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ABSTRACT

The seventh annual report of the community program, Program IMPACT, is presented. The following subjects are covered: national purpose, continuing education, community education, program administration, general developments, participating colleges and universities, and financial aspects. Conclusions are given. (CK)

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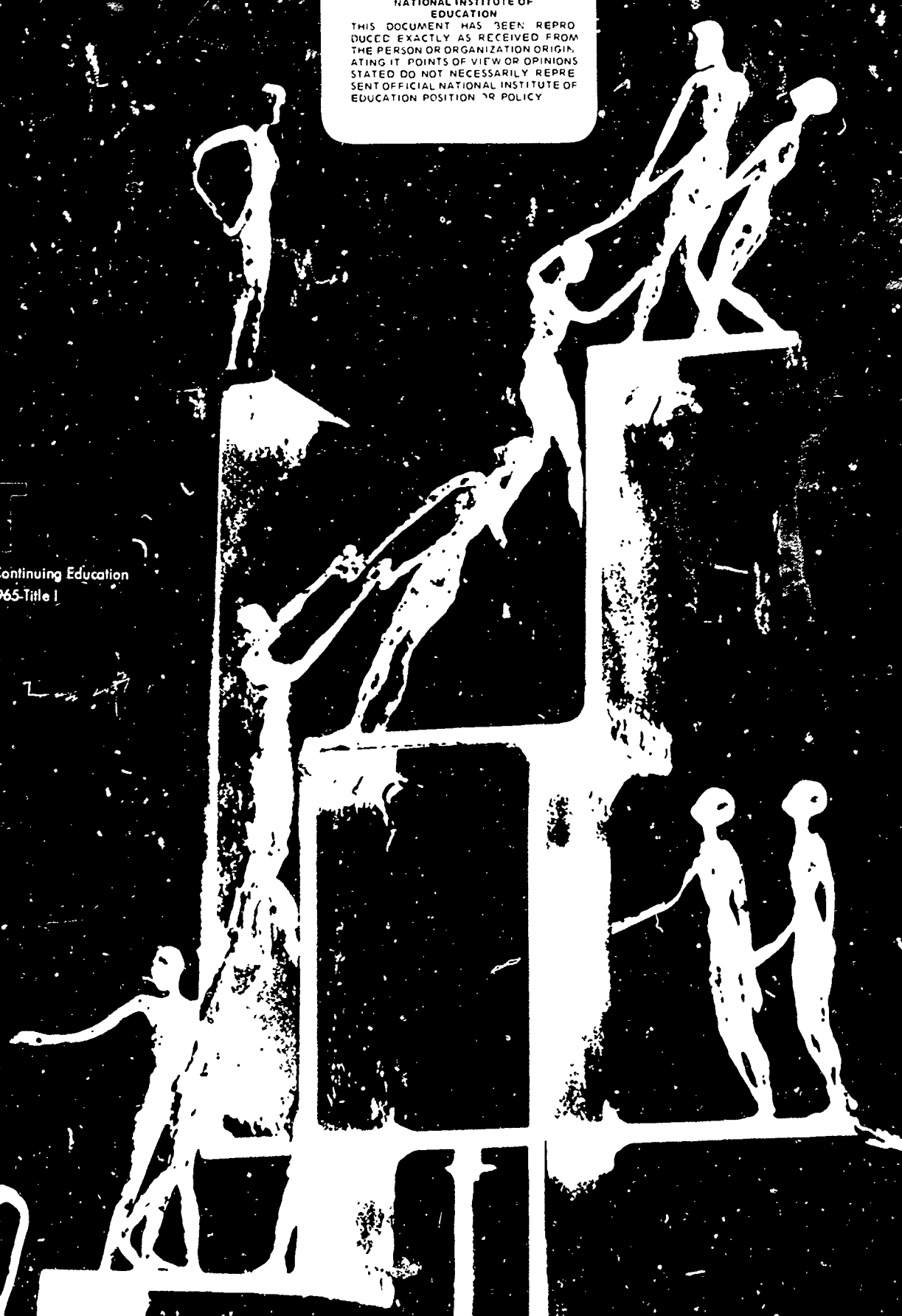
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IMPACT

Community Service and Continuing Education
Higher Education Act of 1965-Title I

FISCAL YEAR 1972
ANNUAL REPORT



A014397

THE UNIVERSITY OF TENNESSEE



STATE AGENCY FOR TITLE I
HIGHER EDUCATION ACT OF 1965

426 Communications and
University Extension Building
Knoxville, Tennessee 37916
615/974-5181

June 15, 1973

MEMORANDUM

TO: Persons Interested in the Title I Community Service Program

FROM: State Agency for Title I

SUBJECT: SEVENTH ANNUAL REPORT ON COMMUNITY SERVICE AND CONTINUING
EDUCATION PROGRAMS

For your information we are forwarding the *SEVENTH ANNUAL REPORT ON COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS* under Title I of the Higher Education Act of 1965. This report has been prepared by the Community Service and Continuing Education Branch, U. S. Office of Education, and was submitted to President Nixon through the National Advisory Council on Extension and Continuing Education on March 31, 1973.

This report contains sections on Program Highlights, The National Purpose, Continuing Education, Community Education and Community Problems, Administration of the Program, General Developments in FY 1972, Colleges and Universities Participating, Financing the Program, Conclusion, and nine tables. (The tenth table, a list of participating institutions, is available from the State Agency upon request.)

This report is relatively brief, but it provides a good composite of the total program operations across the nation in fiscal year 1972. We would especially call your attention to the concluding remarks on pages 19-21.

PRM/ac

Enclosure

ED 076886

SEVENTH ANNUAL REPORT

*PROGRAM IMPACT:
COMMUNITY SERVICE AND CONTINUING EDUCATION
UNDER TITLE I OF THE
HIGHER EDUCATION ACT OF 1965*

FISCAL YEAR 1972

Compiled by the
Community Service and Continuing Education Branch
Division of University Programs
Bureau of Higher Education
U. S. Office of Education

Published by the
State Agency for Title I
Institute for Public Service
The University of Tennessee

May 15, 1973

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A Report on
Community Service and Continuing Education Programs
(under Title I, Higher Education Act of 1965)

Fiscal Year 1972.

Colleges and communities through Community Service and Continuing Education programs are implementing the concept of education as a continuing, life-long and dynamic process through which adults can lead more meaningful and useful lives and through which concerned communities can improve their functioning.

HIGHLIGHTS

More than 317,000 adults participated in the 576 community service and continuing education projects completed during Fiscal Year 1972
The projects were staffed by 3051 faculty members, many devoting more than half of their time to the activity Over 11,000 undergraduate and graduate students, working as technical assistants, interns and researchers, served as resource personnel One hundred and twenty-four off-campus learning centers enabled many adults to continue their education at convenient times and locations Institutional participation reached a new high as 572 colleges and universities became involved in community education projects supported by Title I, HEA As of June 30, 1972 1074 institutions of higher education, 40 percent of those eligible, had participated in the Community Service and Continuing Education program since its inception in FY 1966.

The National Purpose

The enabling legislation, Title I of the Higher Education Act of 1965 (P.L. 89-329), sets forth the goal of the program as:

assisting the people of the United States
the solution of community problems . . . by
making grants to strengthen community service
programs of colleges and universities.

This program, therefore, aids colleges and communities in the development of educational activities for adults that match higher education resources with national problems - social, economic or political - as these problems are manifest in American communities.

Thus, the Community Service and Continuing Education Program continues to explore and demonstrate new approaches to the educational needs of community problem solvers and those individuals most directly affected by such problems.

CONTINUING EDUCATION

Today, many individuals, institutions and committees are engaged in redefining continuing education in relation to colleges and universities. New terms are being coined: open university, extended or external degrees, and university without walls. These discussions may presage the necessary revolution in higher education. Concurrently, several hundred colleges and universities are finding new and better ways to focus their resources upon the life-long educational needs of adults in our society.

Following are some examples of innovative continuing education activities which are being supported under Title I of the Higher Education Act.

Paraprofessional Personnel

Presbyterian College in South Carolina has demonstrated a new approach to the training of paraprofessionals in mental retardation. This continuing education program was specially designed to increase the number of workers for several agencies including a state residential institution for the mentally retarded.

This group of adults, 17 men and 33 women were selected as potentially effective personnel while none had previous formal training in mental retardation. Forty of the fifty individuals are now fully competent to undertake new careers in their special area.

The six-month training program included 165 hours of formal instruction and 840 hours of practicum experience (at the rate of 35 per week) in sheltered workshops, schools and dormitory settings for the retarded. The project will be continued in Fiscal Year 1973 with Title I support.

This year fifteen similar projects were begun in ten states. These projects are directed to enhancing the knowledge and skills of individuals to fill paraprofessional roles in a variety of community serving agencies. The States project an enrollment of 5,000 persons in these projects.

Minority Businessmen

There are two prerequisites for participation in the mainstream of economic activity - an ability to generate capital and to develop acceptable managerial skills.

Indiana University at South Bend undertook a two-phase project to increase the knowledge and skill of Black businessmen in the community. Black students in the Business School served as interview-consultants in the first stage where 140 firms were served. Stage II employed both black and white instructors in workshop sessions - problem oriented - rather than formal classes. Throughout the project one-to-one technical assistance and support was given to enhance the workshop learnings. A direct result of the project is the formation of Minority Enterprise Small Business Investment Corporation (IMESBIC) by forty young business entrepreneurs, average age 30, mostly with formal high school education. In addition to providing needed knowledge and skills to a group of economically active young Black men, the project provided an added vector of force for upgrading the economy of South Bend. The tools and techniques employed are adaptable to other areas for similar purposes.

Inmates of penal institutions

The need for improved rehabilitative measures in State prisons is a recently recognized national need. In a pioneering effort, Manchester Community College developed a program at Connecticut State Prison in order to reduce the recidivism rate. Two hundred men, more than half of whom were between the ages of 21 and 35, received college-level instruction and intensive counseling services. As a result of this project and with the support of the Connecticut Department of Corrections, the entire community college system (12 institutions) is actively engaged in pre-release education and training. Further cooperative efforts with the State's four technical institutes, project a program for future training of the prisoners as they are released.

Within the year similar programs were undertaken in five other states, Louisiana, Maine, New Hampshire, Rhode Island and North Carolina. An investment of \$48,000 in Federal funds that provided incarcerated individuals with the opportunity to learn again and with the encouragement necessary for a return to more responsible roles in community life.

Continuing Education for Women

Mature women in Iowa are being assisted to move outside traditionally feminine occupations through two related university projects. The University of Northern Iowa's program of Counseling Mature Women for Productive Employment served 386 women in individual counseling sessions, weekly group guidance sessions and conferences on Women in Industry.

For the already employed woman, Drake University initiated a pioneering program of Management and Supervisory Training. The 102 women received 60 hours of class-room instruction and attended three intensive weekend workshops during the course of the year. The age of the participants ranged from the late twenties to the mid-forties. The majority were between 35 and 45 years of age and most had some formal higher education experience. Both participants and employers cite major contributions of the project as increased self-confidence and improved management capability.

These projects, taken together, illustrate the crucial role that higher education institutions are playing to assist women in preparing for positions of greater responsibility in business and in the community.

Comparable programs of continuing education for women are being conducted in Delaware, Maryland, Michigan, California, New Hampshire, Ohio, and Washington State. More than 4,000 women of all ages with varied economic and educational backgrounds are participating. These programs reflect the increased concern in higher education institutions for those women who wish to play a more active role, professionally or otherwise, in the life of their communities.

In addition, a number of projects in the several states continue to serve those occupational groups that are traditionally viewed as feminine - nursing, teaching, secretarial and retail sales.

Volunteers

At the University of Virginia, the Office of Volunteer Community Service has recruited and trained 800 young adults for volunteer service to their communities. Orientation sessions on "the role of the volunteers" preceded supervised on-the-job training in a variety of human assistance agencies. The areas of concentration were: tutoring of disadvantaged youth in a Big Brother/Big Sister relationship, services to the elderly, recreational supervision, and assistance in general and psychiatric hospitals. This unified and coordinated effort has provided help to both young and old in need as well as develop higher levels of concern and competence in a large group of university students.

A parallel program initiated at California State University, Los Angeles now involves four other institutions from Long Beach to Pomona. This wide-spread project entitled Educational Participation in Communities (EPIC) has, to date, trained 3,000 men and women who are performing

vital services in 65 community agencies. In fiscal year 1972, the value of such assistance is estimated at one million dollars.

The University of Pennsylvania has created an all-woman Suburban Training Program to train and place volunteers in the urban area. Among the organizations and agencies to benefit from the project are a council of human relations, a crisis forum group, the Panel of Philadelphians and police-community organizations.

These projects and similar ones in twelve other states are amply demonstrating the effective role that higher education institutions are playing in the education of volunteers for improved community service.

COMMUNITY EDUCATION AND COMMUNITY PROBLEMS

Community problem solving requires college-community cooperation in the development of continuing education activities to provide adults with the knowledge that must precede action.

Thus, community-wide education for adults is essential if progress is to be made in the amelioration of pressing community concerns. It is no longer acceptable to assume that adjustments in the education "of those who will inherit the problems" will suffice in our problem plagued society. Flowing from this imperative is a process referred to as community education. Community education means developing community awareness about community problems, enhancing the skills of problem analysis, identifying alternative methods of attack and selecting the most promising educational strategies for alleviating the problem.

The Community Service and Continuing Education Program fosters the development of such educational strategies by college and universities in concert with State and local governments, business, labor, volunteer organizations, and community groups.

Within the broad framework of problem areas listed in the enabling legislation, special emphasis was placed in 1972 on environmental quality, Model Cities efforts, local government service and community organization. The following projects are illustrative of cooperative college-community activities related to these concerns:

The St. George Charrette

The educational charrette is a technique, adapted from architecture, for the utilization of massive manpower applied in a short period of time to the accomplishment of plans and programs. From a week-long problem-solving session, specific strategies were evolved to guide the development of community services and facilities in the St. George area of Baltimore.

Designed by the faculty of Morgan State College for the basic task of planning a new elementary school, the Charrette involved more than one hundred community residents, faculty, students, city officials and consultants from State agencies. This concentrated effort was virtually in operation around the clock, i.e. almost on a 24-hour basis for seven days.

While the central focus of the Charrette was the design of a community educational facility, the unique character of the process permitted identification of natural community linkages that related educational programs to recreational, health and social service requirements of the community.

Following the intensive week-long sessions, agencies and institutions refined and carried out plans with the following results:

- . A New community Council organized
- . A Task Force chosen to design the new elementary school
- . Plans projected for a privately financed health center
- . A social service center scheduled
- . A community development plan

Governmental Services - Idaho

During the six years of state-operated programs of Community Service and Continuing Education about one-quarter of the federal funds available under Title I, HEA have been invested in the continuing education of state and local government officials and employees.

The State of Idaho, for example, has carried on a broadly conceived State Program directed to the improvement of governmental operations and services. The nine projects initiated over the past four years served 1,167 individuals in long term activities with an investment of \$83,860 in federal funds which was matched with \$58,280 in local funds.

Thirty-five faculty members with fourteen student assistants from four institutions of higher education were productively engaged in this community service program. Among the program components were: a series of seminars for public works officials based on two new publications, A Public Works Construction Guide and a Review of Idaho Law on Public Construction; an institute for legislative budget staff, courses and technical assistance for city clerks and fiscal officers; continuing education for district health officers; and training sessions for water and waste treatment operators.

In recognition of the critical roles that elected officials and governmental employees play in community problem solving, many other colleges and universities allocated resources to such learning partnerships. In Fiscal Year 1972, thousands of public officials in thirty-three states were served through seventy-nine continuing education projects supported under Title I of the Higher Education Act.

Project Understanding

More than 4,000 adults in the Milwaukee area were officially registered in Project Understanding as members of viewing posts. Homes, churches, schools and libraries were among the 200 viewing posts organized to provide accurate information on human survival issues related to people, poverty and pollution. Having viewed four one-half hour programs on station WMVS, discussed implications and examined attitudes, citizens are now taking more effective action to improve their community. Participating in the discussion/action project were community leaders, businessmen, educators, clergy, housewives, blacks and white. The project was a cooperative effort between University of Wisconsin Extension, National Conference of Christians and Jews, the Milwaukee Religious Broadcast Ministry and a host of community organizations.

ARA

The Mexican-American communities in Wyandotte County, Kansas in cooperation with the University of Kansas have enhanced the psychological climate of their residents. From a Police-Community Relations project has grown a series of community education activities that will improve the Argentine, Rosedale and Arroundale areas of Kansas City.

A new mood, or feeling, pervades these areas as communication links are forged between people and organizations that will enable the community to make better use of its personnel, knowledge and resources. Already present are increased access to employment opportunities, better utilization of educational services and improved coordination of resources within the community

Metrolina Environmental Concerns

Environmental decision-making requires accurate information and delineation of alternative courses of action. Six colleges and universities in North Carolina are aiding the people of the State to make decisions about environmental problems of the Seventies. Through a multi-dimensional program of seminars, workshops, films and educational television, hundreds of responsible and responsive citizens are dealing with the documented environmental problems across the State of North Carolina. Elected officials, regulatory boards, environmental activists, and developers/financiers are dealing with causes and effects as well as legal and social aspects of air and water pollution.

Thirty-two faculty members of the six institutions have been engaged in educational activities designed for specific groups in addition to general community education programs. A battery of instructional aids have been developed: slide presentations, bibliographies, TV programs and video tape, and fact sheets. These materials provide a sound basis for enlarging the scope of the project in the coming year in metropolitan North Carolina (Metrolina).

In 26 additional states, more than 5,000 individuals have been learning and doing in relation to the improvement of environmental quality in nearly 50 different communities. Among these activities is the development of a Citizens Plan and Program for the Chesapeake Bay area where the University of Maryland and five other colleges are cooperating with the U.S. Army Corps of Engineers, Chesapeake Bay Seafood Industries, American Oil Company, the Izaak Walton League and the Maryland Wetlands Committee. And at Dartmouth College a two-year program called "New Hampshire Tomorrow" is continuing with assistance from local Trust funds and the New England Regional Commission.

ADMINISTRATION OF THE PROGRAM

The Community Service and Continuing Education Program is administered at three levels. The Office of Education is responsible for overall administration. The designated State Agencies determine State priorities, select projects to be supported and oversee State program plans for community service and continuing education. And institutions of higher education carry out the educational projects.

Federal funds are distributed to the States on a formula basis after annual plans are approved by the U.S. Commissioner of Education. Federal funds are allotted with a basic amount of \$100,000 to the 50 States and the District of Columbia, and \$25,000 each to American Samoa, Guam, Puerto Rico and the Virgin Islands. The balance of each year's appropriation is distributed on the basis of total resident population within each jurisdiction. One-third of the annual program costs must be met with non-Federal funds. The program is operative in all 50 states, the District of Columbia, Guam, Puerto Rico and the Virgin Islands.

GENERAL DEVELOPMENTS IN FY 1972

The Community Service and Continuing Education Program, comprised of 1575 educational projects, made significant progress toward the amelioration of national problems - social, economic and political - as these problems are manifest in American Communities.

The data presented here were derived from Annual Program Reports and Financial Statements submitted by the States for Fiscal Year 1972.

A total of 843 projects (compared with 815 in FY 1971) were "in progress" at the close of the Fiscal Year. In addition, 156 projects were "planned" with operations scheduled in the coming year. Fifteen projects were cancelled when institutions were unable to replace project directors. The status of current Federally supported projects is shown in Table 1.

The 576 projects reported as "completed" during FY 1972 accounted for 36.6% of all project activity. Some 324 projects are being continued in FY 1973 with 179 (55.2%) to be continued with Federal funds under Title I of the Higher Education Act and 145 (44.8%) being supported with funds from other sources. Further analysis of State reports provides the information which follows.

The number of completed projects directed to areas of special concern reached 295 in FY 1972, representing a 17.1% increase over the previous year. Fifty-eight projects (compared with 26 in FY 1971) were aimed at the improvement of environmental quality, 159 dealt with a wide variety of "inner-city" problems, 27 were related to Model Cities - Urban Observatories, 11 provided continuing education for women, 8 were concerned with problems of the aged, and 10 were drug abuse education projects.

There was increased utilization of college and university students in service to their communities as 11,752 (9,709 in FY '71) young men and women were actively engaged in 255 projects. Technical assistance/consultation was the most frequently reported activity with instructional services being a close second. Large numbers of students also made valuable contributions as interns in social agencies, as counselor/tutors, and as researchers in the development and conduct of cooperative endeavors between colleges and communities.

Of the 3051 faculty members who were engaged in community service and continuing education projects, 391 (16.7% compared with 7% in 1971) spent more than half time on the projects. In addition, 611 (20%) devoted between one-fourth and one-half of their institutional time to community service activity. Most faculty members (67.2%) spent less than one-quarter time on projects as a part of their assigned responsibilities.

State agencies continued to refine State plans for Community Service and Continuing Education and improved the review and approval process for projects in relation to those plans.

The States reported receiving more than 1300 proposals. Some projects were not supported because they were not directed at state - established priorities and others because they were inadequate in some measure. However, 503 eligible and viable projects could not be supported because of insufficient funds. The volume of institutional proposals for continuing education is shown in Table 2.

Title I of the Higher Education Act of 1965 suggested nine broad problem areas to which higher continuing education resources might be directed. To this list, there have been added other areas of concern: economic development, human relations, personal development, education and community development. Although community problems rarely fit concisely into the areas mentioned, the categories serve to identify the major focus of each project. Therefore current projects are reported in terms of the central and ultimate concern of each project. The distribution of projects approved for support in FY 1972 by problem area is shown in Tables 5 and 6.

During the year, higher education institutions improved their ability to "educationally assist" in the solution of community problems through the increased use of off-campus learning centers. The number of these outreach stations reached 124 in Fiscal Year 1972.

In summary, the national program continued to strengthen the community-wide education programs of colleges and universities as it focused on the continuing education needs of community problem-solvers and those segments of society most affected by social and economic dislocations. The States supported fewer but more comprehensive projects than in the past. By building on tested knowledge and experience, more effective programs that involved faculty and students in meaningful long-term community service program will remain as permanent features of the institutions.

In close cooperation with the Office of Education, State agencies made marked progress toward the development of state-wide programs of Community Service and Continuing Education. State administrators continued to consult with institutions about alternate sources of Federal support for projects that could not be funded under Title I. Three-fourths of the States conducted regional or state-wide conferences for college and university personnel and more than one-half of the States issued regularly scheduled newsletters devoted to program development. By these means institutions of higher education were provided specific information on alternative funding sources and assistance in the development of complementary projects to be submitted to private agencies for support.

In the approval of institutional projects in FY 1972 the States continued the urban oriented emphasis of the national program. The development of "comprehensive" projects to serve metropolitan areas as well as rural regions continued at approximately the same level as in the prior year. The distribution of projects by geographic area served is shown in Table 3.

The allocation of Federal funds by the States is consistent with the geographic areas to be served. In 1972, 55.6 percent of the available resources were assigned to projects in urban and suburban areas, 10.6 percent to rural areas and 33.8 percent to comprehensive projects often state-wide in orientation. The distribution of Federal funds by geographic area for Fiscal Years 1969-1972 is shown in Table 4.

COLLEGES AND UNIVERSITIES PARTICIPATING

In Fiscal Year 1972, forty institutions of higher education were added to the list of those actively engaged in educational efforts related to locally identified community problems. Thus, a total of 572 colleges and universities in the several states are now providing new or improved continuing education services with Title I support. This increase is attributable in large measure to cooperative efforts between institutions where shared resources are focused on mutually defined continuing education need. As the States gave special attention to the improvement of out-reach programs in community colleges, 33 additional two-year institutions became productively involved.

Public colleges and universities provided the major share of institutional resources (66.6%) and received a larger proportion of federal funds (77.6%). The participation rate of private institutions has remained relatively constant over the past four years. In 1972, private institutions account for 33.4% of the institutions participating. The number of institutions involved and the distribution of Federal funds by type of institution are shown in Tables 7 and 8.

Since the inception of the Program in 1966, more than 1000 colleges and universities have participated in efforts to strengthen their community service program. During these development years, a number of small and/or private institutions have been identified that have the willingness to establish programs of community service. Small start-up grants have been made to some 100 such institutions to enable them to engage in first-time ventures. Overtime about two-thirds of these institutions have been able to sustain their involvement while the remaining one-third have engaged in occasional efforts. A list of all participating institutions is shown in Table 10.

FINANCING THE PROGRAM

One-third of annual costs for state programs of Community Service and Continuing Education must be met with non-federal funds. In fiscal year 1972, the states, local communities and higher education institutions invested \$5.8 million to match \$8.3 million in federal funds to support 528 community service projects. The States also provided \$.5 million to match \$1 million in federal funds for administration of the program. In sum, the States and institutions of higher education invested \$1.6 million beyond the required matching ratio of one local dollar for every two federal dollars.

The major share (81.5%) of matching funds was provided by colleges and universities for projects reported as "completed" in FY 1972. Funds supplied by State and local governments rose to 12.3% of total matching funds while the remaining 6.2% was provided from private or individual sources. Sources of matching funds are shown in Table 9.

The data presented above reflect only projects that were undertaken with Federal support. Of greater concern are those college and university proposals directed to state-determined priorities which could not be supported for lack of funds. The States report that to have supported the 503 viable projects that were approved, but for which no funds were available, would have required an additional \$11.5 million in federal funds.

The States also reported that adequate support of the 529 approved projects called for \$3.8 million more than State Agencies were able to provide from their Federal allotments. In sum, the state plans and institutional response in FY 1972 required a total of almost \$24 million in federal funds.

CONCLUSION

Society in general expects higher education institutions to increase their community oriented educational services in relation to such concerns as obsolescence in professional careers, technical assistance to small businessmen, policy determination for state and local governments and the changing role of women.

The fifty-four state programs effectively demonstrate the mutually beneficial relationship between equals - the college and the community. Within the limits of available resources, these State Programs provide a system for effective access to and utilization of higher education resource for public problem solving.

The number of institutions participating in the Program increased from 531 in FY 1971 to 572 in FY 1972. Resources were made available from these new participants through inter-institutional arrangements, or consortia, for regional and state-wide programs of continuing education. One-fourth (109) of all projects initiated this year called for two or more colleges to share human and physical resources in projects related to the environment, minority business, women, and paraprofessional personnel. A significant aspect of this development was the involvement of 32 additional community colleges.

The number of institutional projects was reduced from 545 to 529, thus providing modest increases in support a high-priority projects that are directed to national needs. An accompanying gain was the growth in comprehensive instructional projects for specific target groups.

The State administrative structures which have been established constitute a reservoir of educational skill and experience that is being employed in the planning and coordination of Federal and State programs that have related goals and objectives.

Higher education institutions reflect in their structures and program the beneficial impact of Federal support and state initiated planning. Beyond the earlier cited evidences of the program's achievements, none surpass the changes wrought and improvements made in the community-serving capability of colleges and universities. Among the reported curriculum development, faculty and administrative appointments, improved methods of service delivery, and experimentation, one innovation ranks as paramount: the creation of off-campus learning centers. The establishment and operation of 124 such Community Service Centers provide innovative programs of instruction organized at times and geographic locations that enable adults to more fully participate.

From State plans, institutional proposals and operating projects developed under Title I of the Higher Education Act, it is evident that no other Federal program provides comparable support for the college level continuing education of adults. This program demonstrated new approaches to learning for significant segments of the population: the aging, local and state government officials, minority group members, community leaders, women and prison inmates.

Further analysis of the Community Service and Continuing Education Program reveals that the amelioration of community problems requires a knowledge delivery system. The several states have made significant progress in the development and refinement of such delivery systems in relation to environmental quality, drug abuse, community organization, improved governmental services and economic growth.

As the States and institutions of higher education evaluate their plans, adjust their programs and launch new initiatives, the process of community problem solving through continuing education is being significantly improved.

TABLE I. DISTRIBUTION OF COMMUNITY SERVICE AND CONTINUING EDUCATION PROJECTS
 COMPLETED, IN PROGRESS AND PLANNED IN FY 1970, 1971 AND 1972
 (By Fiscal Year of Funding)

Reporting Year	Completed			In Progress			Planned			Total Projects
	(FY)	70	71 72	(FY)	70	71 72	(FY)	70	71 72	
FY 1970 (51 States)	66	67	68 59 70 71 72	66	67	68 69 70 71 72	69	70	71 72	1359
FY 1971 (48 States)	16	66	175 170 29	10	33	108 238 330	4	180	184	1542*
FY 1972 (54 States)	6	37	109 186 223 23	5	10	56 118 291 335	1	1	141	1575*
	7	8	42 91 183 216 29	4	6	26 36 129 296 346	1	1	154	1575*
			576			843			156	

* Totals do not include 24 projects cancelled during FY 1971 and 13 projects cancelled during FY 1972

TABLE 2. DISPOSITION OF INSTITUTIONAL PROPOSALS
FOR CSCE PROJECTS IN FY 1972

	Number	Federal Funds Requested (in millions of dollars)
Proposals received	1,322	30.4 (est.)
Proposals approved and funded ¹	529	12.2
Proposals approved and not funded	503	11.5
Proposals not approved	283	6.7 (est.)

¹ Of the sums requested only \$8.40 million were available.

TABLE 3. NUMBER OF PROJECTS BY GEOGRAPHIC AREA SERVED

Area Served	FY 1969		FY 1970		FY 1971		FY 1972	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Urban	364	56	284	47	198	36	237	44.8
Urban/Suburban	50	7	61	10	75	14	63	11.9
Rural	58	9	66	11	68	13	67	12.7
Comprehensive	181	28	199	32	204	37	162	30.6
TOTALS	653	100	610	100	545	100	529	100.0

TABLE 4. DISTRIBUTION OF FEDERAL FUNDS BY GEOGRAPHIC AREA SERVED
(In Millions of Dollars)

Area Served	FY 1969		FY 1970		FY 1971		FY 1972	
	Federal Funds	Percentage	Federal Funds	Percentage	Federal Funds	Percentage	Federal Funds	Percentage
Urban	\$5.1	60	\$4.27	51	\$3.47	41	\$3.78	45.5
Urban/Suburban	.1	6	.83	10	1.14	14	.84	10.1
Rural	.6	7	.85	10	.88	10	.88	10.6
Comprehensive	2.3	27	2.53	29	2.91	35	2.80	33.8
TOTALS	\$8.5	100	\$8.48	100	\$8.40	100	\$8.30	100.0

TABLE 5. NUMBER OF STATE APPROVED PROJECTS
(By Problem Area and Fiscal Year of Funding)

Problem Area	FY 1969	FY 1970	FY 1971	FY 1972
Community Development	177	152	138	115
Education*	---	42	39	37
Employment	22	10	17	9
Economic Development	22	27	22	30
Government	152	90	71	79
Health	45	44	36	28
Housing	4	7	6	9
Human Relations	42	47	44	44
Land Use	23	35	47	40
Poverty	33	36	32	29
Personal Development	58	73	65	83
Recreation	33	17	10	7
Transportation	2	3	1	2
Youth Opportunities	<u>40</u>	<u>27</u>	<u>17</u>	<u>17</u>
TOTALS	653	610	545	529

*Separate category started in FY 1970 for projects related to the education system, most of which were previously included in the "Government" category.

TABLE 6. DISTRIBUTION OF FEDERAL AND LOCAL PROGRAM FUNDS FOR STATE APPROVED PROJECTS
(By Problem Area and Fiscal Year of Funding)
(In Thousands of Dollars)

Problem Areas	FY 1969		FY 1970		FY 1971		FY 1972	
	Federal Funds	Local Funds	Federal Funds	Local Funds	Federal Funds	Local Funds	Federal Funds	Local Funds
Community Development	\$3,063.1	\$2,162.6	\$2,741.3	\$1,934.9	\$2,688.8	\$1,969.2	\$2,181.6	\$1,457.6
Education*			510.5	360.7	525.5	381.8	684.5	580.5
Employment	264.4	188.9	100.8	51.9	224.5	166.4	144.7	98.8
Economic Development	206.7	180.0	316.3	266.1	284.0	162.7	387.2	229.0
Government	1,698.7	1,356.8	1,397.1	864.8	1,133.9	736.7	1,072.6	786.7
Health	417.0	379.7	345.4	192.8	426.1	607.6	356.9	266.5
Housing	13.0	10.1	70.5	72.8	65.2	63.5	167.3	97.0
Human Relations	694.9	566.4	614.5	379.3	551.5	431.6	600.0	474.2
Land Use	203.3	122.5	397.2	266.7	637.3	527.0	496.5	335.5
Poverty	421.5	269.6	560.3	335.7	594.9	378.3	470.4	290.7
Personal Development	762.3	578.9	774.3	691.5	919.9	623.5	1,409.2	979.9
Recreation	326.0	229.3	191.9	136.9	94.7	75.9	72.7	39.0
Transportation	4.6	2.8	46.8	42.5	12.0	12.0	17.7	11.8
Youth Opportunities	428.5	383.9	420.7	307.0	241.8	133.8	236.3	124.9
TOTALS	\$8,504.0	\$6,431.5	\$8,487.5	\$5,903.6	\$8,400.1	\$6,270.0	\$8,297.6	\$5,771.9

* Separate category started in FY 1970 for programs related to the education system most of which were previously included in the "Government" category.

TABLE 7. NUMBER AND TYPE OF PARTICIPATING INSTITUTIONS
(By Fiscal Year of Funding)

Type of Institution	FY 1969		FY 1970		FY 1971		FY 1972	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Land Grant and State Univs.	79	22	90	18	87	17	90	15.7
Four Year Public Instns.	108	31	134	27	161	30	156	27.3
Four Year Private Instns.	105	30	169	34	169	32	180	31.5
Two Year Public Instns.	46	14	96	19	102	19	135	23.6
Two Year Private Instns.	13	3	12	2	12	2	11	1.9
TOTALS	404*	100	351	100	531	100	572	100.0

* Distribution for FY 1969 includes only those institutions receiving Federal funds while the FY 1970 thru FY 1972 distributions include all primary and cooperating institutions. Comparable figure for FY 1969 was 454 institutions.

TABLE 8. DISTRIBUTION OF FEDERAL PROGRAM FUNDS BY TYPE OF PARTICIPATING INSTITUTION
 (By Fiscal Year of Funding)
 (In Thousands of Dollars)

Type of Institution	FY 1969		FY 1970		FY 1971		FY 1972	
	Federal Funds	Percentage	Federal Funds	Percentage	Federal Funds	Percentage	Federal Funds	Percentage
Land Grant and State Univs.	\$4,226.4	49.7	\$4,047.2	47.7	\$3,522.7	41.9	\$3,520.0	42.5
Four Year Public Insts.	1,717.8	20.2	1,824.3	21.5	2,016.7	24.0	2,150.3	25.9
Four Year Private Insts.	1,773.3	20.9	1,824.5	21.5	2,027.4	24.2	1,856.8	22.3
Two Year Public Insts.	663.3	7.8	752.2	8.8	790.5	9.4	758.6	9.2
Two Year Private Insts.	119.1	1.4	39.3	.5	42.8	.5	11.9	0.1
TOTALS	\$8,503.9	100.0	\$8,487.5	100.0	\$8,400.1	100.0	\$8,297.6	100.0

TABLE 9. SOURCE OF MATCHING FUNDS FOR COMMUNITY SERVICE AND CONTINUING EDUCATION
PROJECTS COMPLETED IN FISCAL YEAR 1972

Source of Matching Funds	Ns. of Projects	(%)
Institutional Funds	470	(81.6)
State/Local Government Funds	71	(12.3)
Fees	18	(3.1)
Private Funds	9	(1.6)
Misc. Combinations	8	(1.4)
	<hr/> 576	<hr/> (100.0)

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**Program IMPACT
COMMUNITY SERVICE AND CONTINUING EDUCATION
PROGRAMS**

Title I of the Higher Education Act of 1965

Program IMPACT—as authorized under Title I of the Higher Education Act of 1965 (Public Law 89-329), enables the U.S. Commissioner of Education to make grants to States to strengthen the community service program of colleges and universities. The act does not restrict the types of problems which institutions of higher education may assist the people to solve, but does indicate some of the problem areas which Congress had in mind, such as housing, poverty, government, recreation, employment, youth opportunities, health, transportation, and land use.

In defining community service under the act as an "educational program, activity, or service, including a research program," this legislation keeps college and university involvement in community problem solving within the parameters of the generally accepted mission and functions of higher education in the United States—teaching, research, and public service. The act does not demand that colleges and universities violate or ignore their traditional roles and become master problem solvers. It simply encourages institutions of higher education, in partnership with their communities and through specially designed educational programs, to lend their expertise to the community's efforts to ameliorate its problems. A highly effective demonstration has emerged of Federal-State teamwork in strengthening the community service dimension of higher education, and in providing problem-solving assistance to American communities.

Program IMPACT is administered as a State operation under a State plan prepared by a State agency in each State and approved by the U.S. Commissioner of Education. Each State agency, assisted by an advisory council, establishes priorities among problem areas, approves all project proposals from colleges and universities, and allots available resources to conduct projects. While the State agency assumes a significant and active role, the U.S. Office of Education provides consultation in program planning, exercises leadership in improving program performance, and encourages activities designed to meet national needs. One third of total program cost must be met with non-Federal funds. The program is conducted in all 50 States, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands.

For further information contact the:

State Agency for Title I
426 Communications Building
The University of Tennessee
Knoxville, Tennessee 37916

Program IMPACT: Institutions and Municipalities in
Partnership Assisting Communities through Teamwork

