  - 4.3  Improving discipline
  - 4.4  Upgrading instruction
  - 4.5  Other (specify) \_\_\_\_\_
  - 4.6  None of the above
  
5. In your estimation, what were the three best things Chadron State College has done for Crawford?
  - 5.1 \_\_\_\_\_
  - 5.2 \_\_\_\_\_
  - 5.3 \_\_\_\_\_

6. List three things you dislike the most about college involvement in Crawford.

6.1 \_\_\_\_\_

6.2 \_\_\_\_\_

6.3 \_\_\_\_\_

7. List three areas or items which you feel need the most improvement in the Crawford School System.

7.1 \_\_\_\_\_

7.2 \_\_\_\_\_

7.3 \_\_\_\_\_

8. The involvement of Chadron State College in the Crawford Public School System has been a very successful project. (check only one)

8.1 \_\_\_\_\_ Strongly agree

8.2 \_\_\_\_\_ Agree

8.3 \_\_\_\_\_ Don't know

8.4 \_\_\_\_\_ Disagree

8.5 \_\_\_\_\_ Strongly disagree

9. To your knowledge has any of the following been used in your classes? (check as many as apply)

9.1 \_\_\_\_\_ College facilities

9.2 \_\_\_\_\_ College professors to teach classes

9.3 \_\_\_\_\_ College equipment

9.4 \_\_\_\_\_ Teacher aides

9.5 \_\_\_\_\_ Don't know

Your response in completing this questionnaire is appreciated.

APPENDIX D  
INTERVIEW FORMAT

INTERVIEW FORMAT FOR THE  
BOARD OF EDUCATION

- I. Were the administrative services provided by Chadron State College during the 1968-69 and 1969-70 school years adequate?
- II. Which of the following terms best describes the educational program at Crawford?
- Excellent
- Good
- Average
- Below Average
- Poor
- III. In which of the following areas was Chadron State College the most successful?
- Upgrading Curriculum
- Improving student and faculty attitudes
- Improving discipline
- Upgrading instruction
- None of the above
- IV. What do you dislike about college involvement in the Crawford Public Schools?

- V. What areas concerning the school system need the greatest consideration?
- VI. Has the Chadron-Crawford Project been a successful Project?
- VII. How do the majority of the towns people feel about the cooperative project?
- VIII. Since college involvement, has the Board of Education lost any local control?