1973

Change in power locus perception and alienation through participation in a community action program

William Lawrence York
University of the Pacific

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CHANGE IN POWER LOCUS PERCEPTION AND ALIENATION THROUGH PARTICIPATION IN A COMMUNITY ACTION PROGRAM

A Dissertation
Presented to
the Faculty of the Graduate School
University of the Pacific

In Partial Fulfillment of the Requirements for the Degree
Doctor of Education

by
William Lawrence York
October, 1973
CHANGE IN POWER LOCUS PERCEPTION AND ALIENATION
THROUGH PARTICIPATION IN A COMMUNITY
ACTION PROGRAM

Abstract of Dissertation

This study was designed to determine whether any significant changes occurred concerning the feelings of alienation and educational power locus perception among low-income persons who participated in a Community Action Program. The study was also conducted in such a manner as to show if there was a significant difference in a sense of powerlessness and power locus perception between citizens who did participate and those who did not participate. Additionally, tests were performed to determine if there were significant differences between black, brown, and white citizens.

The sample used in this study was drawn from adult low-income citizens residing in Fresno County Economic Opportunity Commission Target Areas One, Two, Sixteen, Calwa, and Eastgate, in Fresno, California. One hundred twelve citizens were involved in the final analysis.

Neal and Seeman's scale of powerlessness or index of social control was used to measure the sense of alienation. The investigator designed a scale for the measurement of educational power locus. Two pilot studies were conducted to ascertain the reliability of the instrument.

Pretests were performed in May and June, 1972, and posttests were administered in February and March, 1973. Student's t-test, one-way analysis of variance, and two-way analysis of variance were used in the analyses.

In no instance was there any significant difference found. All null hypotheses were accepted.

The major conclusion drawn is that participation alone in a Community Action Program is not sufficient to effect a significant change in a person's sense of alienation and power locus perception. It should be pointed
out that an analysis of the degree of participation in, intensity of identification with, and length of time involved in a Community Action Program was beyond the scope of this study. If an analysis of the differential effect of these variables were made, a different result might obtain.
This dissertation, written and submitted by

William Lawrence Yoo

is approved for recommendation to the Committee on Graduate Studies, University of the Pacific

Dean of the School or Department Chairman:

J. Marc Jantzen

Dissertation Committee:

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Wm. C. Theimer, Jr.

Charles R. Weber

Dated  Oct. 5, 1973
ACKNOWLEDGMENTS

Anyone undertaking such an investigation as this will undoubtedly find himself as I have--indebted to many helpful friends. I am grateful to Joe Williams, Executive Director, Fresno County Economic Opportunity Commission, Doris Coleman, Program Director, Self-Help Coalition, Inc., and Joe Serda, Director, Inner City Community Action Center. Without the approval and cooperation of these people, this study would not have been possible. Too, I would be sadly amiss not to express my appreciation to John Savona, Principal, Calwa Elementary School, and Gary Christensen, Principal, Kirk Elementary School.

As any doctoral candidate can testify, one of the finest blessings in life is to have a helpful and cooperative doctoral committee. This was my happy experience. My gratitude goes to J. Marc Jantzen, M. Lewis Mason, Fred Muskal, Robert Weber, and especially to William G. Theimer, Jr., who continued to serve on my committee even though he had resigned his position with the University.

Special thanks are in order also to George Diestel, California State University, Fresno, for his contribution of computer expertise.

As sincere as the accolades above are, they pale in comparison to the gratitude I feel for the many
contributions and sacrifices made by my wife. Frances' confidence in me and encouragement at the appropriate times were the paramount ingredients necessary in my completing this seemingly interminable quest. Sharing this experience with her has enriched the meaning of the achievement for me.
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Chapter 1

THE PROBLEM AND DEFINITIONS OF TERMS

INTRODUCTION

In a bureaucratic, industrialized society, such as the United States, a person may come to feel powerless and, therefore, alienated from society when he believes that he has little or no voice in the direction of his own future.¹

The late President Lyndon Johnson had a dream of a society in which all citizens would have equal opportunities to participate in those processes which, in a large measure, were determinants of their individual life styles.² In an effort to help bring these people into the mainstream of society, reduce their feelings of powerlessness and alienation, and to eliminate poverty, Congress passed the Economic Opportunity Act which became Public Law 88-452 on August 20, 1964.

The purpose of one part of that Act was,

...to provide stimulation and incentive for urban and rural communities to mobilize their resources to

combat poverty through community action programs... which is developed, conducted, and administered with the maximum feasible participation of residents of the areas and members of the groups served; ... .

To implement the Economic Opportunity Act, the Office of Economic Opportunity (OEO) was created by the federal government. On the local level, many Economic Opportunity Commissions (EOCs) were formed as responsible bodies to administer and disburse funds to approved Community Action Agencies (CAAs). It was the function of those agencies to devise Community Action Programs (CAPs) to combat poverty.

To help wage the war on poverty in Fresno, California, the Fresno County Economic Opportunity Commission (FCEOC) was incorporated on August 31, 1965. On July 22, 1971, the central staff of the FCEOC, headed by Joe Williams, Executive Director, presented to the Goals Committee recommendations for FY 72-73. These recommendations included substantial changes in the direction of the programs designed to wage war on poverty in Fresno.

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4California, Secretary of the State of, Fresno County Economic Opportunity Commission Articles of Incorporation, Certified August 31, 1965 by Frank M. Jordan.

5Letter of appointment confirmation dated January 18, 1971, from Ron Williams, FCEOC Personnel Chairman.
On September 22, 1971, as a result of the Goals Committee's deliberations, the Community Action Committee (CAC) recommended that FCEOC and its delegate agencies devote 75 percent of their resources toward the priority of education as defined by the goals of CAP 81. A motion to the Commission carried unanimously to adopt the Executive Committee's recommendation and approve CAP 81.

It was made clear by the Commission's acceptance of CAP 81 that the various CAAs were no longer to be primarily service organizations. Their programs were to be directed toward eliciting the participation of the low-income people in a CAP oriented toward the implementation of significant educational institutional change. The letter and spirit of the Law was to be implemented--to combat poverty, "... with the maximum feasible participation of residents of the areas and members of the groups served; ... "

The viability of "maximum feasible participation" by the poor people has been questioned by some in society.

---

6 See Appendix A for copy of Synopsis of CAP 81 and CAP 7. When the program was in the planning stage, FCEOC identified it as CAP 81. When it reached the proposal stage, it was identified as CAP 7. To avoid confusion, the program has been referred to as CAP 81 throughout this study.

7 Fresno County Economic Opportunity Commission Minutes, Fresno, California, September 22, 1971, p. 2.

8 U.S., Congress, loc. cit.
Is this approach to the war on poverty effective or is it a failure? President Richard Nixon apparently decided that much of the effort by the OEO had not been worthwhile, since he did not include funds in his 1973-74 budget for its continuation.\(^9\)

The abstract evidence of how the low-income group feels about its life circumstance may be the best indicator of success of the OEO. If through participation in a CAP, the low-income people in the community come to feel a part of society's institutions and feel that they have a meaningful role in the formulation of policies and in determining the direction of those institutions, this change could be a long-range and lasting benefit to society in its war against poverty.\(^10\)

THE PROBLEM

Statement of the Problem

The primary focus of CAP 81 was to bring about significant educational changes in Fresno, California. It was planned that changes would be brought about by involving low-income people in programs that would affect the decision-making processes in the education systems of Fresno County.


\(^10\)See Appendix B for OEO Income Poverty Guidelines.
Those who are poor are less likely to participate in school affairs such as Parent Teacher Associations than are those of higher income. May cites Lane's belief that lower-status persons have less economic security and, at least partly for that reason, feel less control over their political environment. Their political apathy was seen as a function of peasant or rural Southern origin along with associated views of government as part of a natural order beyond their own control. If this sense of alienation or lack of control is to be broken, a significant change concerning this feeling of powerlessness must occur.

The viability of any program to help economically poor people to improve their lot through "maximum feasible participation" in the decision-making processes which directly affect their lives appears unquestionable. It seems logical to expect that their perceived powerlessness would diminish if they felt that their needs were being met through their own participation in planning and implementing institutional policies of direct interest to them.


This study was designed to determine whether any significant changes occurred concerning the feelings of alienation and educational power locus perception among low-income persons who participated in a CAP funded by the FCEOC. The specific population area chosen for study was identified by FCEOC as Target Areas One, Two, Sixteen, Calwa, and Eastgate and consists of large proportions of low-income blacks, browns, and whites whose mean family-income is well below the OEO poverty guidelines.

Theoretical Framework

The theoretical framework surrounding the CAP was described by James J. Vanecko in a report of some preliminary results of the first national evaluation of the Community Action Program. Vanecko stated:

The theoretical basis of the Community Action Program is the proposition that poverty in an affluent society is neither lack of individual economic resources nor 'relative deprivation,' but the lack of control by poor people over the institutions which serve them. The theory holds that this power vacuum has come about in a wide variety of ways—the increasing scale of society, the elimination of ethnic politics and/or urban political bosses, the concentration of the poor black population in the northern urban ghettos—but the critical fact is that all of these processes together are producing increasing detachment of the poor population and thus strengthening the cycle of poverty.13

The most dominant sociological thesis explaining alienation is perhaps that of "mass society." Technology, industrialization, urbanization, mass transportation, and mass communication have had marked effect upon traditional life styles and societal norms. The emergence of big corporations and mass production is believed by some to have resulted in workers not experiencing labor which is intrinsically satisfying, and thereby fostering alienation.\(^\text{14}\)

From the mass society viewpoint, characteristics such as transiency, impersonality, and extreme spatial as well as social mobility are destructive to the solidarity associated with the old community. Social ties which served to bind members of the traditional community into a cohesive group do not function in the mass society and man, therefore, develops a sense of powerlessness.\(^\text{15}\) The consequences of this alienation may be either passive conformity or volatile mass behavior.

Kornhauser believes that, "... meaningful and effective participation in the larger society requires a structure of groups intermediate between the family and


the nation; . . . ."16 Only through participation in such
groups and organizations is the individual able to develop
a sense of control over his own life and to have an effect
upon others.

In a monograph on alienation written by Melvin
Seeman to appear in the Encyclopedia Britannica, he states
that,

Among the non-Marxian sociologists, there are few
grand programs for amelioration [of alienation]; if
there is a theme here, it is captured in the idea of
pluralism.' Recognizing both over-organization and
disorganization as ingredients of the problem, the
recommendation is that we encourage the development
of community-based action groups whose counter-balance
and enterplay can provide the individual with a sense
of serious engagement in policy determination, and
can provide the society with instruments to combat
both super-organization and anomie disintegration. 17

Implied in the mass society theory, then, was a
felt, if not actual, solution to national poverty through
the provision of opportunities for all citizens to partici-

16William Kornhauser, The Politics of Mass Society

17Melvin Seeman, "Alienation," (Los Angeles:
(Mimeographed.)
likely to feel alienated from society.\textsuperscript{18} He also believed that ethnic groups are generally accorded lower-than-average status in the American society. Their low political participation was perceived to be a function of the internalization of a social image of low status and worth.\textsuperscript{19} Barnes suggested that participation in politics was a significant way in which those who have little education may break away from their political ignorance and low sense of efficacy.\textsuperscript{20} Crawford cited several investigators who found that Negro Americans tend to perceive themselves less able to influence their own fate than are the U.S. whites; for example, Lefcourt and Ladwig.\textsuperscript{21}

One may conclude from the above that participation in group political activities such as a CAP may have an effect on an individual's sense of alienation and effectiveness. Too, it may be assumed that a differential effect may be found when comparing ethnic groups who participate in CAPs.

\textsuperscript{18}Lane, op. cit., pp. 187-203, cited by May, p. 54.
\textsuperscript{19}Ibid., p. 225, cited by May, p. 41.
Importance of the Study

On a nation-wide scale, the federal government spends millions of dollars annually to support the programs of the OEO in its fight against poverty. The decision to dismantle the OEO could find support in the lack of scientific evidence of success.\(^{22}\) This study of the effect of CAP participation on the sense of alienation and educational power locus perception of low-income people may reinforce that decision. Conversely, if the study reveals a statistically significant reduction in alienation and a beneficial change in power locus perception by those who participate in a CAP, an urgent need to restudy the action taken to defund the OEO, thereby eliminating CAPs, may be indicated.

HYPOTHESES

From the viewpoints stated previously the investigator was led to the following expectations expressed as hypotheses and which were investigated in this study:

\(H_1:\) There will be a significant difference in the pre- and posttest scores of citizens who participate in

\(^{22}\)John K. Miller, "Not Performance Contracting But the OEO Experiment Was a Failure," Phi Delta Kappan, LIV, 6 (February, 1973), 394-396.
Community Action Programs as measured by Neal and Seeman's scale of powerlessness.  

\( H_2 \): There will be a significant difference between the posttest scores of citizens who participate in Community Action Programs and those who do not participate, as measured by Neal and Seeman's scale of powerlessness.  

\( H_3 \): There will be a significant difference in alienation scores of black, brown, and white citizens who participate in Community Action Programs as measured by posttest scores on Neal and Seeman's scale of powerlessness.  

\( H_4 \): There will be a significant difference between alienation scores of black, brown, and white citizens who participate in Community Action Programs and those who do not participate, as measured by posttest scores on Neal and Seeman's scale of powerlessness.  

\( H_5 \): There will be a significant difference in the pre- and posttest scores of citizens who participate in Community Action Programs as measured by York's scale of educational power locus.  

\( H_6 \): There will be a significant difference between the posttest scores of citizens who participate in Community

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23 Neal and Seeman, op. cit., p. 219.  
24 The development of this scale is discussed fully in Chapter 3.
Action Programs and those who do not participate, as measured by York's scale of educational power locus.

H7: There will be a significant difference in the perceptions of power locus scores of black, brown, and white citizens who participate in Community Action Programs as measured by posttest scores on York's scale of educational power locus.

H8: There will be a significant difference in the perception of the different ethnic groups between citizens who participate in Community Action Programs and those who do not participate, as measured by posttest scores on York's scale of educational power locus.

DEFINITION OF TERMS USED

The following terms are used in this study as they are defined below:

Alienation. "... the expectancy or probability held by the individual that his own behavior cannot determine the occurrence of the outcomes, or reinforcements, he seeks."25

Citizen participation. A form of political action to the extent that it refers to an effort by one person or more to preserve or change the value-allocation recognized

as legitimate by the great majority who live in the polity.\textsuperscript{26} In this study, it refers to ordinary men and women, as distinguished from officials and elites, as political participants.

\textbf{Community Action Program.} A program which mobilizes and utilizes resources of any community which provides services, assistance, and other activities to give promise or progress toward elimination of poverty or the causes of poverty; which is developed, conducted, and administered with the maximum feasible participation of residents of the areas and members of the groups served; and which is conducted, administered, or coordinated by a public or private nonprofit agency.\textsuperscript{27}

\textbf{Power.} "... is participation in the making of decisions: G has power over H with respect to the values K if G participates in the making of decisions affecting the K-policies of H."\textsuperscript{28}

\textbf{Powerlessness.} "... 'low expectancies for control of events,' and the events are those most directly


\textsuperscript{27}U.S., Congress, loc. cit.

relevant to the idea of the mass society—e.g., control over the political system, the industrial economy, and international affairs." 

**Power locus perception.** The perception by a person that another specific individual, office, agency, or group possesses power. 

**LIMITATIONS OF THE STUDY**

1. Those set by the specification that the subjects in the study were mainly low-income people residing in those portions of Fresno, California, identified by FCEO as Target Areas One, Two, Sixteen, Calwa, and Eastgate.

2. Those caused by limiting the study in a temporal sense to extend only from May, 1972, to February, 1973.

3. Those caused by inherent differences existing between how a person responds to a questionnaire item and how strongly he feels about that subject.

4. Those imposed upon a white, Anglo-Saxon, Protestant investigator which made it expedient to employ

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30 This is the investigator's applied definition in order to articulate with the scale used for measurement in this study.
blacks and browns to administer questionnaires to respondents.

5. Those inherent in the nature of the study which precluded the investigator from having control over whether the citizens became participants in a CAP or the degree of their participation.

ORGANIZATION OF THE STUDY

The study of change in alienation and educational power locus perception of low-income people in Fresno, California, through community action program participation is organized on the following basis:

Chapter 1: Introduction, the problem, definitions of terms used, limitations of the study, and organization of the study.

Chapter 2: Review of selected literature directly related to the study.

Chapter 3: Study design and procedures.

Chapter 4: Results of the analyses.

Chapter 5: Discussion, conclusions, and recommendations.
Chapter 2

REVIEW OF THE LITERATURE

This study focused on whether there was a change in alienation and educational power locus perception of low-income citizens who participated in a Community Action Program (CAP). An analysis of the extant literature directly related to the study indicated that the review should include the following sub-topics for perusal: (1) alienation and citizen participation, and (2) perception of power among low-income groups.

ALIENATION AND PARTICIPATION

Studies of Alienation

Seeman identified five basic ways or dimensions in which the concept of alienation was used: (1) meaninglessness, (2) normlessness, (3) isolation, (4) self-estrangement, and (5) powerlessness.¹

Meaninglessness refers to the individual's understanding of the events in which he is engaged. The definition applied by Seeman to this variant was, "... when the individual is unclear as to what he ought to

believe--when the individual's minimal standards for clarity in decision-making are not met."²

When alienation is viewed as normlessness, Seeman claimed that the individual's, "... point of view, may be defined as one in which there is a high expectancy that socially unapproved behaviors are required to achieve given goals."³ He made it clear that those who apply this anomic variant of alienation are concerned primarily with the "means" emphasis in society.

The next type or dimension of alienation cited by Seeman was that of isolation. He believed that those who are alienated in this sense, "... assign low reward value to goals or beliefs that are typically highly valued in the given society."⁴ Seeman assigned an approximation of his understanding of "isolation" to that of the term "rebellion."

Self-estrangement, Seeman interpreted to mean, "... the degree of dependence of the given behavior upon anticipated future rewards; that is, upon rewards that lie outside the activity itself."⁵ In this view he was referring essentially to the individual's inability to find the activities in which he engaged self-rewarding.

²Ibid., p. 786. ³Ibid., p. 788.
⁴Ibid., p. 789.
⁵Seeman, op. cit., p. 790.
The last way in which Seeman viewed alienation, and the definition of the term used in this study, was in the sense of powerlessness. Seeman credited the origination of the powerlessness sense of alienation to Marx and his view of the worker's condition in a capitalist society; i.e., the worker would be alienated to the degree that he was deprived of the prerogative and means of decision by entrepreneurs. This variant of alienation was perceived by Seeman to be, "... the expectancy or probability held by the individual that his own behavior cannot determine the occurrence of the outcomes, or reinforcements, he seeks." In reference to this definition he explained,

... I would limit the applicability of the concept to expectancies that have to do with the individual's sense of influence over the socio-political events (control over the political system, the industrial economy, international affairs, and the like). I would initially limit the applicability of this first meaning of alienation to the arena for which the concept was originally intended, namely, the depiction of man's relation to the larger social order.

Support for the dimensional approach. In 1963, Neal and Rettig performed a study in which the major objective was to develop measures of powerlessness and normlessness and submit them to factor analysis for tests of dimensional orthogonality. Another purpose of the

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\[6\) Ibid., p. 784. \[7\) Ibid., p. 785.\]
study was to determine the relationship of a person's status aspiration to the powerlessness and normlessness dimension of alienation.

Their sample in the study included 1,094 subjects randomly drawn from the Columbus, Ohio, City Directory. Mailed questionnaires were used and four appeals were made. They determined that 50.4 percent of the manual and 66.5 percent of the non-manual workers responded.

The findings of their study provided, "... support for Seeman's argument for an initial separation of the alternative meanings of alienation." They tentatively rejected a relationship between status aspiration to the dimensions of alienation.

Opposition to the dimensional approach. Israel has argued that the term alienation should be removed from sociological and social-psychological theorizing and replaced with more delimited terms. He sees it as useless to define the term as powerlessness, normlessness, meaninglessness, etcetera,--why not instead, he suggested, simply use those terms in the place of what he considered a more vague and ambiguous one. The problem of ambiguous

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terminology in the social sciences has been pointed out by many writers. In this study the investigator has chosen to accept and to apply Seeman's view of alienation as a sense of powerlessness.

Seeman's studies of alienation. One primary hypothesis of the present study is that there will be a significant reduction in alienation of low-income citizens who participate in CAPs. James Vanecko makes an interesting point when he suggests that it is neither the lack of the individual's economic resources nor his relative deprivation that determines poverty in an affluent society. Rather, it is the lack of control by poor people over the institutions which serve them. It logically follows that participation in organized programs designed to gain a greater voice in the direction of such institutions as education would have a positive effect upon alienation reduction.

To support such a contention, Neal and Seeman's test of the mediation hypothesis may be cited. The

study sample consisted of 609 male, manual and non-manual workers who were obtained by mailing questionnaires to every 200th name listed in the Columbus, Ohio, City Directory. The investigators believed that an absence of organizational ties would be associated with a high degree of powerlessness. Specifically, they expected to find that members of a work-based formal organization would exhibit less powerlessness than individuals without such an affiliation.

Some support was found for their hypothesis—that powerlessness is a function of the lack of mediating organizations and that the unorganized worker's higher sense of powerlessness is not simply a function of his socio-economic status. A total acceptance of this theory could not be claimed, however, as they found that the greatest predicted differences were among those workers who were mobility-minded, while organization and high powerlessness was found among white-collar workers who were non-strivers. They explained that this could possibly have resulted from the different meaning attached to organizational life by the manual and non-manual workers and also by the strivers and non-strivers.

In a study of a random sample of the male work force in a Swedish community in 1967, Seeman found little support for the generalized consequences which are often imputed to alienated work; i.e., work which is perceived
to be unrewarding in its own right. 13 Seeman noted that this concern for alienated labor was perhaps the central theme in the literature on mass society. It was his contention that alienated work would have undesirable social consequences; e.g., political hostilities and racial cleavages. Contrary to this, however, he concluded,

The alienated worker is not more hostile to ethnic minorities, less knowledgeable and engaged in political matters, less sanguine about or interested in the possibility of exercising control over socio-political events, more status minded, or more anomie. 14

In spite of his failure to demonstrate what had been anticipated, he found that high powerlessness and low political knowledge did go together for both manual and non-manual workers. Among those Swedish workers he found the measure of work alienation higher among the manuals than the non-manuals and lower among those with higher incomes. 15

The results of this study raised the interesting question as to the possible differences that might be found if a comparison were made of an individual's degree of alienation and his participation in the five major social institutions; i.e., economics, government, family, religion, and education.

14 Ibid., p. 283. 15 Ibid., p. 284.
Alienation (powerlessness), or "... lack of control by poor people over the institutions which serve them," apparently has many undesirable social consequences. Not the least of these may be the effect it has upon learning by individuals. Berube and Gittel state that,

The largest educational study conducted in the United States--the U.S. Office of Education's 'Equality of Educational Opportunity,' commonly referred to as the Coleman Report--concludes that a student's feelings of control over his future is a factor influencing achievement, a factor of more weight than all other factors combined.17

Earlier work by Seeman and Evans gave credence to the idea of a correlation between alienation and learning. In a 1962 study of tuberculosis patients in ten hospitals in Ohio, these men tested the hypothesis that a patient's general sense of powerlessness or personal control had an influence upon his learning about tuberculosis.18 Specifically, they believed that high alienation would be conducive to poor learning.

Using samples with differing degrees of alienation but which had been matched for social backgrounds and

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16 Vanecko, loc. cit.
hospital experience, Seeman and Evans found each of three measures of knowledge significantly related to alienation. Those who were low in alienation had more objective information concerning their illness.

The investigators saw in their results strong support for the proposition that an individual's sense of personal control has much to do with his interest level and his degree of knowledge about his own affairs. They cited Kornhauser's remarks that,

Informal work groups supply some basis for fellowship and control at work, but with the growth in scale and complexity of the factory, office and work institutions generally, they are insufficient. Therefore, all kinds of formal work associations, such as trade unions and professional associations are needed. To the extent that they fail to develop, or, at the other extreme, themselves grow so far out of reach of their members as to no longer be capable of providing the individual with a sense of participation and control, people are less likely to find the whole sphere of work an interesting or rewarding experience.19

The work of these men lends support to the notion that greater participation in those institutions which are in a large measure affecting the future of individuals would result in the reduction in those individuals' feeling of alienation.

A subsequent study by Seeman demonstrated again essentially the same conclusion as in the study above--an individual's expectation for control of events is an

important factor in the learning process. In 1963, Seeman studied 120 inmates in the Chillicothe Reformatory, a federal institution. Seeman believed that,

Since the alienated inmates hold low expectancies for control, they will learn less (and presumably exhibit less interest in) information that is objectively quite relevant to their careers but implies planning or taking active steps to control future contingencies... the prediction was that the more alienated inmates would treat this kind of knowledge as though it were irrelevant.

The results of the study gave strong indication that alienation does affect the learning of parole information. Seeman concluded that the results had a direct bearing upon the sociological theme of mass society and its consequence--alienation. The bureaucratic, specialized, and isolated citizen comes to believe that he is powerless and turns his attention away from control-relevant learning. Expectancy for control seems indeed to be important in the learning process.

It becomes apparent that through participation in relevant institutions one should have, or gain, a sense of some measure of personal control--not only of the institutional functions, but of his own destiny--thereby experiencing a reduction in a sense of alienation.

21 Ibid., p. 275.
22 Ibid., p. 283.
In still another study of re-confirmation in 1967, Seeman pursued the same general theme of powerlessness and knowledge. He studied a sample of 343 Lund University students in Sweden. The major hypothesis was that those students who were high in powerlessness would also have inferior knowledge in control-relevant areas of their experience. Seeman constructed two instruments concerned with nuclear knowledge; e.g., the primary materials used in atomic bombs as opposed to hydrogen bombs, et cetera, and cultural affairs to test his hypothesis.

The results reinforced his previous findings in the United States. High powerlessness did go with poor nuclear knowledge. He also discovered, however, that unalienated and alienated students did not differ in cultural information. The importance of the study is that he seemingly demonstrated that the powerlessness-learning hypothesis holds cross-culturally and includes a wide range of control-relevant information--nuclear war, reformatory life, and health information.

Seeman has also found support for his hypothesis that powerlessness is a function of the lack of mediating organizations. A number of studies may be cited which

have been performed in an endeavor to discover the effects of a person's participation in various types of organizational relationships. Some of those studies are cited in the following paragraphs.

Studies of Participation

Topeka Office of Economic Opportunity. In a 1965 study similar to the present one but with a different focus, Zurcher had interesting expectations for social-psychological changes among participants in CAPs. Instead of studying the effects upon the citizens who participated in the CAP, however, he focused his attention upon the changes in the Office of Economic Opportunity poverty board members who were representatives of the poor people in Topeka, Kansas.

Zurcher hypothesized that for Target Neighborhood Committee Officers (TNOs), who were representatives of the poor, participation would be associated with significant decreases in isolation, normlessness, powerlessness, and alienation. For these measurements Zurcher used Dean's Isolation, Normlessness, and Powerlessness Subscales, and also his Alienation Scale.


In his study, Zurcher found that for TNOs, isolation, normlessness, and alienation decreased, but not significantly. Powerlessness, however, increased, though not significantly. Interestingly, when these members were arbitrarily divided (by consensus among the research staff) into "active" and "inactive" categories on the basis of such characteristics as offices held, meetings attended, observed performance, et cetera, changes were more pronounced.

Active members had statistically significant decreases in normlessness and alienation. However, they had an increase in powerlessness, though not significantly so.

Inactive members showed significant increases in isolation, powerlessness, and alienation. Normlessness remained unchanged. It is easy to see why Zurcher suggested that the quality of participation in poverty programs may be related to social-psychological impact upon those who participate.

Though Zurcher's study sheds light on some possible effects of CAP participation, the focus was too narrow. The present study should be able to expand the view to reveal the effects upon a much broader field of eligibles by focusing upon the citizens from the community.

Seattle Office of Economic Opportunity. In 1965 the Central Area Motivational Program, a part of OEO in
Seattle, Washington, began a program of organizing neighborhood clubs. It was anticipated that as the clubs became established, the members would eventually assume the major responsibility for the various club activities. The function of the club members was to discuss neighborhood problems and to devise projects to overcome the problems.

Gove and Costner undertook the task of evaluating the effectiveness of this strategy of organizing the poor.²⁶ They were particularly interested in the extent of participation in clubs, the goals and actual accomplishments of the clubs, and the distinguishing characteristics of effective (as opposed to ineffective) clubs.

Of particular importance to the present study, Gove and Costner found,

Club participation seems to be lacking in any zeal and, if it has any effect on psychological outlook, probably adds to a sense of frustration rather than imparting any feeling of accomplishment and power.²⁷

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²⁷ Ibid., p. 287.
Development program employed local people to be trained, and then to work as community organizers or stimulators.  

These investigators proposed three hypotheses regarding the stimulator's feelings of powerlessness, training, and work: (1) those who had been trained and had been working would feel less powerless than those still in training, (2) in the training phase, those who felt less powerless would learn more, and (3) in the working phase, those who felt less powerless would show greater initiative.

The investigators studied a new group of 31 stimulators who ranged in age from 19 to 50. These new trainees were matched for sex, education, and ethnic background with another group who had been in the training program for about nine months. Rotter's I-E Scale was used to gather data from the subjects.

The results achieved caused Gottsfeld and Dozier to conclude,

... that belief in external or internal control is an influential variable in the training and work of indigenous people involved in community organization and that these beliefs undergo change as the persons gain experience in their new leadership positions. These findings indicate that the aims of Community Action Programs in making the poor more hopeful and ambitious about what they can do in their own behalf are being realized.  

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29 Ibid.
The changes noted by those investigators may partially have resulted from the increase in extensiveness of communication contacts by the stimulators. Fanelli has said his findings,

... suggest that extensiveness of communication contacts may be part of an attitude-perception-behavior syndrome involving, among other things, stronger-than-average feelings of identification with the group in question, greater-than-average participation in its activities, and more accurate perceptions of its norms.30

The results of the study by Gottesfeld and Dozier indicate a change in the sense of powerlessness of poor people who become paid participants in a CAP. It does not answer the question, however, if the same results would obtain if the participants were poor citizens who voluntarily become involved without compensation. The present study hopes to answer this question by studying just such a group of citizens.

The middle variable in the triad referred to by Fanelli-- attitude-perception-behavior-- is another area of literature explored by the investigator in relation to power.

PERCEPTION OF POWER

Perception of Power Among Low-income Groups

A search by the investigator revealed a paucity of

scientific writing on the perception of power by members of low-income groups. There were no writings located which one might classify as strictly formal scientific investigations. Studies of poverty agencies generally focus on decision-making and the relation of middle-class bureaucracies to the lower-class persons. One such study is cited later in this section.

Perceived powerlessness of the urban ghetto Negro. Perhaps no one has written a more illuminating description of the urban ghetto Negro than Kenneth B. Clark. That writer, himself a Negro, a social psychologist, a college professor and director of the Social Dynamics Research Institute of the City College of the City University of New York, revealed his interpretations of a study of Harlem residents in his book *Dark Ghetto.*

Directly, the book grew from the author's two years experience as chief project consultant and chairman of the board of directors of the planning stage of Harlem Youth Opportunities Unlimited (Haryou). In June, 1962, a staff was hired to study the conditions of youth in Harlem prior to initiating a comprehensive program for the young people. While the Haryou report emphasized the plight of those youth, *Dark Ghetto* concentrated on the problems of ghetto

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communities everywhere, and the subjects were not limited to the youth only.

The author attempted to interpret and to describe what happens to those persons who are confined to depressed areas and whose usual channels of opportunities and economic mobility are blocked. The author claimed that there are some problems of the lower status Negro which are either similar to or identical with those experienced by poor people in general. On the other hand, he believes that the white poor and slum dwellers have the advantage of the social and psychological reality of the belief that they can rise economically and escape from their environment. Clark maintained that the Negro believes himself to be confined to the low status of the ghetto.32

The author sought the answers to such questions as: (1) What are the personal and social consequences of the ghetto? (2) What are the consequences of the victims' lack of power to change their status? (3) What are the consequences of the inability or unwillingness of those with power to use it for constructive change?

Clark's second question was particularly relevant to the present study. Clark maintained that ghetto Negroes live out lives they feel helpless to change and that they have no innerdetermined direction. He points out, however,

32Ibid., p. xxii.
that the ferment in those types of communities suggests that the cycles of the past in which personal and community powerlessness reinforced each other were being supplanted by that of personal and community action--a much more forceful pattern. 33 If this mobilized community power should succeed in gaining positive changes, he believes that Negro self-confidence and pride will grow and even greater effectiveness would result. Failure, on the other hand, would only reinforce their despair and convince them of their personal and group powerlessness. 34 He offers as evidence of the Negroes' belief in their inferiority the preoccupation of many Negroes with hair straighteners, skin bleachers and the like. 35

The inexperience of ghetto political leaders greatly hampers effective power there. The fundamental root of this inexperience and political unsophistication, Clark believes, is the psychology of the ghetto--the total sense of helplessness. As he points out, one cannot behave as if one has power when all previous experiences have indicated that one has none. 36

Many well-meaning liberal whites devote time and energy to help the plight of the Negro. Clark claims, however,

33 Ibid., p. 14. 34 Ibid., p. 15.
35 Ibid., p. 64. 36 Ibid., p. 156.
They agree to serve out of a commitment to racial justice, or because of a personal confidence in an agency's professional leadership, but they seldom bring power that is transferable to Negro leadership. At the same time they unconsciously reinforce the patterns of colonialism and dependency that reflect the essential powerlessness of Negroes themselves.\(^\text{37}\)

Clark points out that Negroes are very sensitive to the pervasive pattern of powerlessness in the ghetto. They recognize that the real influence of Negroes in the cities is much less than that which would be suggested by their numbers. They see much greater religious, economic, and social power exerted by other groups—the Irish, the Italians, and the Jews.\(^\text{38}\) Even the wealthy Negro is not sure his wealth can be transformed into power as it often can be in white society. As a result, he is conservative and careful of his wealth—not easily shared with the ghetto community.\(^\text{39}\)

**Bureaucracy and the low-income citizens' sense of powerlessness.** Sjoberg, Brymer, and Farris have described what their experiences have led them to conclude concerning the role bureaucratic organizations play in sustaining social stratification.\(^\text{40}\) They admit that their analysis of the effect of the client-centered bureaucracy upon the

\(^{37}\)Ibid., p. 173. \(^{38}\)Ibid., p. 186.

\(^{39}\)Ibid., p. 189.

\(^{40}\)Gideon Sjoberg, Richard Brymer, and Buford Farris, "Bureaucracy and the Lower Class," *Sociology and Social Research, L*, 3 (April, 1966), 325-337.
lower class is in somewhat theoretical terms, but they offer illustrative materials from their own research project and also writings from other scholars that indicate the kind of data which they believe supports their generalizations. Their main project focused upon the evaluation of an action program in San Antonio, Texas, for the prevention of juvenile delinquency. The study was broadened to include an in-depth study of lower class Mexican-American families.

These writers, in part at least, account for the sense of powerlessness by those in the lower class as a result of their patterns of interaction with bureaucratic officialdom. Typically, the writers believed, lower-class persons relate to one another in a personal manner whereas middle-class persons are better able to relate to others in a more impersonal way. The lower-class members, therefore, are faced with a greater gulf when they attempt to communicate with middle-class bureaucrats who are accustomed to administering rules in impersonal, universalistic ways.

It is under these circumstances, the writers claimed, that members of the lower class often experience a sense of powerlessness or alienation. Those scholars stated, "... those who live in the world of the lower class account for events in the social sphere in terms of spiritual forces, chance, luck, and the like; they have little or no sense of control over their own destiny." 41

41 Ibid., p. 331.
Summary

The precise sub-topics for which extant literature was provided in this chapter were alienation and citizen participation and the perception of power among low-income groups. A need has been shown for a study specifically designed to determine whether any significant changes occur concerning the feelings of alienation and power locus perception among low-income persons who participate in a CAP. In the following chapter the study design and procedures of such an investigation will be discussed.
Chapter 3

STUDY DESIGN AND PROCEDURES

THE POPULATION

Identification and Geographic Location

The population selected for this study was comprised of the people residing in Fresno, California, census tracts numbers 2 through 13 and 23 through 28. This population area was identified by the Fresno County Economic Opportunity Commission as Target Areas One, Two, Sixteen, Calwa, and Eastgate, and is shown in Figure 1. Target Areas One and Two were sometimes referred to as West Side. Target Area Sixteen, Calwa and Eastgate were often called East Side.

Target Area One contained census tracts 2, 3, and 7, whereas Target Area Two was composed of census tracts 8 through 11. Calwa was census tract 12 and Eastgate was census tract 13. Target Area Sixteen contained census tracts 4 through 6, and 23 through 28.

The map shown in Figure 1 was obtained from the Fresno Community Analysis Division of the City of Fresno Administrative office. The map was altered by the investigator to indicate the appropriate target areas.
Figure 1

Map of Fresno, California, Showing Target Areas One, Two, Sixteen, Calwa and Eastgate.
Ethnic Distribution

Target Areas One and Two had a total population of 21,971 people, whereas Target Area Sixteen, Calwa, and Eastgate had a total population of 59,349 people. The ethnic distribution of these two communities is presented in Table 1. The most noticeable difference in the two subpopulations was the small number of blacks in the East Side and the large number of whites. On the West Side, the same two groups were represented in essentially the reverse proportions; i.e., a much greater proportion of black than white citizens.

Income Characteristics

The income characteristics of the two subpopulations are presented in Table 2. Perhaps the one characteristic that was most descriptive of the people in this study was the mean family-income of those below poverty level. This mean income was only $2,268 annually.

Age, Race, Sex Distribution

The age distribution by race and sex for the two

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### Table 1

Ethnic Distribution of the Fresno County Economic Opportunity Commission Target Areas in Fresno, California, by Percent

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Target Areas One and Two</th>
<th>Target Area Sixteen Calwa and Eastgate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>66</td>
<td>3</td>
</tr>
<tr>
<td>Brown</td>
<td>25</td>
<td>33</td>
</tr>
<tr>
<td>White</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Oriental*</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Totals</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>


Source:

Table 2

Income Characteristics of the Fresno County Economic Opportunity Commission Target Areas of Fresno, California*

<table>
<thead>
<tr>
<th></th>
<th>Target Area One and Two</th>
<th>Target Area Sixteen, Calwa, and Eastgate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median family income in 1969</td>
<td>$4,660</td>
<td>$6,396</td>
</tr>
<tr>
<td>Mean family income in 1969</td>
<td>$6,006</td>
<td>$7,012</td>
</tr>
<tr>
<td>Number of families with income below poverty level</td>
<td>1,796</td>
<td>2,934</td>
</tr>
<tr>
<td>Percent of all families whose income is below poverty level</td>
<td>39.8</td>
<td>20.6</td>
</tr>
<tr>
<td>Mean family income of those below poverty level</td>
<td>$2,199</td>
<td>$2,319</td>
</tr>
<tr>
<td>Mean size of family whose income is below poverty level</td>
<td>4.82</td>
<td>4.09</td>
</tr>
</tbody>
</table>

*All medians and means shown are means calculated from figures reported in the U.S. Census by census tracts included in the two communities.

Source:

subpopulations is shown in Tables 3 and 4. The data presented are by number and percentage of the population. The most noticeable differences in the two subpopulations were the greater proportions in the 0-9 and 10-19 age groups and lower proportions of people in the 20-29 and over-50 age groups on the West Side than on the East Side. 4

THE MEASURING INSTRUMENTS

Neal and Seeman's Scale of Powerlessness
or Index of Social Control

The particular sense of powerlessness that was the primary focus for measurement in this study was that described by Neal and Seeman as,

... 'low expectancies for control of events,' and the events are those most directly relevant to the idea of the mass society--e.g., control over the political system, the industrial economy, and international affairs. 5

Having thus defined the concept, Neal and Seeman devised a scale by which it could be measured.

Their test was a variant of a forced-choice scale developed by the late Professor Shephard Liverant and his

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4 Computed from Chief Administrative Office, Age of Population by Race and Sex in Five-Year Intervals, 1970 Census, Fresno Community Analysis Division, Data Library, File Number 500, Copy Number 3. Fresno, California.

Table 3

<table>
<thead>
<tr>
<th>Age Interval</th>
<th>Total</th>
<th>White*</th>
<th>Black</th>
<th>All Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Total</td>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-9</td>
<td>5009</td>
<td>2505</td>
<td>2504</td>
<td>1287</td>
</tr>
<tr>
<td></td>
<td>22.8%</td>
<td>11.4</td>
<td>11.4</td>
<td>5.9%</td>
</tr>
<tr>
<td>10-19</td>
<td>5354</td>
<td>2765</td>
<td>2589</td>
<td>1381</td>
</tr>
<tr>
<td></td>
<td>24.4%</td>
<td>12.6</td>
<td>11.8</td>
<td>6.3%</td>
</tr>
<tr>
<td>20-29</td>
<td>2420</td>
<td>1063</td>
<td>1357</td>
<td>739</td>
</tr>
<tr>
<td></td>
<td>11.0%</td>
<td>4.8</td>
<td>6.2</td>
<td>3.3%</td>
</tr>
<tr>
<td>30-39</td>
<td>1859</td>
<td>790</td>
<td>1069</td>
<td>488</td>
</tr>
<tr>
<td></td>
<td>8.4%</td>
<td>3.5</td>
<td>4.9</td>
<td>2.2%</td>
</tr>
<tr>
<td>40-49</td>
<td>2194</td>
<td>983</td>
<td>1211</td>
<td>646</td>
</tr>
<tr>
<td></td>
<td>10.0%</td>
<td>4.4</td>
<td>5.6</td>
<td>3.0%</td>
</tr>
<tr>
<td>50-Over</td>
<td>5135</td>
<td>2641</td>
<td>2494</td>
<td>1543</td>
</tr>
<tr>
<td></td>
<td>23.4%</td>
<td>12.1</td>
<td>11.3</td>
<td>7.0%</td>
</tr>
<tr>
<td>Totals</td>
<td>21971</td>
<td>10747</td>
<td>11224</td>
<td>6084</td>
</tr>
<tr>
<td></td>
<td>100.0%</td>
<td>48.8</td>
<td>51.2</td>
<td>27.7%</td>
</tr>
</tbody>
</table>

White includes those with Spanish surname.

Source:
Compiled and computed from Chief Administrative Office, Age of Population by Race and Sex in Five-Year Intervals, 1970 Census, Fresno Community Analysis Division, Fresno, California, Data Library, File Number 500, Copy Number 3.
### Table 4

Age of Population by Race and Sex in Ten-Year Intervals for Fresno County Economic Opportunity Commission Target Areas Sixteen, Calwa, and Eastgate by Number and Percent

<table>
<thead>
<tr>
<th>Age Interval</th>
<th>Total Male</th>
<th>Male</th>
<th>Female</th>
<th>Total Male</th>
<th>Male</th>
<th>Female</th>
<th>Total Male</th>
<th>Male</th>
<th>Female</th>
<th>Total Male</th>
<th>Male</th>
<th>Female</th>
<th>Total Male</th>
<th>Male</th>
<th>Female</th>
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<tr>
<td>0-9</td>
<td>11099</td>
<td>5627</td>
<td>5472</td>
<td>10015</td>
<td>5082</td>
<td>4933</td>
<td>495</td>
<td>256</td>
<td>239</td>
<td>589</td>
<td>289</td>
<td>300</td>
<td>18.8%</td>
<td>9.5</td>
<td>9.3</td>
</tr>
<tr>
<td>10-19</td>
<td>10242</td>
<td>4935</td>
<td>5307</td>
<td>9347</td>
<td>4506</td>
<td>4841</td>
<td>391</td>
<td>193</td>
<td>198</td>
<td>504</td>
<td>236</td>
<td>268</td>
<td>17.2%</td>
<td>8.3</td>
<td>8.9</td>
</tr>
<tr>
<td>20-29</td>
<td>10882</td>
<td>5249</td>
<td>5633</td>
<td>9967</td>
<td>4828</td>
<td>5139</td>
<td>354</td>
<td>163</td>
<td>191</td>
<td>561</td>
<td>258</td>
<td>303</td>
<td>18.4%</td>
<td>8.9</td>
<td>9.5</td>
</tr>
<tr>
<td>30-39</td>
<td>5137</td>
<td>2464</td>
<td>2673</td>
<td>4681</td>
<td>2233</td>
<td>2448</td>
<td>178</td>
<td>84</td>
<td>94</td>
<td>278</td>
<td>147</td>
<td>131</td>
<td>8.6%</td>
<td>4.1</td>
<td>4.5</td>
</tr>
<tr>
<td>40-49</td>
<td>5389</td>
<td>2431</td>
<td>2958</td>
<td>5039</td>
<td>2264</td>
<td>2775</td>
<td>134</td>
<td>68</td>
<td>66</td>
<td>216</td>
<td>99</td>
<td>117</td>
<td>9.0%</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>50-Over</td>
<td>16600</td>
<td>7193</td>
<td>9407</td>
<td>16029</td>
<td>6886</td>
<td>9143</td>
<td>210</td>
<td>118</td>
<td>92</td>
<td>361</td>
<td>189</td>
<td>172</td>
<td>28.0%</td>
<td>12.1</td>
<td>15.9</td>
</tr>
<tr>
<td>Totals</td>
<td>59349</td>
<td>27899</td>
<td>31450</td>
<td>55078</td>
<td>25799</td>
<td>29279</td>
<td>1762</td>
<td>882</td>
<td>880</td>
<td>2509</td>
<td>1218</td>
<td>1291</td>
<td>100.0%</td>
<td>46.9</td>
<td>53.1</td>
</tr>
</tbody>
</table>

*White includes those with Spanish surname.

**Source:**
Compiled and computed from Chief Administrative Office, *Age of Population by Race and Sex in Five-Year Intervals, 1970 Census*, Fresno Community Analysis Division, Fresno, California, Data Library, File Number 500, Copy Number 3.
colleagues at the Ohio State University. In Neal and Seeman's study, fifty items were initially constructed. A series of pretests were then conducted, initially with college students, but later expanded to include other communities.

After taking into account both item content and scalability, seven items were selected as their final measure of powerlessness. The seven items yielded a reproducibility coefficient of .87. Permission to use the scale in this study was granted by Professor Seeman.

The seven pairs of forced-choice questions were scored either "0" or "1." The range of an individual's total score, therefore, was 0-7. An empirical research decision was made by this investigator to score non-response items 0.5 and to eliminate those respondents who had fewer than four responses. The rationale for this decision was that if the respondent left the question unanswered it was highly improbable that he was totally alienated or unalienated in regard to that particular question. By assigning a value of 0.5 to the question, the ambivalence of the respondent was not likely to be overly misrepresented in either direction. If there were fewer than four

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6 Ibid.
7 See Appendix C for items in this scale.
8 Neal and Seeman, op. cit., p. 219.
of the seven questions answered, it was logically concluded the questionnaire would lack validity.

York's Scale of Educational Power Locus Perception

A Likert-type scale for measuring educational power locus perception was constructed by the investigator for use in this study. Through consultation with three professional colleagues, the construct validity of the instrument was obtained by agreement that educational power locus was perceived to reside in twenty-one items representing governments, offices, agencies, groups, and individuals. These twenty-one items were included in the original instrument.

The instrument was constructed in such a way that the respondent could indicate by marking an "X" in a box how much power he believed the various persons, groups, or institutions, such as Mayor, Superintendent of Schools, or State Department of Education, had to influence decisions which were important to the educational system in Fresno, California. The degree of power for each could be indicated by marking only one box in a five-step continuum ranging from "none" to "very much."

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10Professors S. John Dackawich and Alfred J. Claassen of California State University, Fresno, and William C. Theimer, Jr., of University of the Pacific.

11See Appendix D for items in original scale.
The Program Director of Self-Help Coalition, Inc., an agency within the West Fresno Federation of Neighborhood Centers, and the Director of Inner City Community Action Center supervised the administering of the first pilot study using this instrument. The procedures for administering the questionnaires were discussed on two occasions. Residents in their communities whom they considered to be eligible CAP participants were to be told the investigation was a study of the CAP which, it was hoped, would benefit the education of all children in Fresno. Their cooperation, by filling out the questionnaire, would be a significant contribution to the program.

If the respondent was willing to cooperate but was unwilling or unable to actually fill out the questionnaire, the administrator was to treat the questionnaire as an interview schedule and proceed to secure the appropriate information. Under no conditions were personal opinions to be expressed to the respondent, nor were the administrators in any way to lead the respondent in answering the questions. The administrators were to tell the respondents that they were to answer the questions truthfully and in whatever way they thought best expressed their convictions.

A test-retest pilot study was performed using the York instrument on a sample (N=30) taken from the city. The investigator obtained ten respondents from a white, middle-class community in northwest Fresno, while ten
respondents from a low income Mexican-American community in Target Area Sixteen in East Fresno were enlisted by community aides from the Inner City Community Action Center. Ten black respondents were obtained from Target Areas One and Two by community aides from the Self-Help Coalition, Inc. In December, 1971, a pretest was given and a posttest was administered six weeks later in January, 1972.

All of the respondents were selected by going into the communities cited and requesting cooperation from adults at residences selected randomly. After the posttest had been completed, a Pearson product moment correlation analysis yielded a correlation of .37 between a summation of the pre- and posttest scores. Table 5 presents the mean and standard deviation of the pre- and posttest scores of the thirty pilot subjects on the twenty-one items included in the original York instrument. Table 6 presents the Pearson product moment correlation between the responses of the thirty pilot subjects for each item on the pre- and posttest.

As items 5, 13, 15, and 20 had very low correlation with the total score, it was decided to drop those items from the instrument and conduct another pilot study. A second pretest was conducted in March, 1972, and a posttest was administered two weeks later.

For this pilot study, the respondents were obtained by administering the instrument to sixteen Economic
## Table 5

Means and Standard Deviations Obtained From Thirty Respondents in Pilot Study Utilizing York's Educational Power Locus Scale

<table>
<thead>
<tr>
<th>Item</th>
<th>Pretest Mean</th>
<th>Pretest Standard Deviation</th>
<th>Posttest Mean</th>
<th>Posttest Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3.20</td>
<td>1.24</td>
<td>3.06</td>
<td>1.23</td>
</tr>
<tr>
<td>2</td>
<td>3.70</td>
<td>1.12</td>
<td>3.76</td>
<td>0.91</td>
</tr>
<tr>
<td>3</td>
<td>4.06</td>
<td>0.96</td>
<td>4.00</td>
<td>0.85</td>
</tr>
<tr>
<td>4</td>
<td>4.03</td>
<td>1.04</td>
<td>4.16</td>
<td>0.73</td>
</tr>
<tr>
<td>5</td>
<td>3.10</td>
<td>1.22</td>
<td>3.26</td>
<td>1.06</td>
</tr>
<tr>
<td>6</td>
<td>3.80</td>
<td>1.19</td>
<td>3.83</td>
<td>0.96</td>
</tr>
<tr>
<td>7</td>
<td>3.93</td>
<td>0.92</td>
<td>4.20</td>
<td>0.70</td>
</tr>
<tr>
<td>8</td>
<td>3.50</td>
<td>1.08</td>
<td>3.60</td>
<td>1.05</td>
</tr>
<tr>
<td>9</td>
<td>3.60</td>
<td>1.11</td>
<td>2.66</td>
<td>1.10</td>
</tr>
<tr>
<td>10</td>
<td>2.46</td>
<td>1.14</td>
<td>2.16</td>
<td>1.12</td>
</tr>
<tr>
<td>11</td>
<td>4.10</td>
<td>1.13</td>
<td>3.80</td>
<td>1.19</td>
</tr>
<tr>
<td>12</td>
<td>3.53</td>
<td>0.88</td>
<td>3.26</td>
<td>0.96</td>
</tr>
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<td>13</td>
<td>3.46</td>
<td>1.02</td>
<td>3.20</td>
<td>1.04</td>
</tr>
<tr>
<td>14</td>
<td>2.16</td>
<td>1.24</td>
<td>1.93</td>
<td>0.96</td>
</tr>
<tr>
<td>15</td>
<td>3.10</td>
<td>1.27</td>
<td>3.30</td>
<td>1.39</td>
</tr>
<tr>
<td>16</td>
<td>3.00</td>
<td>0.93</td>
<td>2.70</td>
<td>1.00</td>
</tr>
<tr>
<td>17</td>
<td>3.06</td>
<td>1.12</td>
<td>2.63</td>
<td>1.07</td>
</tr>
<tr>
<td>18</td>
<td>2.63</td>
<td>1.16</td>
<td>2.43</td>
<td>0.98</td>
</tr>
<tr>
<td>19</td>
<td>3.53</td>
<td>1.02</td>
<td>3.60</td>
<td>1.20</td>
</tr>
<tr>
<td>20</td>
<td>2.66</td>
<td>0.94</td>
<td>2.63</td>
<td>1.01</td>
</tr>
<tr>
<td>21</td>
<td>4.10</td>
<td>0.86</td>
<td>3.93</td>
<td>1.03</td>
</tr>
</tbody>
</table>
Table 6

Correlation Between Pretest and Posttest Responses of Thirty Pilot Study Respondents to Each Item Included in York's Scale of Educational Power Locus

<table>
<thead>
<tr>
<th>Item</th>
<th>Correlation Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.57</td>
</tr>
<tr>
<td>2</td>
<td>0.41</td>
</tr>
<tr>
<td>3</td>
<td>0.20</td>
</tr>
<tr>
<td>4</td>
<td>0.33</td>
</tr>
<tr>
<td>5</td>
<td>0.05</td>
</tr>
<tr>
<td>6</td>
<td>0.28</td>
</tr>
<tr>
<td>7</td>
<td>0.37</td>
</tr>
<tr>
<td>8</td>
<td>0.52</td>
</tr>
<tr>
<td>9</td>
<td>0.43</td>
</tr>
<tr>
<td>10</td>
<td>0.42</td>
</tr>
<tr>
<td>11</td>
<td>0.23</td>
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<tr>
<td>12</td>
<td>0.45</td>
</tr>
<tr>
<td>13</td>
<td>0.16</td>
</tr>
<tr>
<td>14</td>
<td>0.20</td>
</tr>
<tr>
<td>15</td>
<td>0.17</td>
</tr>
<tr>
<td>16</td>
<td>0.28</td>
</tr>
<tr>
<td>17</td>
<td>0.48</td>
</tr>
<tr>
<td>18</td>
<td>0.48</td>
</tr>
<tr>
<td>19</td>
<td>0.41</td>
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<tr>
<td>20</td>
<td>0.02</td>
</tr>
<tr>
<td>21</td>
<td>0.30</td>
</tr>
</tbody>
</table>
Opportunity Program students enrolled in a La Raza Studies Program at California State University, Fresno.\textsuperscript{12} When the posttest had been completed, a Pearson product moment correlation analysis yielded a correlation of .84 between a summation of the pre- and posttest scores. This coefficient was considered sufficiently reliable to warrant using the instrument in this research study.

Each of the remaining seventeen items on the York scale had a range of "1" to "5." The range of an individual's total score was, therefore, 17-85. All respondents who had fewer than twelve responses were eliminated. To score the non-responses that were retained, the investigator assigned the same value to the missing response as the respondent had achieved on the opposing test. In case the respondent had ignored the item on both tests, no value was assigned, thereby equalizing the effect on both tests.

The Treatment Measuring Instruments

The primary focus of this study was to determine what effect, if any, citizen participation in a Community Action Program (CAP), had on their sense of alienation and educational power locus perception. Before the posttest

\textsuperscript{12}State of California, Office of Administrative Procedures, Department of General Services, California Administrative Code, Title 5, Education, Sections 40759 paragraph (b), and 40807, paragraph (b), pp. 475, 480. State of California, Documents Section, Sacramento, 95820.
could commence, therefore, it was necessary to design a scale for determining which respondents had participated in Community Action Agency (CAA), activities and which had not. If a respondent had participated in any of the activities provided by Community Action Program 81 (CAP 81), he was classified as part of the experimental group. If there had been no participation, the respondent was placed into the control group.

As each CAA had provided some opportunities which the other had not, it was necessary to construct two different listings of the CAP 81 activities, each unique to that particular CAA. The two documents were designed to approximate a Likert-type scale with the respondents afforded an opportunity to check a specific box for each question. It was assumed that the check would indicate not only the fact of participation, but also their perceived degree of participation in each activity.13 A five-step continuum ranging from "very often" to "never" was provided for the respondents to indicate their level of participation in each activity. The form was devised in this manner to increase the probability that a respondent who indicated participation in an activity had actually done so.

13 See Appendixes E, F, G, and H for copies of scales.
Activities Provided for Citizen Participation in CAP 81

Target Areas One and Two. Identification of the various activities which were provided for citizen participation by Self-Help Coalition, Inc., was possible by perusing monthly Community Action Reports on file in that CAA's office. These reports were summaries of weekly Staff Reports compiled and written by the Program Director as evidence of the activities of the CAA during each month. Additional description of the activities was provided through verbal elaborations by the Program Director. In the following paragraphs each item of activity listed on the treatment measuring instrument is identified and described, and reference is made to at least one monthly Community Action Report for each item.

Item 34. Parent Advisory Committee (PAC): 14

Though this organization was not a part of a CAP, the investigator included it as an activity for measurement. The rationale for its inclusion was that it was precisely the type of activity in which the CAAs were attempting to get the citizens to participate. Too, it was a part of the CAA's regular procedure at each gathering of citizens,

14Community Action Reports, May, 1972, and July 3, 1972. Compiled by Program Director, Self-Help Coalition, Inc., Fresno, California. Hereafter these reports are cited as Community Action Reports.
whatever the immediate purpose, also to include a plea for them to join and take active part in a PAC.

Item 35. Concerned Parents Group, such as Madison and Sunset, Fresno Colony, and Bethune school districts: 15

These parents were organized in several areas. Meetings were held in private homes and were oriented toward grass-roots issues in the local community schools. An example of a perceived problem was the need for patrolling the school grounds during the noon hour to prevent pupils from gambling and fighting. Parents wanted the school campus to be closed during the noon hour. Parking area lighting was also a concern due to vandalism to automobiles while parents attended school functions.

Item 36. Edison Advisory Education Committee: 16

Item 37. Model Cities Education Sub-committee: 17

These two items are identified and discussed together because the two groups eventually merged. The Edison group originally was organized to deal specifically with perceived educational problems at Edison High School. The Model Cities group was concerned with perceived educational problems in general. More than 10,000 citizens were contacted through door-to-door surveys, telephone, and mailouts

17 Ibid.
of newsletters and other educational materials by these
groups. A news conference and discussion panels were held
on the present educational system and means for effecting
institutional changes in that system. Meetings of these
groups were held twice each month to strengthen the organi-
zation of the citizens and to give the people a better
understanding of the educational environment in their
community.

Item 38. West Fresno Youth Council:18

Though the concern of this council centered
primarily around the securing of jobs for youths, it was
additionally concerned with the educational problems of
youths, particularly those attending Edison High School.
One particular concern which precipitated activity was an
election to assure equal representation on the council
from each census tract rather than election "at large."

Item 39. Parent-Teacher Association (PTA):19

Like Item 34, this item was also not a part of the
CAP, but was included by the investigator for the same
reason as previously cited. An integral part of all
activities was to encourage the participation of citizens
in PTAs, and meetings were held for the purpose of
strengthening specific PTAs.

18 Community Action Reports, September 6, 1972, and
December, 1972.

19 Community Action Reports, May, 1972, and October
2, 1972.
Item 40. Meetings of Fresno Colony School Home-School Liaison:20

Parents in the Fresno Colony School community were concerned because they felt that they had too little to say about what took place in their schools. For example, parents believed a reading specialist was to be removed from the faculty and they did not want this to happen. Meetings were held to increase the size and to strengthen the PAC and PTA. Grievances were taken before the Fresno Colony School Board in December, 1972, but no meeting was held due to lack of a quorum of the board.

Item 41. Meetings to eliminate the "open-space" concept at Bethune school and organizing and enlarging Parent-Teacher Associations.21

Parents in this community were concerned because great numbers of children were in one large room. No suitable lunchroom area was provided. The parents wanted the "open-space" divided into classrooms and a lunchroom to be provided.

Item 42. Meetings to support maintaining Edison High School at its present site:22

The Program Director cited a discussion by at  

22Ibid.
least one school board member and two administrative personnel concerning possible alternatives to which Edison High School could be converted. One suggestion as a possible alternative was to convert it into a vocational school and create another high school in a different area. It was suggested that the pupils at the present school might be absorbed into other existing high schools. Meetings were held to organize support to build a new school at the present site. Ground was later broken at the site for a new school.

Item 43. In-service training of Parent Advisory Committee (PAC) members: 23

Meetings were held in private homes with PAC members and other interested parents. Speakers were provided and instructions were given on how to organize activities to overcome perceived educational problems, e.g., discontinuance of school busing in certain areas of Fresno Colony School District, and provision of a cafeteria at the Mary McLeod Bethune School.

Item 44. Meetings to change Fresno Unified School District boundary to include Sunset school: 24

Item 46. Meetings to change Fresno Unified School

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23 Ibid.

District boundary to include Ivy, Fresno Colony, Westpark, and Orange Center.\textsuperscript{25}

Items 44 and 46 are identified together as both items were concerned with changes in the Fresno Unified School District boundary, though they were in two separate areas. These meetings were held to gain support for the changing of the boundaries to include the Sunset School and also to encompass Ivy, Fresno Colony, Westpark, and Orange Center Schools. The purpose was to improve the racial balance of the students and also expand the socio-economic mixing in the schools. In addition, according to the Program Director, children in some of these neighborhoods who lived very close to city schools had to travel long distances to other county schools because of the boundary lines. The Sunset boundary was subsequently changed.

Item 45. Meetings to gain greater voice for parents in Fresno Colony School Title I programs.\textsuperscript{26}

These meetings were held in private homes with interested citizens. Discussions were held as to ways and means to increase the participation and effectiveness of parents by organizing and unifying efforts to achieve changes in Title I programs.

\textsuperscript{25}Ibid.

\textsuperscript{26}Community Action Reports, September 6, 1972, and December, 1972.
Item 47. Attended Community Workshop on Community Action and Education:27

Speakers were arranged for such subjects as Vocational Education, Community Action, Youth in Education, and General Education. Plans were made to coordinate the efforts of black educators and other interested groups. Needs for educational changes were discussed and plans for a future workshop were drawn.

It was indicated to the investigator by the Program Director that 50 percent success was achieved in gaining the objectives of the various activities listed above.

Target Areas Sixteen, Calwa, and Eastgate. Identification and description of various opportunities provided for citizen participation by the Inner City Community Action Center were obtained by the investigator in essentially the same way as those obtained from Self-Help Coalition, Inc. Daily activity reports were required from the community aides, and the Director then produced a monthly Self-Evaluation report in which the many meetings and activities for that month were summarized. In addition, two Overviews were provided which condensed activities for the period September through November, 1972. Perusal of file copies of these documents plus verbal elaborations by the Director provided the description of this CAA's activities. In the

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following paragraphs each item of activity listed on the treatment measuring instrument related to this CAA is identified and described, and reference is made to at least one documentary source for each item.

**Item 34. Parent Advisory Committee (PAC):**

The rationale for the inclusion of this item was the same as that cited for the other CAA.

**Item 35. In-service training for Parent Advisory Committee (PAC) members:**

In-service training for PAC members as well as members of Neighborhood Core Groups was an integral part of the CAA's program. Training was provided in such areas as parliamentary procedure, basic precepts of community organization, group dynamics, identification of needs, documentation of findings and how to use information to effect change. Information was disseminated about Fresno County Economic Opportunity Commission (FCEOC), Inner City, and Fresno Unified School District.

**Item 36. Core groups, such as Eighth, Ninth, Tenth, Clay, Diana, Lowe, El Monte, and Illinois:**

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28 Self-Evaluation, September and October, 1972 and Overview, September and October, 1972. Compiled by Director, Inner City Community Action Center, Fresno, California. Hereafter these reports are cited as Self-Evaluation and Overview.


Twenty-two Core Groups were established in as many neighborhoods. Some groups shared common goals, but others had goals related to their own particular neighborhood. During the first meeting of a Core Group, the principles of community action and the goals and objectives of Inner City were explained. The importance of citizen participation and how they might bring about changes in the school system were discussed. There was also provided an opportunity for the people in the community to identify problems they felt were important to them. Meetings often included guest speakers and films on selected subjects and issues. Planning strategy for community action, developing new programs and identifying new problems were included in the agendas.

Item 37. Requiring changes in the availability, coding, and mailing of reduced price and free lunch tickets at various schools:

The mailing of tickets was favored in efforts to eliminate pupils from having to stand in long lines for the tickets. Identification of the tickets as "A" and "B" was perceived as discriminating and stigmatizing and therefore undesirable. Availability of the tickets on days other than just Monday was also desired.

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Item 38. Requiring school crossing signs and traffic guards at the Jensen-Cedar and Olive-Mariposa intersections:

Meetings were held to acquire school crossing signs and traffic guards at the cited intersections to increase the safety of children walking to and from schools.

Item 39. Requiring parent membership on school screening committees for Title I Teacher Aides:

Core Group meetings were held and pressure was brought on school officials to allow parents to have input in the screening and rating of applicants for positions as Title I Teacher Aides.

Item 40. The development of a Parent-Child Education Center at Roosevelt High School:

The objective was to have the school provide infant care from 8:30 a.m. to 3:30 p.m. so that student-mothers could continue their education in high school. Too, it was to provide courses in such areas as nutrition, child development, and family planning.

Item 41. Requiring changes in Calwa Elementary Bilingual Program:

\[\text{References:}\]

\[\text{Self-Evaluation, July, August, and September-October, 1972.}\]

\[\text{Overview, September-October, 1972 and November, 1972.}\]

\[\text{Self-Evaluation, September-October, 1972.}\]

\[\text{Overview, November, 1972.}\]
Meetings of Core Groups were held with the principal of Calwa Elementary School to reconcile perceived problems in the Calwa Bilingual Program.

Item 42. Meetings on behalf of children discriminated against or mistreated in school. 36

The Illinois Core Group met with the Rowell Elementary School PAC to protest a perceived act of racial discrimination at Rowell Elementary School.

Item 43. Spreading information on Propositions #1, 5, 9, 21, and the housing initiative on the November 7, 1972, ballot: 37

Information was disseminated on the effects on low-income people of a "yes" and a "no" vote on these propositions.

Item 44. Meetings for the setting of priorities for services and improvements which may be possible through Revenue Sharing: 38

The participants set such priorities as busing of children to and from school, greater police protection, street curbing and gutters, and more health care.

36 Ibid.


38 Ibid.
Item 45. Meetings to arrange for a boycott of a grocery store in Calwa: 39

A boycott was held against a community market because of perceived excessive food prices.

Item 46. Meetings to arrange for legal aid for citizens perceived to have been treated unjustly. 40

Item 47. Meetings to oppose the construction of lakes in Target Area Sixteen:

This item was included even though it was not a part of the CAP and therefore there is no documentation in the files of the CAA for reference. The investigator was advised of the meetings, however, by the Director of the Inner City Community Action Center. According to the Director, the meetings were held by interested citizens in the community to plan protest measures to oppose a proposal by the city to construct lakes in low-income areas in Target Area Sixteen, thereby displacing many residents. The investigator justified the inclusion of the item in that it represented the type of spontaneous, self-motivated activities the CAA attempted to prepare the community residents to generate.

It was indicated to the investigator by the Director that 85 percent success was achieved in gaining the objectives of the various activities listed above.

40 Ibid.
The Pretest Questionnaire and Cover Letters

The pretest questionnaire used in this study consisted of questions pertaining to the demographic characteristics of the respondents, Neal and Seeman's scale of powerlessness, and York's scale of educational power locus. Cover letters were prepared to accompany those questionnaires which were distributed through the elementary schools.

The Posttest Questionnaire and Cover Letters

The posttest questionnaire included the identical document which had been used in the pretest. In addition, there was the instrument for measuring the participation of the respondent in the various activity opportunities provided by the CAAs. Cover letters were also included in those posttest questionnaires distributed through the schools which had participated in the pretest.

PROCEDURES

The Inception of the Study

On September 22, 1971, the FCEOC unanimously adopted the Executive Committee's recommendation to approve

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41 See Appendixes I and J for copies of pretest questionnaires.
42 See Appendixes K, L, M, and N for copies of pretest cover letters.
43 See Appendixes O, P, Q, and R for copies of posttest cover letters.
CAP 81. The priorities established for the CAAs by CAP 81 were,

... concentrating the efforts of central staff, delegate agencies and all associate programs on the problems of education. The Commission has mandated that 75% of all the resources in all program accounts be allocated to the priority of education as further defined by the goals of this agency and the objectives submitted to and adopted by the Commission. ... The goal of Fresno County EOC for program years 1972-73 is to improve the quality of the educational systems in the Target Areas through community organizational efforts directed at the implementation of significant institutional change.44

Permission for the investigator to conduct this study of the objectives resulting from the approval of CAP 81 was obtained from the Executive Director of the FCEOC.

The Study Pretest Utilizing Schools

Permission to use the assistance of public school personnel in the distribution and collection of questionnaires in this study was obtained from the Administrative Assistant to the Superintendent, Fresno Unified School District.45 Two Title I schools serving the Target Areas for study were selected. Calwa Elementary School was selected on the East Side of Fresno, and Kirk Elementary

44 See Appendix A for copy of synopsis of CAP 81.
45 See Appendix S for copy of letter of permission.
School was selected from the West Side. The investigator explained the purpose of the study to the principals and also the Chairmen of the Parent Advisory Committees (PACs), from the two schools.

Calwa Elementary School. On May 8, 1972, the principal of Calwa Elementary School advised his faculty of the study and distributed to them envelopes containing the questionnaires and a cover letter co-signed by the PAC Chairman and himself. The documents were prepared in English and Spanish and were distributed to the pupils as deemed appropriate by the teachers. The questionnaires were sent home by the pupils and brought back to the teachers after being filled out by one of the child's parents.

In one week, 136 completed questionnaires were received at the school and 20 more were turned in the following week for a total of 156. Approximately 275 families had children attending that school. No follow-up letters were used because it was the principal's opinion that there would be little advantage to initiating any follow-up procedure based on previous experience at the school.

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47 Ibid., paragraphs 1.5.2., and 1.5.6, p. 8.
Kirk Elementary School. The PAC Chairman of Kirk Elementary School alone signed the cover letter accompanying the questionnaires to the parents of that school. The questionnaires were mailed to the parents by the PAC. After one week, only twenty-six completed questionnaires had been returned to the school.

Because of the small response, a follow-up letter co-signed by the principal of Kirk Elementary School and the investigator was prepared. On May 24, 1972, the follow-up letter and another questionnaire were sent home by the pupils at that school, following the same procedures as had been used at Calwa Elementary School. On June 1, 77 additional questionnaires were received at the school for a total of 103. Approximately 329 families had children attending the school.

The Study Pretest Utilizing Community Action Agencies

A wider sampling of the two communities in the population was achieved by also utilizing community aides from Inner City Community Action Center and Self-Help Coalition, Inc., the two CAAs which had assisted in the first pilot study.

The same instructions were given as had been given previously, and the aides from the respective agencies worked for two weeks getting questionnaires completed by citizens in their neighborhoods. By June 20, 1972, 101
questionnaires were received from the West Side and 104 were completed on the East Side. A combined total of 464 questionnaires from the two schools and the two CAAs was obtained by June 20, 1972.

The Posttest of Target Areas Sixteen, Calwa, and Eastgate

The investigator was unable to secure the assistance of Inner City Community Action Center aides to administer the posttest to citizens in the Target Areas Sixteen, Calwa, and Eastgate community. The Executive Director, FCEO, therefore, agreed to temporarily provide two Mexican-American employees from the community to perform the task.

The two workers were given instructions for administering the questionnaires on two occasions before they commenced work and one time during the work period. They were given the same instructions as had been given previously to the aides in the pilot study and pretest. In addition, they were repeatedly reminded that numerous efforts must be made to contact absent respondents. If respondents could not be reached or if for any reason the questionnaires could not be completed, that reason must be noted for each such pretest respondent.

The total pretest sample of 104 respondents was divided and each worker was held responsible for half the total. Names and addresses of the pretest respondents
were provided the workers. The task was begun on February 12, 1973, and was terminated three weeks later, on March 2, 1973. A total of thirty-six completed questionnaires was obtained. Sixty-eight of the total could not be completed; one of these was due to death. Another was because of a serious illness, and ten of the subjects would not cooperate the second time. The major proportion (fifty-six) of the incompletions was because the respondents could not be located. Many had moved leaving no forwarding address, and some of the homes had been demolished or vacated since they were in the route of a new freeway under construction through the community.

The Posttest of Target Areas One and Two

Self-Help Coalition, Inc. aides were again used to administer the posttest to the Target Areas One and Two pretest sample. Names and addresses were provided for the 101 respondents who had responded to the pretest. The same instructions were given as had been given previously for the pilot study and pretest. It was emphasized that repeated efforts must be made to contact absent respondents and that notation must be made wherever it was impossible to complete a questionnaire for any person who had responded in the pretest. The task was begun on February 12, 1973, and considered complete on March 8, 1973. A total of fifty completed responses was obtained by this agency. Fifty-one of the questionnaires could not
be completed. Of this number, fifteen of the respondents would not cooperate the second time. The remainder (thirty-six) could not be located at the previous addresses and no forwarding addresses were given.

The Posttest Utilizing the Schools

The posttest at Calwa and Kirk Elementary schools was begun on February 20, 1973. The principals of the respective schools used the same procedure for advising their faculties, and the same manner of distribution and collection of questionnaires was followed as had been done previously in the pretest. This task was also considered complete on March 8, 1973. A total of 58 completed responses was obtained from Kirk, and 166 were received from Calwa Elementary School. In all cases except that of Calwa school, the number of posttest responses was markedly lower than those in the pretest. In that one instance there were more responses obtained in the posttest.

The community served by these schools is characterized by high spatial mobility. The two principals of the schools involved in this study estimated to the investigator that their schools experienced from 50 to 60 percent annual turnover in students. The subject of sample mortality will be dealt with in the following chapter.

A total of 310 responses was obtained from the four sources in the posttest. The data obtained from these
respondents were used to test the hypotheses upon which this study was based.

HYPOTHESES

The null hypothesis form is used in this study because it is more suitable than a "research hypothesis" for the application of a statistical test.48 The null hypotheses to be statistically tested in this study and which are derived from the expectations cited in the first chapter may be stated as:

\( H_01: \) There will be no significant difference in the pre- and posttest scores of citizens who participate in Community Action Programs as measured by Neal and Seeman's scale of powerlessness.

\( H_02: \) There will be no significant difference between the posttest scores of citizens who participate in Community Action Programs and those who do not participate, as measured by Neal and Seeman's scale of powerlessness.

\( H_03: \) There will be no significant difference in alienation scores of black, brown, and white citizens who participate in Community Action Programs as measured by posttest scores on Neal and Seeman's scale of powerlessness.

$H_{04}$: There will be no significant difference between alienation scores of black, brown, and white citizens who participate in Community Action Programs and those who do not participate, as measured by posttest scores on Neal and Seeman's scale of powerlessness.

$H_{05}$: There will be no significant difference in the pre- and posttest scores of citizens who participate in Community Action Programs as measured by York's scale of educational power locus.

$H_{06}$: There will be no significant difference between the posttest scores of citizens who participate in Community Action Programs and those who do not participate, as measured by York's scale of educational power locus.

$H_{07}$: There will be no significant difference in the perceptions of power locus scores of black, brown, and white citizens who participate in Community Action Programs as measured by posttest scores on York's scale of educational power locus.

$H_{08}$: There will be no significant difference in the perception of the different ethnic groups between citizens who participate in Community Action Programs and those who do not participate, as measured by posttest scores on York's scale of educational power locus.
ANALYSIS OF THE DATA

Analyses to test the null hypotheses in this investigation involved only those respondents from whom the investigator was able to obtain both pre- and posttest. The initial step in the analysis, therefore, was to match those respondents who had participated in both tests. After identifying the sample from which the data were drawn, the hypotheses cited earlier were tested. To determine whether an analysis of covariance was appropriate, the investigator performed an analysis of variance on the pretest data. Since there were no significant differences among the groups on this initial analysis, the analysis of variance was the appropriate statistical tool to use, and was used to test all the hypotheses except numbers one and five.49

Hypothesis number one stated that no significant difference would be found in the pre- and posttest scores of citizens who participated in CAPs, as measured by Neal and Seeman's scale of powerlessness. Hypothesis number five stated that there would be no significant difference in the pre- and posttest scores of those citizens, as measured by York's scale of educational power locus.

Haber and Runyon state that when a reading on the same subjects is taken before and after the introduction of the experimental variable, it may be presumed that each individual will remain relatively consistent with himself. There will be, therefore, a correlation between the before sample and the after sample. The appropriate test for hypotheses one and five according to Haber and Runyon, then, was a Student t for correlated means. 50 This test was used for those two hypotheses.

Hypothesis number two stated that there would be no significant difference between the posttest scores of citizens who participated in CAPs and those who did not participate, as measured by Neal and Seeman's scale of powerlessness. Hypothesis number six stated that there would be no significant difference between the posttest scores of those same citizens, as measured by York's scale of educational power locus.

To test these two hypotheses a one-way analysis of variance (Student t for independent samples) was performed using the posttest scores on the above scales as the dependent variable.

Hypothesis number three stated that there would be no significant difference in alienation scores of black, brown, and white citizens who participated in CAPs, as

50 Ibid., p. 213.
measured by posttest scores on Neal and Seeman's scale of powerlessness. Hypothesis number seven stated there would be no significant difference in the perception of power locus scores by those same citizens, as measured by the posttest scores on York's scale of educational power locus.

To test these hypotheses a one-way analysis of variance was performed. The posttest scores on the two scales cited were used as dependent variables. A graphic paradigm of the analysis is presented in Table 7.

Table 7
Paradigm of One-Way Analysis of Variance Performed to Test Hypotheses Three and Seven

<table>
<thead>
<tr>
<th>Experimental Groups</th>
<th>Blacks</th>
<th>Browns</th>
<th>Whites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posttest Scores</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Posttest Scores</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Posttest Scores</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hypothesis number four hypothesized there would be no significant difference between alienation scores of black, brown, and white citizens who participated in CAPs and those who did not participate, as measured by posttest scores on Neal and Seeman's scale of powerlessness. Hypothesis number eight stated there would be no significant
difference in the perception of the different ethnic groups between citizens who participated in CAPs and those who did not participate, as measured by posttest scores on York's scale of educational power locus.

To test these hypotheses a two-way analysis of variance was performed. The posttest scores of citizens who participated were compared with those who did not participate. A graphic paradigm of this analysis is shown in Table 8.

Table 8

<table>
<thead>
<tr>
<th>Groups</th>
<th>Blacks</th>
<th>Browns</th>
<th>Whites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>Posttest</td>
<td>Posttest</td>
<td>Posttest</td>
</tr>
<tr>
<td></td>
<td>Scores</td>
<td>Scores</td>
<td>Scores</td>
</tr>
<tr>
<td>Control</td>
<td>Posttest</td>
<td>Posttest</td>
<td>Posttest</td>
</tr>
<tr>
<td></td>
<td>Scores</td>
<td>Scores</td>
<td>Scores</td>
</tr>
</tbody>
</table>

Summary

In this chapter, the geographic location and demographic characteristics of the population from which a sample was drawn have been described. Measuring instruments used in the gathering of data from the sample were explained. Detailed procedures for the investigation
were presented and the hypotheses to be tested were given. Finally, the investigator described the methods employed in the analysis of the data. In the next chapter the results of these analyses will be elaborated.
Chapter 4

RESULTS OF THE ANALYSES

The Population and Sample

When the posttest respondents were matched with those who had responded in the pretest, it was found that 131 citizens had completed both questionnaires. This represented 42 percent of the 310 people who responded in the posttest. Nineteen of the 131 questionnaires were eliminated because of insufficient data to provide valid comparisons. This left a total of 112 respondents in the sample to be analyzed. Of this group, seventy-six had participated in some activity provided by the CAAs and therefore were identified as the experimental group. The remaining thirty-six questionnaires were classified as the control group as these respondents had not participated in any of the activities.

For all analyses involving ethnic groups, scores from five additional respondents were deleted because they were ethnically classified as "Other," a category not included in the stated hypotheses. This left a total of 107 questionnaires for analysis.

The large mortality differences between the number of pre- and posttest respondents were cited in the previous
chapter. To determine the validity effect of this mortality, four Student's t tests were performed. These tests were made to ascertain if there were significant differences between those who completed only a pretest and those who completed both tests. For purposes of analysis, those who were contacted by interviewers, i.e., by Self-Help Coalition and Inner-City aides, were grouped together. Those who responded through the two schools were formed into another group. These two groups were analyzed separately.

Comparisons were made of the pretest scores obtained on both the Seeman scale and the York scale by those who completed only the pretest, with those who completed both the pre- and posttest. In all instances for both groups, the t tests indicated no significant differences at the .05 level.

Age, sex, and ethnic group distribution. Tables 9, 10, and 11, present the age, sex, and ethnic group distributions of those respondents whose tests were used in the final analysis of this study. An interesting note revealed in the comparison of the sample to the population is the fact that while the population was represented by only 14 percent in the age group 30-39, this same group comprised 40 percent of the sample. The 20-29 and 40-49 age groups were represented about the same in the sample as that found in the population. While the 50+ age group
was much lower in the sample, it can probably be explained in that a large proportion of the sample consisted of parents of elementary school children, and it is likely that this age group does not comprise a large proportion of that subpopulation.

The population consisted of 46 percent male and 54 percent female while the sample revealed 36 percent male, 55 percent female, and 9 percent unidentified. Unless all of the unidentified happened to be female, it does not seem that the disparity between those variables would be great.

The most noticeable aspect of the ethnic distribution of the sample as compared to the population is the fact that the sample contained about 10 percent more browns and approximately the same proportion fewer whites than did the population.

Table 9
Age Distribution of the Study Sample Obtained From Fresno County Economic Opportunity Commission Target Areas One, Two, Sixteen, Calwa and Eastgate, Fresno, California, by Number and Percent

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-29</td>
<td>30</td>
<td>28</td>
</tr>
<tr>
<td>30-39</td>
<td>43</td>
<td>40</td>
</tr>
<tr>
<td>40-49</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>50-+</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>107</td>
<td>100%</td>
</tr>
</tbody>
</table>
### Table 10

**Sex Distribution of the Study Sample Obtained From Fresno County Economic Opportunity Commission Target Areas One, Two, Sixteen, Calwa and Eastgate, Fresno, California, by Number and Percent**

<table>
<thead>
<tr>
<th>Sex</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>39</td>
<td>36</td>
</tr>
<tr>
<td>Female</td>
<td>59</td>
<td>55</td>
</tr>
<tr>
<td>Unknown</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>107</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Table 11

**Ethnic Group Distribution of the Study Sample Obtained From Fresno County Economic Opportunity Commission Target Areas One, Two, Sixteen, Calwa and Eastgate, Fresno, California, by Number and Percent**

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>48</td>
<td>45</td>
</tr>
<tr>
<td>Brown</td>
<td>34</td>
<td>32</td>
</tr>
<tr>
<td>White</td>
<td>25</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>107</td>
<td>100%</td>
</tr>
</tbody>
</table>
Testing of the Null Hypotheses

The following paragraphs will present the specific hypotheses that were tested and the types of analyses used along with the results obtained. In addition, graphic paradigms of each test are shown indicating those results.

\[ H_{01} \]  This hypothesis stated that there would be no significant difference in the pre- and posttest scores of citizens who participate in Community Action Programs as measured by Neal and Seeman's scale of powerlessness. To test the significance of the obtained difference between the pre- and posttest scores of the experimental group, a Student's t test for correlated means was used. The test indicated that there was no significant difference and the null hypothesis was accepted. The results of the analysis are presented in Table 12.

Table 12

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>76</td>
<td>3.7105</td>
<td>1.7154</td>
<td>-0.1568</td>
<td>75</td>
</tr>
<tr>
<td>Posttest</td>
<td>76</td>
<td>3.7500</td>
<td>1.6333</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difference</td>
<td>0</td>
<td>-0.0395</td>
<td>2.1951</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\( t \geq 2.000, \alpha 0.05, 75 \text{ df is significant} \)
The same test was applied to the results obtained by testing citizens who did not participate in CAPs using the same measuring instrument. The obtained $t$ in that test was $t = .3329$ which was not significant with $df = 35$.

$H_{02}$. This hypothesis stated that there would be no significant difference between the posttest scores of citizens who participate in Community Action Programs and those who do not participate, as measured by Neal and Seeman's scale of powerlessness. To test this hypothesis a one-way analysis of variance was performed using the posttest scores of the experimental and control groups. The results of the test indicated that there was no significant difference between the posttest scores of these two groups, therefore, the null hypothesis was accepted. A summary of the results obtained in the analysis is presented in Table 13.

### Table 13
Means, Standard Deviations, and Analysis of Variance of Posttest Scores of the Experimental and Control Groups on Neal and Seeman's Scale of Powerlessness

<table>
<thead>
<tr>
<th>Condition</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>74</td>
<td>3.7297</td>
<td>1.6485</td>
</tr>
<tr>
<td>Control</td>
<td>33</td>
<td>3.7121</td>
<td>2.4403</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>.0071</td>
<td>1</td>
<td>.0071</td>
<td>.0019</td>
<td>n.s.</td>
</tr>
<tr>
<td>Within Groups</td>
<td>397.6097</td>
<td>105</td>
<td>3.7868</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>397.6168</td>
<td>106</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

($F \geq 3.94$, $\alpha 0.05$, $1/105$ df is significant)
The same analysis was performed using the pretest scores of the two groups. The obtained $F = .0992$ was not significant.

$H_{03}$. This hypothesis stated that there would be no significant difference in alienation scores of black, brown, and white citizens who participate in Community Action Programs as measured by posttest scores on Neal and Seeman's scale of powerlessness. To test this hypothesis a one-way analysis of variance was performed using the posttest scores of those three groups. The results of the test indicated that there was no significant difference in the posttest scores of the groups and the null hypothesis was accepted. A summary of the results obtained in the analysis is presented in Table 14.

Table 14

Means, Standard Deviations, and Analysis of Variance of the Posttest Scores of the Ethnic Groups on Neal and Seeman's Scale of Powerlessness

<table>
<thead>
<tr>
<th>Condition</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>48</td>
<td>3.6042</td>
<td>1.5102</td>
</tr>
<tr>
<td>Brown</td>
<td>34</td>
<td>3.8088</td>
<td>2.0899</td>
</tr>
<tr>
<td>White</td>
<td>25</td>
<td>3.8400</td>
<td>2.3525</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>1.0912</td>
<td>2</td>
<td>.5456</td>
<td>.1432</td>
<td>n.s.</td>
</tr>
<tr>
<td>Within Groups</td>
<td>396.3465</td>
<td>104</td>
<td>3.8110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>397.6168</td>
<td>106</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

($F \geq 3.09, \alpha 0.05, 2/104 df$ is significant)
The same analysis was made using the pretest scores of the three groups. The obtained $F = .1425$ was not significant.

$H_{04}$. This hypothesis stated that there would be no significant difference between alienation scores of black, brown, and white citizens who participate in Community Action Programs and those who do not participate, as measured by posttest scores on Neal and Seeman's scale of powerlessness. To test this hypothesis a two-way analysis of variance was performed using the posttest scores of the groups. The results of the test indicated that there was no significant difference in the posttest scores of the groups. The null hypothesis was therefore accepted. A summary of the results obtained in the analysis is presented in Tables 15 and 16.

The same type of analysis was performed using the pretest scores obtained by the same groups. No significant differences were found in the scores of the groups.

$H_{05}$. This hypothesis states that there would be no significant difference in the pre- and posttest scores of citizens who participate in Community Action Programs as measured by York's scale of educational power locus. To test the significance of the obtained difference between the pre- and posttest scores of the experimental group, a Student's $t$ test for correlated means was used. The test indicated there was no significant difference so
<table>
<thead>
<tr>
<th>Group</th>
<th>Black</th>
<th>Brown</th>
<th>White</th>
<th>Total Exp. and Cont.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>3.7738</td>
<td>3.4286</td>
<td>4.1364</td>
<td>3.7297</td>
</tr>
<tr>
<td>SD</td>
<td>1.3398</td>
<td>2.1053</td>
<td>1.8720</td>
<td>1.6597</td>
</tr>
<tr>
<td>N</td>
<td>42</td>
<td>21</td>
<td>11</td>
<td>74</td>
</tr>
<tr>
<td>Control</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>2.4167</td>
<td>4.4231</td>
<td>3.6071</td>
<td>3.7121</td>
</tr>
<tr>
<td>SD</td>
<td>2.2895</td>
<td>2.0801</td>
<td>2.7955</td>
<td>2.4781</td>
</tr>
<tr>
<td>N</td>
<td>6</td>
<td>13</td>
<td>14</td>
<td>33</td>
</tr>
<tr>
<td>Total Ethnic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>3.6042</td>
<td>3.8088</td>
<td>3.8400</td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>1.5262</td>
<td>2.1214</td>
<td>2.4010</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>48</td>
<td>34</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>
the null hypothesis was accepted. The results of the analysis are presented in Table 17.

Table 16

Analysis of Variance of the Posttest Scores of the Experimental and Control Groups on Neal and Seeman's Scale of Powerlessness by Ethnic Group

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment</td>
<td>1.6663</td>
<td>1</td>
<td>1.6663</td>
<td>0.4464</td>
<td>n.s.</td>
</tr>
<tr>
<td>Ethnic</td>
<td>10.8579</td>
<td>2</td>
<td>5.4290</td>
<td>1.4544</td>
<td>n.s.</td>
</tr>
<tr>
<td>Interaction</td>
<td>17.8849</td>
<td>2</td>
<td>8.9424</td>
<td>2.3957</td>
<td>n.s.</td>
</tr>
<tr>
<td>Error</td>
<td>377.0102</td>
<td>101</td>
<td>3.7328</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>407.4193</td>
<td>106</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(F ≥ 3.94, α 0.05, 1/101 df is significant)
(F ≥ 3.09, α 0.05, 2/101 df is significant)

Table 17

Means, Standard Deviations, Amount of Change, and t Test of Differences Between Pre- and Posttest Scores of the Experimental Group on York's Scale of Educational Power Locus

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>76</td>
<td>61.8553</td>
<td>9.2148</td>
<td>1.3321</td>
<td>75</td>
</tr>
<tr>
<td>Posttest</td>
<td>76</td>
<td>59.9211</td>
<td>9.6937</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difference</td>
<td>0</td>
<td>1.9342</td>
<td>12.6579</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(t ≥ |2.000|, α 0.05, 75 df is significant)

The same test was applied to the results obtained by testing citizens who did not participate in CAPs using the same measuring instrument. The obtained t in that test was t = -0.3857 which was not significant at df = 35.
H_{06}. This hypothesis states that there would be no significant difference between the posttest scores of citizens who participate in Community Action Programs and those who do not participate, as measured by York's scale of educational power locus. To test this hypothesis a one-way analysis of variance was performed using the posttest scores of the experimental and control groups. The results of the test indicated that there was no significant difference between the posttest scores of these two groups. The null hypothesis was therefore accepted. A summary of the results obtained in the analysis is presented in Table 18.

Table 18

Means, Standard Deviations, and Analysis of Variance of Posttest Scores of the Experimental and Control Groups on York's Scale of Educational Power Locus

<table>
<thead>
<tr>
<th>Condition</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>74</td>
<td>60.391</td>
<td>9.304</td>
</tr>
<tr>
<td>Control</td>
<td>33</td>
<td>61.273</td>
<td>10.217</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>17.707</td>
<td>1</td>
<td>17.7073</td>
<td>.1888</td>
<td>n.s.</td>
</tr>
<tr>
<td>Within Groups</td>
<td>9850.1806</td>
<td>105</td>
<td>93.8112</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9867.8878</td>
<td>106</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(F ≥ 3.94, α = 0.05, 1/105 df is significant)

The same analysis was performed using the pretest scores of the two groups. The obtained F = .0627 was not significant.
This hypothesis stated that there would be no significant difference in the perceptions of power locus scores of black, brown, and white citizens who participate in Community Action Programs as measured by posttest scores on York's scale of educational power locus. To test this hypothesis a one-way analysis of variance was performed using the posttest scores of those three groups. The results of the test indicated that there was no significant difference in the posttest scores of the groups, therefore, the null hypothesis was accepted. A summary of the results obtained in the analysis is presented in Table 19.

<table>
<thead>
<tr>
<th>Condition</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>48</td>
<td>59.6667</td>
<td>9.9044</td>
</tr>
<tr>
<td>Brown</td>
<td>34</td>
<td>62.1176</td>
<td>8.2667</td>
</tr>
<tr>
<td>White</td>
<td>25</td>
<td>60.6000</td>
<td>10.4231</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>101.7415</td>
<td>2</td>
<td>50.8707</td>
<td>.5427</td>
<td>n.s.</td>
</tr>
<tr>
<td>Within Groups</td>
<td>9748.1961</td>
<td>104</td>
<td>93.7327</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9867.8878</td>
<td>106</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(F ≥ 3.09, α = 0.05, 2/104 df is significant)

The same analysis was made using the pretest scores of the three groups. The obtained F = 2.3676 was not significant.
H_{08}. This hypothesis stated that there would be no significant difference in the perception of the different ethnic groups between citizens who participate in Community Action Programs and those who do not participate, as measured by posttest scores on York's scale of educational power locus. To test this hypothesis a two-way analysis of variance was performed using the posttest scores of the groups. The results of the test indicated that there was no significant difference in the posttest scores of the groups and the null hypothesis was accepted. A summary of the results obtained in the analysis is presented in Tables 20 and 21.

Summary

As a result of findings revealed by the analyses of the data obtained in this investigation, all null hypotheses cited in the previous chapter were accepted. No significant differences were found in any of the analyses.

In this chapter the demographic characteristics of the study sample have been presented. The specific hypotheses tested were cited and the analyses of each, along with the results obtained were described. In the following chapter the discussion, conclusions, and recommendations of the study are given.
## Table 20

Means and Standard Deviations of the Posttest Scores of the Experimental and Control Groups on York's Scale of Educational Power Locus

<table>
<thead>
<tr>
<th>Group</th>
<th>Black</th>
<th>Brown</th>
<th>White</th>
<th>Total Exp. and Cont.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>58.6429</td>
<td>63.0000</td>
<td>62.0909</td>
<td>60.3919</td>
</tr>
<tr>
<td>SD</td>
<td>9.8917</td>
<td>8.1548</td>
<td>8.7230</td>
<td>9.3674</td>
</tr>
<tr>
<td>N</td>
<td>42</td>
<td>21</td>
<td>11</td>
<td>74</td>
</tr>
<tr>
<td>Mean</td>
<td>66.8333</td>
<td>60.6923</td>
<td>59.4286</td>
<td>61.2727</td>
</tr>
<tr>
<td>SD</td>
<td>8.3046</td>
<td>8.9012</td>
<td>12.1257</td>
<td>10.3751</td>
</tr>
<tr>
<td>N</td>
<td>6</td>
<td>13</td>
<td>14</td>
<td>33</td>
</tr>
<tr>
<td>Mean</td>
<td>59.6667</td>
<td>62.1176</td>
<td>60.6000</td>
<td></td>
</tr>
<tr>
<td>Total Ethnic</td>
<td>10.0092</td>
<td>8.3911</td>
<td>10.6380</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>48</td>
<td>34</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>
Table 21

Analysis of Variance of the Posttest Scores of the Experimental and Control Groups on York's Scale of Educational Power Locus

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment</td>
<td>21.7265</td>
<td>1</td>
<td>21.7265</td>
<td>.2357</td>
<td>n.s.</td>
</tr>
<tr>
<td>Ethnic</td>
<td>49.3530</td>
<td>2</td>
<td>24.6765</td>
<td>.2677</td>
<td>n.s.</td>
</tr>
<tr>
<td>Interaction</td>
<td>477.8842</td>
<td>2</td>
<td>238.9421</td>
<td>2.5923</td>
<td>n.s.</td>
</tr>
<tr>
<td>Error</td>
<td>9309.5831</td>
<td>101</td>
<td>92.1741</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9858.5468</td>
<td>106</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(F > 3.94, α = 0.05, 1/101 df is significant)
(F > 3.09, α = 0.05, 2/101 df is significant)
Chapter 5

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Discussion

This study was designed to determine whether any significant changes occurred concerning the feelings of alienation and educational power locus perception among low-income persons who participated in a Community Action Program (CAP), funded by Fresno County Economic Opportunity Commission (FCEOC). Alienation seemingly has many dimensions, and it was used in this study in the sense of powerlessness or "... low expectancies for control of events."\(^1\) Neal and Seeman had previously designed a scale to measure this sense of powerlessness, and that scale was used in this study. The investigator designed a scale for measuring the citizens' power locus perception which was discussed fully in Chapter 3.

The study was also conducted in such a manner as to show if there was a significant difference in a sense of powerlessness and power locus perception between citizens who did participate and those who did not participate in a CAP. These same tests were performed to

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determine if there were significant differences between black, brown, and white citizens. As previously cited in Chapter 4, all null hypotheses were accepted—in no instance did the tests indicate any significant differences.

While Neal and Seeman found some support for their hypothesis that powerlessness is a function of the lack of mediating organizations, they also found high powerlessness among white-collar workers who were non-strivers.\(^2\) Non-strivers, in this instance, are those who scored in the lower half of a scale which, in effect, offered respondents a choice between occupational mobility and a series of other values; e.g., family and friendship ties. The subjects in the present study were low-income citizens and may well have been "non-strivers" as opposed to people who are "mobility-minded."

In Seeman's Swedish study he found that high powerlessness and low political knowledge went together.\(^3\) It is possible that the citizens who participated in this study did not acquire enough knowledge of the various activities in which they engaged to have a positive effect on their perception of power. This could have resulted from inadequate communication, not only from those within

\(^2\)Ibid., p. 225

the Community Action Agencies (CAAs), but also among the participants. The importance of extensive communication contacts was pointed out by Fanelli. According to that writer, such contacts may be part of an attitude-perception-behavior syndrome which may involve stronger-than-average feelings of identification with a group and greater-than-average participation in its activities. This total syndrome may have had a bearing upon the acquisition of knowledge of the program by the participants.

It should be pointed out that Seeman and Evans and later by Seeman alone, found a correlation between alienation and knowledge. Powerlessness, or an individual's sense of personal control, has much to do with his interest level and his degree of knowledge about his affairs. Even though a citizen may have attended various CAP meetings and activities, it is possible his actual knowledge concerning the intricacies of the program increased very little. The degree and length of participation by the citizens were beyond the scope of this study, and it may well be that a


sense of powerlessness could be a function of the degree of personal involvement as well as the length of time one spends participating in the institutions which serve him.

Since the primary focus of Community Action Program 81 (CAP 81), was upon the educational institution, it is also possible that this narrow focus may have precluded some reduction in the citizens' sense of powerlessness. It may be that a broader base of participation in such basic institutions as government, religion, and economics, in addition to and concurrent with participation in activities directed toward effecting changes in the educational institution, may have had a more pronounced effect upon their sense of powerlessness.

The findings in this study are somewhat related to those found by Zurcher. Using Dean's scales, Zurcher found that his subjects experienced an insignificant reduction in isolation, normlessness, and alienation and some increase in powerlessness. When he divided the subjects into "active" and "inactive," the active members had statistically significant decreases in normlessness and alienation. However, they also had an insignificant increase in powerlessness.

---

The inactive members showed significant increases in isolation, powerlessness, and alienation while normlessness remained unchanged. This would tend to support the suggestion that degree or quality and possible extent of time participating in a CAP may be a crucial factor in the reduction of a sense of powerlessness. It should be pointed out that in Zurcher's study, "inactive" referred to a lesser amount of activity than "active"—not a total lack of participation. It may account for the fact that his inactive subjects experienced significant increases in powerlessness and the non-participants in this study had no significant change. Zurcher's study, however, cannot be totally compared with the present one because his subjects and measurement scales were different from those utilized here. While he focused upon the representatives of the citizens, this investigation used the citizens from the community.

The results achieved in a study by Gottesfeld and Dozier also lend support to the argument that the degree of identification or involvement in a CAP is a crucial factor in powerlessness reduction. Their findings seemed to indicate a change in the sense of powerlessness of poor people who became paid participants in a CAP. In the

---

present study, however, the citizens were voluntary participants and received no monetary remuneration. This added incentive of economic reward may have a positive effect upon the psychological identification and attitude formation of the participant. This in turn may have the effect of reducing the person's sense of alienation.

The results of a study by Gove and Costner seemed to coincide somewhat with this study and also the study by Zurcher cited above. From Seattle they reported that, "... if it [club participation] has any effect on [their] psychological outlook, [it] probably adds to a sense of frustration rather than imparting any sense of accomplishment or power." 9

It is possible that a like effect may have been experienced by those participants studied in this investigation. The person who was the director of Inner City Community Action Agency at the inception of CAP 81 resigned his position and his replacement subsequently resigned also. Too, the Executive Director of West Fresno Federation was terminated by the federation board during the course of the program and this action drew much newspaper

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publicity. About the same time the Community Action Committee (CAC), of FCEOC, "... charged the federation has not effectively spent $91,030 in versatile funds, has allowed four community centers which it controls to deteriorate and cited growing criticism against the federation by the West Fresno community."\(^{10}\) These events may have been psychologically frustrating to the citizens of the communities and especially to those who became active in the CAP. This frustration may have dulled any sense of accomplishment or power for the citizens studied in the investigation, thereby eliminating any positive benefits to their sense of powerlessness or power locus perception.

The fact that no significant differences in powerlessness or power locus perception were found between black, brown, and white citizens who participated in the CAP does not seem to agree with some other claims. Crawford and Naditch cited several investigators who found that Negro Americans tend to perceive themselves less able to influence their own fate than do U.S. whites.\(^{11}\) This could be a predominate perception held by many blacks, but in this study in which the subjects included poor whites as well as blacks and browns, no significant differences emerged.

\(^{10}\) The Fresno Bee, January 5, 1973, Sec. C, p. 1, cols. 3-8.

Lane has claimed that members of groups are more likely to be active politically than are non-members. They are also less likely to feel alienated from society, he claimed.\footnote{Robert E. Lane, *Political Life: Why and How People Get Involved in Politics* (New York: The Free Press, 1959), pp. 187-203, cited by Judith V. May, *Citizen Participation: A Review of the Literature* (Institute of Governmental Affairs, University of California, Davis, 1971), p. 54.} Much of the effort of the two CAAs involved in this study was expended in organizing neighborhood core groups for action. They were successful in organizing a large number of such groups. Even though those citizens may have had the added benefit of acting in consort with a reference group, the tests revealed no difference between their sense of alienation or power locus perception and that of those citizens who did not participate in the CAP at all.

Clark has maintained that if mobilized community power should succeed in gaining positive changes, Negro self-confidence and pride will grow and even greater effectiveness would result. Failure, on the other hand, would only reinforce their despair and convince them of their personal and group powerlessness.\footnote{Kenneth B. Clark, *Dark Ghetto* (New York: Harper & Row, Publishers, 1965), p. 15.}

In this study the directors of the two CAAs involved indicated to the investigator that they achieved 50 percent and 85 percent success, respectively, in the objectives of

\begin{itemize}
  \item \textbf{Lane} has claimed that members of groups are more likely to be active politically than are non-members. They are also less likely to feel alienated from society, he claimed.\footnote{Robert E. Lane, *Political Life: Why and How People Get Involved in Politics* (New York: The Free Press, 1959), pp. 187-203, cited by Judith V. May, *Citizen Participation: A Review of the Literature* (Institute of Governmental Affairs, University of California, Davis, 1971), p. 54.}
  \item Much of the effort of the two CAAs involved in this study was expended in organizing neighborhood core groups for action. They were successful in organizing a large number of such groups. Even though those citizens may have had the added benefit of acting in consort with a reference group, the tests revealed no difference between their sense of alienation or power locus perception and that of those citizens who did not participate in the CAP at all.
  \item Clark has maintained that if mobilized community power should succeed in gaining positive changes, Negro self-confidence and pride will grow and even greater effectiveness would result. Failure, on the other hand, would only reinforce their despair and convince them of their personal and group powerlessness.\footnote{Kenneth B. Clark, *Dark Ghetto* (New York: Harper & Row, Publishers, 1965), p. 15.}
  \item In this study the directors of the two CAAs involved indicated to the investigator that they achieved 50 percent and 85 percent success, respectively, in the objectives of
\end{itemize}
the various activities which were listed on the posttest questionnaire. In spite of this high degree of accomplishment of objectives, this success was not sufficient to change the participants' sense of powerlessness or power locus perception. Again, it should be pointed out that the degree of participation by the subjects was not within the scope of this study. It may be that there were not enough subjects who participated in a sufficient number of the activities provided to acquire an "overall" feeling of success. Each subject may have participated in only one or relatively few of the activities and therefore met with failure or experienced little in the way of success. Again, the question of degree of participation becomes a questionable issue.

As Clark pointed out, one cannot behave as if one has power when all previous experiences have indicated that one has none. It does seem questionable that being instrumental in effecting a relatively few social changes over a period of only nine months would be sufficient to overcome a psychological set acquired from a lifetime of perceived powerlessness.

Sjoberg, Brymer, and Farris have claimed that, in part at least, the lower class citizens' sense of alienation is a function of their patterns of interaction with

14 Ibid., p. 156.
bureaucratic officialdom. Typically, those writers claimed, lower-class persons relate to one another in a personal manner. These lower class members, therefore, are faced with a perplexing situation when they attempt to communicate with middle-class bureaucrats who are accustomed to administering rules in impersonal, universalistic ways.

It should be noted that while the subjects in this study may have in some measure experienced a colleague relationship with others in a bureaucratic organization, e.g., the CAAs, many of these low-income people were simultaneously experiencing interactions as clients with bureaucrats in a client-centered bureaucracy, e.g., a welfare agency. If, as suggested by Sjoberg, Brymer, and Farris, those interactions lead to circumstances under which lower-class citizens often experience a sense of powerlessness or alienation, the latter could possibly have offset any beneficial effects of the first.

Conclusions

As no significant changes were indicated by the results of this study for individual citizens or citizens as members of black, brown, or white groups, one is led to

conclude that participation in and control of events may be interpreted as two different things by those citizens. Undoubtedly the participants in the activities provided by CAP 81 did not develop a great sense of internal or personal control of events.

One must conclude, therefore, that participation alone in a CAP is not sufficient to effect a significant change in a person's sense of alienation and power locus perception. If participation is a factor in such a change, it is perhaps affected by such variables as degree, psychological identification, and time span. This suggests that when analyzed for the differential effects of the degree of participation in a CAP, the intensity of psychological identification with that program, and the length of time a participant may have been involved in such a program, a different conclusion may be indicated.

Nothing was discovered in this study which would lead the investigator to believe that the same results would not have obtained in similar communities in the United States. Comparisons were made of the pretest scores of those who took only the pretest with those who took the pre- and posttest, and no significant differences were found. The nonsignificant values indicate that the two groups were from the same population. While a variation of CAPs could possibly produce a differential effect, indications are that there would be no significant difference between low-income black, brown, and white citizens.
Recommendations

The question of the effect of the degree of participation in, intensity of identification with, and length of time involved in a CAP has not been resolved by this study. It may well be that a more deep-rooted psychological identification with a CAP, such as was apparently experienced by the paid participants in Gottesfeld and Dozier's study would produce a more positive effect than indicated in this study. Too, more "active" participants such as those described by Zurcher may have revealed a greater degree of change if analyzed separately from those who were less active. Lastly, if a more longitudinal approach were made in which greater time were allowed to offset some of the deleterious effects of previous experiences referred to by Clark, a more positive benefit might have obtained. Because of the results achieved in this study, it seems especially important that such an investigation be pursued to determine if a sense of alienation and power locus perception would change as those variables are altered.

Summary

This study was conducted to find out if there would be a significant change in low-income citizens' sense of alienation and power locus perception as a result of their participation in a Community Action Program. The results indicated there were no significant changes and also that there was no significant difference in that same
regard between citizens who participated and those who did not participate in the program. Further, tests indicated that in those same ways, there were no differences between black, brown, and white groups.

One must conclude, therefore, that participation alone in a CAP is not sufficient to effect a significant change in a person's sense of alienation and power locus perception. Results of other studies, however, suggest that when analyzed for the differential effect of the degree of participation in, intensity of identification with, and length of time involved in a CAP, a different result might have obtained. All this notwithstanding, investigation of the effect of these variables would either lend much support to the present findings or suggest a paramount focus of efforts for those charged with administering Community Action Programs.
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BOOKS


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Miller, John K. "Not Performance Contracting But the OEO Experiment Was a Failure," Phi Delta Kappan, LIV (February, 1973), 394-396.


GOVERNMENT DOCUMENTS


NEWSPAPERS


UNPUBLISHED WORKS

Community Action Reports compiled by Program Director, Self-Help Coalition, Inc., Fresno, California. May, July, July 3, September 6, October 2, October 4, December, December 7, 1972.


Letter of appointment confirmation dated January 18, 1971, to Joe Williams, from Ron Williams, Fresno County Economic Opportunity Commission Personnel Chairman.


Overview compiled by Director, Inner City Community Action Center, Fresno, California. September-October, November, 1972.

Self-Evaluation compiled by Director, Inner City Community Action Center, Fresno, California. June, July, August, September-October, 1972.
APPENDIX A

SYNOPSIS OF CAP 81 AND CAP 7
SYNOPSIS OF CAP 81 & CAP 7

(CAP 81)

CAA PRIORITIES

WHAT ARE THE CAA PRIORITIES FOR THE COMING PROGRAM YEAR?

On the basis of the problems identified in the community, the priority has been established through the CAC/Goals Committee and adopted by the Commission of concentrating the efforts of central staff, delegate agencies and all associate programs on the problems of education. The Commission has mandated that 75% of all the resources in all program accounts be allocated to the priority of education as further defined by the goals of this agency and the objectives submitted to and adopted by the Commission. The remaining 25% can be allocated to specific problems identified in the individual target areas by the appropriate delegate agencies for use in the continuation of on-going programs or for the development of new activities. The rationale for this decision is attached in a central staff recommendation of the Goals Committee dated July 22, 1971 and contained in Appendix A.

WHAT IS THE CAA GOAL FOR THE COMING YEAR?

THE GOAL OF FRESNO COUNTY EOC FOR PROGRAM YEARS 1972-73 IS TO IMPROVE THE QUALITY OF THE EDUCATIONAL SYSTEMS IN THE TARGET AREAS THROUGH COMMUNITY ORGANIZATIONAL EFFORTS DIRECTED AT THE IMPLEMENTATION OF SIGNIFICANT INSTITUTIONAL CHANGE.

In addition to this, individual goals and objectives for the remaining 25% allocation will be established by individual delegate agencies in relation to problems in the community as noted above.

One further goal has been mandated and directed at activities of central staff and delegate agencies and that is the creation of a task force planning group to begin to develop a viable plan for employment-economic development in the Fresno County Area.

At present, specific goals cannot be defined pending the decision of the delegate agencies as to the various
objectives that they will select on a county-wide or geographic basis. In Section III specific objectives oriented around community organization efforts will be defined that will more clearly illustrate the above statement.

WHAT ARE THE CAA'S GOALS FOR THE NEXT THREE YEARS?

As can be seen from the establishment of the above goals and priorities, the emphasis will be first on the educational aspects for the next two years, and secondly upon creating a viable plan to implement economic development and employment programs for the target areas. The narrowing of the approaches to problems of poverty in the community and the concentration of effort of all programs and program accounts has been determined to be the most viable means to effect change in the community. Pending substantial additional funding, it is felt that this agency must be limited to one (or possibly a second minor goal) and an equally limited number of objectives.

WHAT POVERTY PROBLEMS OR PROBLEMS WILL THE PROJECT ADDRESS?

The project will address two essential problems as defined in this point in time which are as noted in the educational problems in the community and the problem of a lack of employment economic development for the target areas in the community. The answer to this question cannot be developed at this point in time but will be included in the CAP 7.

WHAT ALTERNATIVE WAYS OF APPROACHING THE PROBLEMS HAVE BEEN CONSIDERED?

Same as above.

WHAT ARE THE SPECIFIC OBJECTIVES OF THE PROJECT?

The objectives established by the Commission are listed below, however, they are not intended to be all inclusive nor is it suggested that all these stated objectives will be dealt with by the delegate agencies and associate programs. The primary function of the planning process described in Section I-A is to determine to which objectives the delegate agencies performance contracts will be directed and only after this determination can the precise objectives be outlined, and the way in which associate programs will be linked to the delegate agencies be determined.
PURPOSE

WHAT PROBLEMS WILL YOU DEAL WITH IN THE PROGRAM ACCOUNT?

Basically, the problems are specifically as follows:

1. There is a lack of interest by the low-income community toward educational boards, both appointive and collective, the adequate day care and preschool education.

2. There is a need to increase sensitivity in the schools and the utilization of various bi-cultural programs. The initiation of a viable drop-out program for low-income people.

3. There is a need to create a viable program for the drug abuse problem as it specifically relates to the low-income individual.

4. There is a need to create a program designed to change the format of vocational education to meaningfully instruct low-income people.

5. There is a need to begin the initiation of an adult education program intended to upgrade the self-confidence of the minority or low-income individual.

WHAT ARE THE OBJECTIVES OF THE PROGRAM ACCOUNT AND WHAT BENEFITS SHOULD RESULT FROM ITS OPERATION?

For this section, each individual objective is listed separately.

1. This objective is to add low-income input into the various boards that are established that deal directly with education in Fresno County. These include specifically the following.

   a. The Title I ESEA Boards and their parent advisory commissions.
   b. Migrant Education Boards.
   c. Head Start Advisory Boards.
   d. Elected School Boards.
The object of this section is to sufficiently interest the low-income community in implementing institutional change by adding a greater input of their ideas and philosophies into the present institutional system. This will be done on a county-wide basis in all of those districts where the low-income people determine that their needs are not being met by the present system.

2. The second objective is to begin day care and preschool educational facilities for all low-income people in the County of Fresno. This will be done by trying to implement institutional change in the present structure of the following institutions.
   a. The Fresno County Welfare Department.
   b. The Probation Department.
   c. Fresno County Schools.
   d. Fresno City Schools.
   e. HEW
   f. OEO

3. The next objective is to increase the sensitivity of the instructors and to establish bi-cultural programs within the present school system. As such, we are striving to bring about institutional change in the following institutions:
   a. Fresno County Schools.
   b. Fresno City Schools.
   c. Fresno City College.
   d. Fresno State College.
   e. San Joaquin Memorial and other private & parochial schools.

4. The next program is the establishment of a program designed to treat the problem of the drop-out. Specifically, this program will deal with three areas:
   a. To immediately mobilize and organize the community to start a tutorial program designed to meet the immediate needs of the low-income people. The CAP will only motivate the community to do this themselves. They will not get into the actual program.
   b. There will be a second approach which is trying to file suit against the GED (General Equivalency Exam) to lower the standards that have been established within the high school equivalency test. Presently, graduates of Fresno Schools are graduating with only a 7.8 median score while on
the GED, a median score of 12.9 is necessary. This inequity will be acted upon to a class action suit against the GED testing method. The institutional change is obvious here.

c. The next strategy to treat the drop-out problem is to begin a leadership high school sponsored through Fresno City Unified School District yet operated under community control. This will enable the local community people and the educational field to work together to establish innovative programs that can be utilized within the Fresno City Unified School District's main programs and institutions.

5. **Drug Abuse**

The problem of drug abuse will be treated by attempting to re-orient the following institutions and direct their efforts towards the low-income community.

1. Fresno County Drug Abuse Coordinating Council.
2. Fresno County Schools Drug Abuse Program.
3. Fresno City Schools Drug Abuse information service.
4. The Fresno Sheriff's Department.
5. The California Council of Criminal Justice.
6. Model Cities Program.
7. FACTS and many of the other Drug Abuse Programs that are designed to deal with the WASP who is having emotional problems while on drugs.

6. **Vocational Education**

This objective will be basically to implement change within the following institutions.

1. Fresno County School System.
2. Fresno City Unified School District.
3. Human Resources Development.
4. Concentrated Employment Program.
5. Fresno County Welfare Department.
6. Neighborhood Youth Core.
7. NABS

7. **Adult Education**

This objective will specifically attempt to implement institutional change in the following institutions through the setting up of viable programs to deal with the actual needs of the low-income adult.

1. Fresno City College.
2. Fresno State College.
3. Fresno City Schools Adult Program.
4. Fresno County Sch. thru var. districts.
5. The establishment of classes that will organize the adult community into groups that will attempt to de-legitimize the myths which have been propagated for them in an attempt to make them believe that they are inferior to other segments of the community.
APPENDIX B

OFFICE OF ECONOMIC OPPORTUNITY POVERTY GUIDELINES
### OEO Poverty Guidelines for All States Except Alaska and Hawaii

<table>
<thead>
<tr>
<th>Family Size</th>
<th>Nonfarm Family</th>
<th>Farm Family</th>
</tr>
</thead>
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<tr>
<td>1</td>
<td>$2,100</td>
<td>$1,800</td>
</tr>
<tr>
<td>2</td>
<td>2,725</td>
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<tr>
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<td>3,450</td>
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<td>4,200</td>
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<tr>
<td>7</td>
<td>6,200</td>
<td>5,275</td>
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For families with more than 7 members, add $650 for each additional member in a nonfarm family and $550 for each additional member in a farm family.

### OEO Poverty Guidelines for Alaska

<table>
<thead>
<tr>
<th>Family Size</th>
<th>Nonfarm Family</th>
<th>Farm Family</th>
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<tbody>
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<td>$2,625</td>
<td>$2,250</td>
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<td>5,250</td>
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<td>6</td>
<td>6,950</td>
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</tr>
<tr>
<td>7</td>
<td>7,750</td>
<td>6,600</td>
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</table>

For families with more than 7 members, add $800 for each additional member in a nonfarm family and $700 for each additional member in a farm family.
OEO Poverty Guidelines for Hawaii

<table>
<thead>
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<th>Family Size</th>
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<th>Farm Family</th>
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<td>2</td>
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<td>3,400</td>
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<tr>
<td>7</td>
<td>7,150</td>
<td>6,100</td>
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</tbody>
</table>

For families with more than 7 members add $750 for each additional member in a nonfarm family and $650 for each additional member in a farm family.
APPENDIX C

ITEMS INCLUDED IN NEAL AND SEEMAN'S SCALE
OF POWERLESSNESS OR INDEX OF
SOCIAL CONTROL
Items Included in Neal and Seeman's Scale of Powerlessness or Index of Social Control.

1. ___ I think we have adequate means to prevent run-away inflation.
   ___ There's very little we can do to keep prices from going higher.

2. ___ Persons like myself have little chance of protecting our personal interests when they conflict with those of strong pressure groups.
   ___ I feel that we have adequate ways of coping with pressure groups.

3. ___ A lasting peace can be achieved by those of us who work toward it.
   ___ There's very little we can do to bring about a permanent world peace.

4. ___ There's very little that persons like myself can do to improve world opinion of the U.S.
   ___ I think each of us can do a great deal to improve world opinion of the U.S.

5. ___ This world is run by the few people in power, and there is not much the little guy can do about it.
   ___ The average citizen can have an influence on governmental decisions.

6. ___ It is only wishful thinking to believe that one can really influence what happens in society at large.
   ___ People like me can change the course of world events if we make ourselves heard.

7. ___ More and more, I feel helpless in the face of what's happening in the world today.
   ___ I sometimes feel personally to blame for the sad state of affairs in our government.
APPENDIX D

YORK'S SCALE OF EDUCATIONAL POWER LOCUS

UTILIZED IN THE FIRST PILOT TEST
For each of the people listed below, indicate by marking an "X" in a box how much power you believe they have to influence decisions which are important to the educational system in Fresno.

<table>
<thead>
<tr>
<th></th>
<th>Very Much</th>
<th>Much</th>
<th>Little</th>
<th>Very Little</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mayor</td>
<td></td>
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<tr>
<td>2. Federal Government</td>
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<tr>
<td>3. State Government</td>
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<td>4. State Department of Education</td>
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<td>5. State Colleges and Universities</td>
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<tr>
<td>6. School Superintendent</td>
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<tr>
<td>7. School Board</td>
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<tr>
<td>8. Principals</td>
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<tr>
<td>9. Students</td>
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<tr>
<td>10. You</td>
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<td>11. Rich People</td>
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<tr>
<td>12. Parent-Teacher Associations</td>
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<tr>
<td>13. Teachers</td>
<td></td>
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<td>14. Poor People</td>
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<tr>
<td>15. Business</td>
<td></td>
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<tr>
<td>16. Neighborhood Advisory Group</td>
<td></td>
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<tr>
<td>17. Blacks</td>
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<tr>
<td>18. Browns</td>
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<td>19. Whites</td>
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<td>20. Orientals</td>
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<td>21. State Superintendent of Education</td>
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</tbody>
</table>
APPENDIX E

TREATMENT MEASURING INSTRUMENT IN ENGLISH USED IN TARGET AREAS ONE AND TWO
Since June 1, 1972, West Fresno Federation of Neighborhood Centers has provided opportunities for the citizens of Target Areas One and Two to participate in organizations and activities to bring about various community institutional changes. Please indicate by marking an "X" in the appropriate block, those organizations and activities in which you have participated and the degree of your activity.

<table>
<thead>
<tr>
<th></th>
<th>Very Often</th>
<th>Often</th>
<th>Seldom</th>
<th>Very Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>34. Parent Advisory Committee (PAC)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>35. Concerned Parents Group, such as Madison and Sunset, Fresno Colony, and Bethune school districts</td>
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<tr>
<td>36. Edison Advisory Education Committee</td>
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<tr>
<td>37. Model Cities Education Sub-committee</td>
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<td>38. West Fresno Youth Council</td>
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<tr>
<td>39. Parent-Teacher Association (PTA)</td>
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<td></td>
</tr>
<tr>
<td>40. Meetings of Fresno Colony School Home-School Liaison</td>
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<tr>
<td>41. Meetings to eliminate the &quot;open-space&quot; concept at Bethune school and organizing and enlarging Parent-Teacher Associations</td>
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</tr>
<tr>
<td>42. Meetings to support maintaining Edison High School at its present site</td>
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<td></td>
</tr>
<tr>
<td>43. In-service training of Parent Advisory Committee (PAC) members</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>44. Meetings to change Fresno Unified School District boundary to include Sunset school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
45. Meetings to gain greater voice for parents in Fresno Colony School Title 1 programs

46. Meetings to change Fresno Unified School District boundary to include Ivy, Fresno Colony, Westpark, and Orange Center

47. Attended Community Workshop on Community Action and Education

48. Have you joined a Parent Advisory Committee (PAC) since June 1, 1972?
   (1) Yes (2) No

49. Have you joined a Parent-Teacher Association (PTA) since June 1, 1972?
   (1) Yes (2) No

50. Have you registered to vote since June 1, 1972?
   (1) Yes (2) No
APPENDIX F

TREATMENT MEASURING INSTRUMENT IN SPANISH USED

IN TARGET AREAS ONE AND TWO
Desde el primero de Junio 1972, la Federación del Oeste de Fresno de Centros Vecindarios ha proporcionado oportunidades para los ciudadanos de los Centros de Observación Areas Una y Dos para que participen en organizaciones y actividades para traer a cabo varios cambios institucionales en la comunidad. Favor de indicar en el cuadro apropiado con una "x" las organizaciones y actividades en cual USTED ha participado. También marque el grado de su actividad.

<table>
<thead>
<tr>
<th>Muy Seguido</th>
<th>Seguido</th>
<th>De Vez Seguido</th>
<th>En Cuando</th>
<th>Raramente</th>
<th>Nunca</th>
</tr>
</thead>
<tbody>
<tr>
<td>34. Comité Consejero de Padres (PAC)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. Grupos de Padres Interesados como los de distritos escolares de Madison, y Sunset, Fresno Colony y Bethune.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>36. Comité Consejero de Educación de Edison.</td>
<td></td>
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</tr>
<tr>
<td>37. Subcomité de Educación de las Ciudades Modelas.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>38. Concilio de Juventud del Oeste de Fresno.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>39. Asociación de Padres y Maestros (PTA)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>40. Juntas de intercomunicantes de escuelas y hogares de la escuela Fresno Colony.</td>
<td></td>
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</tr>
<tr>
<td>41. Juntas para eliminar el concepto de &quot;espacio libre&quot; en la escuela Bethune y organizando y engrandeciendo Asociaciones de Padres y Maestros.</td>
<td></td>
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</tr>
<tr>
<td>42. Juntas en favor de consevar la Escuela Secundaria Edison en su sitio presente.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43. Entrenamiento durante servicio para miembros del Comité Consejero de Padres (PTA).</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
44. Juntas para cambiar el límite de las Escuelas Unificadas de Fresno para que incluya la Escuela Sunset

45. Juntas para ganar mayor opinión para padres en los programas del Título Primero de la Escuela Fresno Colony.

46. Juntas para cambiar el límite de las Escuelas Unificadas de Fresno para que incluya las escuelas Ivy, Fresno Colony, Westpark y Orange Center.

47. Atendió la junta (Community Workshop) sobre acción y educación de la comunidad.

48. Se ha asociado con un Comité Consejero de Padres (PAC) desde el primero de Junio 1972?
   (1) Sí ___ (2) No ___

49. Se ha asociado con una Asociación de Padres y Maestros (PTA) desde el primero de Junio 1972?
   (1) Sí ___ (2) No ___

50. Se ha registrado para votar desde el primero de Junio 1972?
   (1) Sí ___ (2) No ___
APPENDIX G

TREATMENT MEASURING INSTRUMENT IN ENGLISH USED
IN TARGET AREAS SIXTEEN, CALWA, AND EASTGATE
Since June 1, 1972, Inner City Community Action Center has provided opportunities for the citizens of Target Area 16 to participate in organizations and activities to bring about various community institutional changes. Please indicate by marking an "X" in the appropriate block, those organizations and activities in which you have participated and the degree of your activity.

<table>
<thead>
<tr>
<th></th>
<th>Very Often</th>
<th>Often</th>
<th>Seldom</th>
<th>Very Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>34. Parent Advisory Committee (PAC)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>35. In-service training for Parent Advisory Committee (PAC) members</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>36. Core groups, such as Eighth, Ninth, Tenth, Clay, Diana, Lowe, El Monte, and Illinois</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>37. Requiring changes in the availability, coding, and mailing of reduced price and free lunch tickets at various schools</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>38. Requiring school crossing signs and traffic guards at the Jensen-Cedar and Olive-Mariposa intersections</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>39. Requiring parent membership on school screening committees for Title I Teacher Aides</td>
<td></td>
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</tr>
<tr>
<td>40. The development of a Parent-Child Education Center at Roosevelt High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41. Requiring changes in Calva Elementary Bilingual Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
42. Meetings on behalf of children discriminated against or mistreated in school
   Very Often Often Seldom Very Seldom Never
   
43. Spreading information on Propositions #1, 5, 9, 21, and the housing initiative on the November 7, 1972, ballot
   
44. Meetings for the setting of priorities for services and improvements which may be possible through Revenue Sharing
   
45. Meetings to arrange for a boycott of a grocery store in Calwa
   
46. Meetings to arrange for legal aid for citizens treated unjustly
   
47. Meetings to oppose the construction of lakes in Target Area 16
   
48. Have you joined a Parent Advisory Committee (PAC) since June 1, 1972?
   (1) Yes (2) No
   
49. Have you registered to vote since June 1, 1972?
   (1) Yes (2) No
APPENDIX H

TREATMENT MEASURING INSTRUMENT IN SPANISH USED IN TARGET AREAS SIXTEEN, CALWA, AND EASTGATE
Desde el primero de Junio, 1972, el Centro de Acción de la Comunidad del Interior de la Ciudad ha proporcionado oportunidades para los ciudadanos del Centro de Observación Area 16 para que participen en organizaciones y actividades para traer a cabo varios cambios institucionales en la comunidad. Favor de indicar en el cuadro apropiado con una "X" las organizaciones y actividades en cual USTED ha participado y también marque el grado de su actividad.

<table>
<thead>
<tr>
<th></th>
<th>Muy Seguido</th>
<th>Seguido</th>
<th>En Cuando</th>
<th>Raramente</th>
<th>Nunca</th>
</tr>
</thead>
<tbody>
<tr>
<td>34. Comité Consejero de Padres (PAC)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. Entrenamiento durante servicios para miembros del Comité Consejero de Padres</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36. Grupos Centrales como los de las calles Ocho, Nueve, Diez, Clay, Diana, Lowe, El Monte e Illinois</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37. Requeriendo cambios en utilidad, marcación y servicio de correo de los boletos de precios reducidos o comidas gratis en las escuelas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38. Requeriendo señales en las vías cruzadoras de escuelas y guardavías en las intersecciones Jensen-Cedar y Olive-Mariposa</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39. Requeriendo padres como miembros de los comités de entrevistas para los ayudantes de maestros en las escuelas del programa Título Primero (Title I)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Número</td>
<td>Descripción</td>
<td></td>
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<td>----------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
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</tr>
<tr>
<td>40.</td>
<td>El desarrollo de un Centro Educativo para Padres y Niños en la Escuela Secundaria Roosevelt</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41.</td>
<td>Requiere cambios en el programa bilingüe de la Escuela Primaria Calwa</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42.</td>
<td>Juntas en favor de niños maltratados o que se les discrimina en las escuelas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43.</td>
<td>Distribuyendo información de las Proposiciones números 1, 5, 9, 21 y de la iniciativa de viviendas en la balota del 7 de Noviembre, 1972</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44.</td>
<td>Juntas para fijar precedentes para servicios y mejoramientos que pueden ser posibles mediante repartimiento de impuestos</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45.</td>
<td>Juntas para hacer arreglos para boicotear una tienda de abarrotes en Calwa</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46.</td>
<td>Juntas para hacer arreglos para ayuda legal para ciudadanos tratados injustamente</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47.</td>
<td>Juntas en oposición de la construcción de lagunas en el Centro de Observación Area 16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48.</td>
<td>Se ha asociado con un Comité Consejero de Padres (PAC) desde el primero de Junio, 1972?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>49.</td>
<td>Se ha registrado para votar desde el primero de Junio, 1972?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Muy Seguido</th>
<th>Seguido</th>
<th>En Cuando</th>
<th>Raramente</th>
<th>Nunca</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

(1) Si   (2) No

(1) Si   (2) No
50. Se ha registrado para votar desde el primero de Junio, 1972?
   (1) Si ___    (2) No ___
APPENDIX I

PRETEST QUESTIONNAIRE IN ENGLISH
The information that you give on the following questionnaire will be treated as strictly confidential and will never be used in any way other than as part of a total, gathered through the responses of many others much like yourself. Please follow the instructions and be sure that you have responded to ALL questions.

PLEASE PRINT THE INFORMATION YOU GIVE

1-4
YOUR NAME ________________________________________________
YOUR HOME ADDRESS _______________________________________

In the following questions, mark an "X" in the block that most applies to you.

5. Age: (1) 20-29 ___ (2) 30-39 ___ (3) 40-49 ___ (4) 50-Over ___

6. Sex: (1) Male ___ (2) Female ___

7. Ethnic Group:
   (1) Black ___ (2) Brown ___ (3) White ___ (4) Other ___

8. Highest grade in school you completed:
   (1) 1-3 ___ (2) 4-7 ___ (3) 8-12 ___ (4) Some college ___ (5) College degree ___

9. To how many organizations, such as the examples listed below, do you belong? ___
   Examples: Parent-Teacher Association
              Neighborhood Advisory Group
              Labor Union
              Church
              Lodge
In the next part, we want to know how you FEEL about some of the problems facing the average person in our country today. Each of the items below is made up of a pair of statements. Place an "X" beside the one statement of each pair (and only one) which is closest to what you believe to be the case. Be sure to check the one you actually believe to be true, rather than the one you would like to be true. Remember, MARK ONLY ONE FROM EACH PAIR.

10. ___ I think we have adequate means to prevent runaway inflation.
    ___ There's very little we can do to keep prices from going higher.

11. ___ Persons like myself have little chance of protecting our personal interests when they conflict with those of strong pressure groups.
    ___ I feel that we have adequate ways of coping with pressure groups.

12. ___ A lasting peace can be achieved by those of us who work toward it.
    ___ There's very little we can do to bring about a permanent world peace.

13. ___ There's very little that persons like myself can do to improve world opinion of the U.S.
    ___ I think each of us can do a great deal to improve world opinion of the U.S.

14. ___ This world is run by the few people in power, and there is not much the little guy can do about it.
    ___ The average citizen can have an influence on governmental decisions.

15. ___ It is only wishful thinking to believe that one can really influence what happens in society at large.
    ___ People like me can change the course of world events if we make ourselves heard.

16. ___ More and more, I feel helpless in the face of what's happening in the world today.
    ___ I sometimes feel personally to blame for the sad state of affairs in our government.
For each of the people, offices, agencies, or groups listed below, indicate by marking an "X" in the box how much POWER you believe they have to influence decisions which are important to the public educational system in Fresno.

For example, if you believe teachers have much power to influence decisions important to the public educational system in Fresno you should mark an "X" in the box opposite "Teachers" and under "Much," such as:

**EXAMPLE:**

<table>
<thead>
<tr>
<th>Very Much</th>
<th>Much</th>
<th>Little</th>
<th>Little</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

| 50. Teachers | X | | | |

<p>| 17. Mayor | | | | |
| 18. Federal Government | | | | |
| 19. State Government | | | | |
| 20. State Department of Education | | | | |
| 21. School Superintendent | | | | |
| 22. School Board | | | | |
| 23. Principals | | | | |
| 24. Students | | | | |
| 25. You | | | | |
| 26. Rich People | | | | |
| 27. Parent-Teacher Associations | | | | |
| 28. Poor People | | | | |
| 29. Neighborhood Advisory Group | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th>Very Much</th>
<th>Very Much</th>
<th>Very Little</th>
<th>Very Little</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>30. Blacks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. Browns</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Whites</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. State Superintendent of Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX J

PRETEST QUESTIONNAIRE IN SPANISH
La información que usted presente en el siguiente cuestionario será tratada confidencialmente y nunca se usará en ninguna otra forma más que cómo parte de un total, cojida a través de las respuestas de muchas otras personas como usted. Favor de seguir las instrucciones y asegure contestar TODAS las preguntas.

FAVOR DE EScribir su informacion
EN LETRA DE MOLDE

1-4
SU NOMBRE

SU DOMICILIO

En las siguientes preguntas, marque una "X" en el cuadro que es más apropiado para usted.

5. Edad: (1) 20-29 ___ (3) 40-49 ___
   (2) 30-39 ___ (4) 50-Más ___

6. Sexo: (1) Hombre ___ (2) Mujer ___

7. Grupo Étnico:
   (1) Negro ___ (3) Blanco ___
   (2) Mexicano ___ (4) Otro ___

8. Grado sumo completado de escuela:
   (1) 1-3 ___ (4) Algun colegio ___
   (2) 4-7 ___ (5) Grado de colegio ___
   (3) 8-12 ___

9. De cuantas organizaciones es miembro? _________
   Por ejemplo: Asociación de Padres y Maestros
   Grupo Consultativo de Vecindad
   Uniones de Labor
   Iglesias
   Logias
En la siguiente parte, queremos saber como se SIENTE usted sobre algunos problemas que se presentan a la persona típica en nuestro país hoy. Cada uno de los siguientes artículos está compuesto de un par de declaraciones. Marque una "X" a lado de la declaración de cada par (y solamente una) que explica más claramente lo que usted piensa en cada caso.

10. ___ Yo pienso que tenemos suficientes métodos para impedir la inflación transfuga.
    ___ Hay muy poco que podemos hacer para impedir que los precios sigan subiendo.

11. ___ Personas como yo tenemos poca ocasión de proteger nuestros intereses personales cuando contienden con los mismos de grupos fuertes de opresión.
    ___ Yo pienso que tenemos métodos adecuados para tratar con grupos de opresión.

12. ___ Una paz durable puede ser ejecutable por nosotros quienes trabajamos para lograda.
    ___ Hay muy poco que podemos hacer para traer acabo una paz mundial permanente.

13. ___ Hay muy poco que, personas como yo, podemos hacer para mejorar la opinión mundial de los Estados Unidos.
    ___ Yo pienso que hay mucho que cada uno de nosotros puede hacer para mejorar la opinión mundial de los Estados Unidos.

14. ___ Este mundo es gobernado por las pocas personas en poder, y no hay mucho que la persona típica puede hacer.
    ___ El ciudadano típico puede tener influencia en decisiones del gobierno.

15. ___ El pensar que verdaderamente uno puede tener influencia en lo que sucede en la sociedad es solamente deseo.
    ___ Personas como yo pueden cambiar la corriente de acontecimientos mundiales si nos hacemos escuchar.

16. ___ Me siento más y más imposibilitado para aceptar el semblante de los acontecimientos mundiales de hoy.
    ___ Hay veces que me siento culpable por el lastimozo estado de los negocios de nuestro gobierno.
Por cada una de las personas, oficinas, agencias, o grupos listados abajo, indique con la marca "x" en el cuadro cuanto poder piensa usted que tengan para influir decisiones que son importantes para el sistema educativo público en Fresno.

**Por Ejemplo:** Si usted piensa que maestros tienen mucho poder para influir decisiones importantes al sistema educativo público in Fresno debe marcar "x" en el cuadro opuesto a "Maestro" y bajo "Mucho," como:

<table>
<thead>
<tr>
<th>EJEMPLO:</th>
<th>Muchisimo</th>
<th>Mucho</th>
<th>Poco</th>
<th>Poco</th>
<th>Nada</th>
</tr>
</thead>
<tbody>
<tr>
<td>50. Maestros</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

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<p>| 17. Alcalde | | | | | |
| 18. Gobierno federal | | | | | |
| 19. Gobierno del estado | | | | | |
| 20. Departamento de Educación del estado | | | | | |
| 21. Superintendente de Escuelas | | | | | |
| 22. Mesa Directiva de Escuelas | | | | | |
| 23. Principales | | | | | |
| 24. Estudiantes | | | | | |
| 25. Usted | | | | | |
| 26. Gente rica | | | | | |
| 27. Asociaciones de padres y maestros | | | | | |
| 28. Gente pobre | | | | | |
| 29. Grupo Consultativo de Vecindad | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th>Muchisimo</th>
<th>Mucho</th>
<th>Poco</th>
<th>Poco</th>
<th>Nada</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.</td>
<td>Negros</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>31.</td>
<td>Mexicanos</td>
<td></td>
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</tr>
<tr>
<td>32.</td>
<td>Blancos</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>Superintendente de educación del estado</td>
<td></td>
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</tbody>
</table>
APPENDIX K

PRETEST COVER LETTER IN ENGLISH BY CHAIRMAN,
PARENT ADVISORY COMMITTEE AND PRINCIPAL,
CALWA ELEMENTARY SCHOOL
May 9, 1972

Dear Parent:

We know that you want the very best education possible for your child. For that reason, we know you will want to cooperate with us in a project which we hope will benefit all minority students and parents in Fresno County.

To help improve your child's future education, we are asking for your help by furnishing us the information requested on the questionnaire which is enclosed with this letter.

There are no "right" or "wrong" answers. All we want you to do is mark the answers which seem to be most correct to you. In other words, we are interested in what YOU think.

Be sure that you have answered every question. When you have finished, let your child return the questionnaire to his teacher. If you have more than one child bring questionnaires home to you, it will be necessary to complete and return only one. If you have any questions about the questionnaire, please call the school secretary, 266-0794.

It is important that we receive this information right away. Won't you please help us help your child by completing the questionnaire right now and returning it tomorrow.

Sincerely,

(s) Larry Alvarez
Larry Alvarez
Chairman, Parent Advisory Committee

(s) John Savona
John Savona
Principal
Calwa Elementary School

This study has the approval of:

Robert A. Hansen
Administrative Assistant
to the Superintendent
Fresno Unified School District
APPENDIX L

PRETEST COVER LETTER IN SPANISH BY CHAIRMAN,
PARENT ADVISORY COMMITTEE AND PRINCIPAL,
CALWA ELEMENTARY SCHOOL
Estimados Padres:

Sabemos que usted quiere lo mejor posible en educación para sus hijos e hijas. Por esa razón, sabemos que usted querrá cooperar con nosotros en un proyecto que esperamos sea benéfico para todos los estudiantes y padres de razas de minorías en el condado de Fresno.

En orden de ayudar a mejorar la futura educación de sus hijos, nosotros pedimos su ayuda en forma de suplir la información en el cuestionario incluido con esta carta.

No hay contestaciones correctas ni incorrectas. Lo único que deseamos es que marque las contestaciones que piense usted que sean correctas. En otras palabras, queremos saber lo que USTED piensa.

Asegure contestar cada pregunta. Cuando haya terminado regrese el cuestionario con su hijo o hija a su maestra. Si tiene más que un hijo o hija en la escuela, y recibió más que un cuestionario, es bastante completar solamente un cuestionario. Si gusta hacer preguntas sobre el cuestionario, favor de llamar a la secretaria de la escuela, número 266-0794.

Es muy importante recibir esta información lo más pronto posible. Suplicamos su ayuda para ayudar a sus hijos en forma de contestar completamente el cuestionario inmediatamente y regresarlo mañana.

Sinceramente,

(s) Larry Alvarez
Larry Alvarez
Director, Comité Consejero de Padres

(s) John Savona
John Savona
Director
Calwa Escuela Gramática

Esta asignatura tiene
la aprobación de:
Robert A. Hansen
Asistente Administrativo
al Superintendente
Distrito Escolar Unificado de Fresno
APPENDIX M

PRETEST COVER LETTER BY CHAIRMAN,
PARENT ADVISORY COMMITTEE,
KIRK ELEMENTARY SCHOOL
May 5, 1972

Dear Parent:

We know that you want the very best education possible for your child. For that reason, we know you will want to cooperate with us in a project which we hope will benefit all minority students and parents in Fresno County.

To help improve your child's future education, we are asking for your help by furnishing us the information requested on the questionnaire which is enclosed with this letter.

There are no "right" or "wrong" answers. All we want you to do is mark the answers which seem to be most correct to you. In other words, we are interested in what you think.

Be sure that you have answered every question. When you have finished, let your child return the questionnaire to his teacher.

Sincerely,

(s) John Shilow

John Shilow
Chairman
Parent Advisory Committee
APPENDIX N

PRETEST COVER LETTER BY THE INVESTIGATOR
AND PRINCIPAL, KIRK ELEMENTARY SCHOOL
May 22, 1972

Dear Parent,

A few days ago you should have received a letter and questionnaire from John Shilow, Chairman of your Parent Advisory Committee.

For various reasons, some have not yet filled out the questionnaire and returned it to the school. Assuming that you have either misplaced your questionnaire or have just been too busy to furnish the information, we are sending you this letter as a reminder and another copy of the questionnaire for your use.

The purpose of this study is to improve the educational opportunities of all minority children, and your help is needed. Therefore, we ask that you spend the next few minutes filling in the questionnaire and let your child return it to his teacher tomorrow.

If you have already returned your questionnaire, please disregard this reminder. Also, if more than one of your children brought home a questionnaire, fill in and return only one of them.

Sincerely,

(s) Gary R. Christensen
Gary Christensen
Principal
Kirk Elementary School

(s) William L. York
William L. York
Commissioner
Fresno Economic Opportunity Commission
APPENDIX O

POSTTEST COVER LETTER IN ENGLISH BY PRINCIPAL,
KIRK ELEMENTARY SCHOOL
Dear Parent:

We know that you want the very best education possible for your child. For that reason, we know you will want to cooperate with us in a project which we hope will benefit all minority students and parents in Fresno County.

To help improve your child's future education, we are asking for your help by furnishing us the information requested on the questionnaire which is enclosed with this letter. This questionnaire is a follow-up to one which was sent to all parents in May, 1972. It is especially important that the same parent who answered the first questionnaire in May answer this follow-up questionnaire.

Remember, there are no "right" or "wrong" answers. All we want you to do is mark the answers which seem to be most correct to you. In other words, we are interested in what YOU think.

Be sure that you have answered every question. When you have finished, let your child return the questionnaire to his teacher. If you have more than one child bring questionnaires home to you, it will be necessary to complete and return only one.

It is important that we receive this information right away. Won't you please help us help your child by completing the questionnaire right now and returning it tomorrow.

Sincerely,

(s) Gary R. Christensen
Gary Christensen
Principal
Kirk Elementary School

This study has the approval of:

Robert A. Hansen
Administrative Assistant
to the Superintendent
Fresno Unified School District
APPENDIX P

POSTTEST COVER LETTER IN SPANISH BY PRINCIPAL,
KIRK ELEMENTARY SCHOOL
Estimados Padres:

Sabemos que usted quiere lo mejor posible en educación para sus hijos e hijas. Por esa razón, sabemos que usted querrá cooperar con nosotros en un proyecto que esperamos sea benéfico para todos los estudiantes y padres de razas de minorías en el condado de Fresno.

En orden de ayudar a mejorar la futura educación de sus hijos, nosotros pedimos su ayuda en forma de suplir la información en el cuestionario incluido con esta carta. Este cuestionario es el sigiente al cuestionario que fue mandado a todos los padres en Mayo, 1972. Es especialmente importante que el mismo pariente que contesto el primer cuestionario, conteste este.

Recuerde que, no hay contestaciones correctas ni incorrectas. Lo único que deseamos es que marque las contestaciones que piense usted que sean correctas. En otras palabras, queremos saber lo que USTED piensa.

Asegure contestar cada pregunta. Cuando haya terminado regrese el cuestionario con su hijo o hija a su maestra. Si tiene más que un hijo o hija en la escuela, y recibió más que un cuestionario, es bastante completar solamente un cuestionario.

Es muy importante recibir esta información lo más pronto posible. Suplicamos su ayuda para ayudar a sus hijos en forma de contestar completamente el cuestionario inmediatamente y regresarlo mañana.

Sinceramente,

(s) Gary R. Christensen
Gary Christensen
Director
Kirk Escuela Gramática

Esta asignatura tiene
la aprobación de:

Robert A. Hansen
Asistente Administrativo
al Superintendente
Distrito Escolar Unificado de Fresno
APPENDIX Q

POSTTEST COVER LETTER IN ENGLISH BY PRINCIPAL,
CALWA ELEMENTARY SCHOOL
Dear Parent:

We know that you want the very best education possible for your child. For that reason, we know you will want to cooperate with us in a project which we hope will benefit all minority students and parents in Fresno County.

To help improve your child's future education, we are asking for your help by furnishing us the information requested on the questionnaire which is enclosed with this letter. This questionnaire is a follow-up to one which was sent to all parents in May, 1972. It is especially important that the same parent who answered the first questionnaire in May answer this follow-up questionnaire.

Remember, there are no "right" or "wrong" answers. All we want you to do is mark the answers which seem to be most correct to you. In other words, we are interested in what YOU think.

Be sure that you have answered every question. When you have finished, let your child return the questionnaire to his teacher. If you have more than one child bring questionnaires home to you, it will be necessary to complete and return only one. If you have any questions about the questionnaire, please call the school secretary, 266-0794.

It is important that we receive this information right away. Won't you please help us help your child by completing the questionnaire right now and returning it tomorrow.

Sincerely,

(s) John Savona
John Savona
Principal
Calwa Elementary School

This study has the approval of:

Robert A. Hansen
Administrative Assistant
to the Superintendent
Fresno Unified School District
APPENDIX R

POSTTEST COVER LETTER IN SPANISH BY PRINCIPAL,
CALWA ELEMENTARY SCHOOL
Estimados Padres:

Sabemos que usted quiere lo mejor posible en educación para sus hijos e hijas. Por esa razón, sabemos que usted querrá cooperar con nosotros en un proyecto que esperamos sea benefico para todos los estudiantes y padres de razas de minorías en el condado de Fresno.

En orden de ayudar a mejorar la futura educación de sus hijos, nosotros pedimos su ayuda en forma de suplir la información en el cuestionario incluido con esta carta. Este cuestionario es el siguiente al cuestionario que fue mandado a todos los padres en Mayo, 1972. **Es especialmente importante que el mismo pariente que contestó el primer cuestionario, conteste este.**

Recuerde que, no hay contestaciones correctas ni incorrectas. Lo único que deseamos es que marque las contestaciones que piense usted que sean correctas. En otras palabras, queremos saber lo que **usted** piensa.

Asegure contestar cada pregunta. Cuando haya terminado regrese el cuestionario con su hijo o hija a su maestra. Si tiene más que un hijo o hija en la escuela, y recibió más que un cuestionario, es bastante completar solamente un cuestionario. Si gusta hacer preguntas sobre el cuestionario, favor de llamar a la secretaría de la escuela, número 266-0794.

**Es muy importante recibir esta información lo más pronto posible.** Suplicamos su ayuda para ayudar a sus hijos en forma de contestar completamente el cuestionario inmediatamente y regresarlo mañana.

Sinceramente,

(s) John Savona  
John Savona  
Director  
Calwa Escuela Gramatica

Esta asignatura tiene la aprobación de:

Robert A. Hansen  
Asistente Administrativo  
al Superintendente  
Distrito Escolar Unificado de Fresno
APPENDIX S

LETTER OF APPROVAL TO REQUEST ASSISTANCE OF PUBLIC SCHOOL PERSONNEL IN THE DISTRIBUTION AND COLLECTION OF QUESTIONNAIRE BY ADMINISTRATIVE ASSISTANT TO THE SUPERINTENDENT, FRESNO UNIFIED SCHOOL DISTRICT
April 27, 1972

Mr. William York
4915 N. Crystal #B
Fresno, California 93705

Dear Bill:

I appreciate that we have had the opportunity to work with you most of this year on the development of your doctoral dissertation. In response to your specific request to work with Mr. Carlson, the principals of Kirk and Calwa, and the Parent Advisory Committees in the administration of a questionnaire, it is approved.

The process of your meeting with the Parent Advisory Committees and Mr. Carlson to explain the questionnaire is certainly advisable. If they are amenable to the questionnaire being sent home, it is with the understanding, of course, that people respond only if they choose to do so. If the principals agree, the questionnaires may be sent home with the students and may be returned by the students to the school and collected by you at the school office. A cover letter written by the PAC would, of course, enhance the response. The copy of the questionnaire you gave me is approved inasmuch as it will be administered only to parents.

It is my understanding that our agreement includes there will be no instruments administered to students. Good luck in your research. I am sure that you will receive good cooperation from these two schools and their advisory committees.

Sincerely,

(s) Bob

Robert A. Hansen
Administrative Assistant to the Superintendent

RAH/cm

cc: Dr. Jerry Rosander
Mr. Art Carlson
Mr. John Savona, Calwa Principal
Mr. Gary Christensen, Kirk Principal
Mr. John Shilow, Chairman PAC, Kirk
Mr. Larry Alvarez, Chairman PAC, Calwa