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ABSTRACT

The National Advisory Council's annual report focuses on the dramatically increasing numbers of adult Americans who are continuing their education on a part-time basis; in this regard, the council recommends the adoption of a national statement of policy reaffirming the need for lifelong learning opportunities for all citizens. In support of this policy, the council submits specific recommendations: (1) to help improve the access of adult part-time students to these opportunities, and (2) to help develop professional manpower to serve adult learning needs and to design alternate educational programs on their behalf. A major task of the council was to complete a congressionally mandated evaluation of Title I of the Higher Education Act of 1965 ("Community Service and Continuing Education"). The recommendations stemming from this evaluation are incorporated into the annual report. Appended to the summary of recommendations are: (1) a summary of supportive statistical data on adult part-time students, presented in narrative form, with an attached copy of the council's letter to United States senators, recommending appropriate actions, (2) a report from the Community Service and Continuing Education Program (Title I) to the council; and (3) a directory of State-supported Title I projects.

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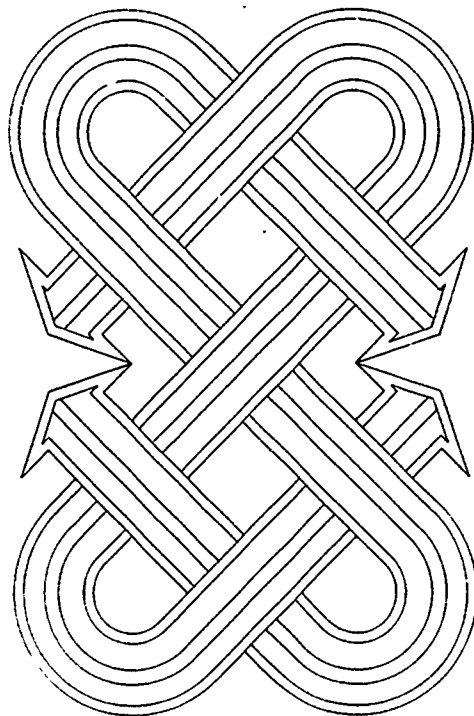
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# EQUITY OF ACCESS

## Continuing Education and the Part-Time Student

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## 9th ANNUAL REPORT

NATIONAL  
ADVISORY COUNCIL  
ON EXTENSION  
AND  
CONTINUING EDUCATION

MARCH 31, 1975

CE 004 472

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THE NATIONAL ADVISORY COUNCIL  
ON  
EXTENSION AND CONTINUING EDUCATION

1325 G STREET, NW, ROOM 710  
WASHINGTON, D.C. 20005  
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March 31, 1975.

THE PRESIDENT,  
The White House,  
Washington, D.C.

DEAR MR. PRESIDENT:

At this time when, as you have said, there is so great a need for new bridges between those in the world of work and those in the world of education, I am pleased to forward to you the Ninth Annual Report of the National Advisory Council on Extension and Continuing Education, "Equity of Access: Continuing Education and the Part-time Student."

Our report this year focuses on the dramatically increasing numbers of adult Americans who are continuing their education on a part-time basis.

In this regard, your Council is recommending the adoption of a national statement of policy reaffirming the need for lifelong learning opportunities for all citizens.

In support of this policy, the Council is submitting specific recommendations: (a) To help improve the access of adult part-time students to these opportunities, and (b) to help develop professional manpower to serve adult learning needs and to design alternate educational programs on their behalf.

During this reporting year, a major task of the Council has been to complete a congressionally mandated evaluation of title I of the Higher Education Act of 1965 ("Community Service and Continuing Education"). I am happy to report that we have succeeded in this task and are incorporating here, as part of our annual report, the major recommendations stemming from this evaluation.

Respectfully submitted,

  
ROBERT F. RAY,  
Chairman.

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## Acknowledgment

In assembling this report and for exemplary service to the Council during this past year, I wish to express my gratitude to my colleagues on the Council for their support and tireless efforts. In particular, I wish to commend Dr. Julius J. Mastro and Mr. Byron F. Fullerton and the members of their committees who have contributed so much to this report, including Mr. Gilbert Anderson, Mrs. Nancy M. Boykin, Dr. Weston R. Clark, Dr. S. I. Hayakawa, Dr. Armand L. Hunter, Mr. Kenneth T. Lyons, Honorable Nicholas A. Panuzio, Mrs. Evelyn Silas, and Dr. Preston Valien.

I would also like to commend the members of the Council who were responsible for our evaluation of

the title I program, in particular Mr. Newton O. Cattell, title I committee chairman, Mr. Thomas W. Carr, Mrs. Ruth O. Crassweller, Dr. Charles H. Lawshe, Mr. Charles W. McDougall, and Dr. Dorothy Williams.

The Council is indebted to the work of its staff, Dr. Lloyd H. Davis, Executive Director, Mr. Richard F. McCarthy, Mr. C. Richard Parkins, Mrs. Harriet Chadayammury, and Mrs. Doris Potter.

A special word of thanks must go to Mr. Richard McCarthy who served as chief administrative officer of the Council for the period October 1, 1974, to February 3, 1975,

**ROBERT F. RAY,**  
*Chairman.*

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## Introduction

**MANDATE** This is the ninth annual report of the National Advisory Council on Extension and Continuing Education. As stipulated by section 110 of title I of the Higher Education Act of 1965, the Council is required to " \* \* \* advise the Commissioner [of Education] in the preparation of general regulations and with respect to policy matters arising in the administration of this title \* \* \*" and to review "the administration and effectiveness of all federally supported extension and continuing education programs, including community service programs, make recommendations with respect thereto, and make annual reports \* \* \* to the Secretary [of Health, Education, and Welfare] and to the President."

The Council, therefore, has two specific mandates: (1) To advise on matters relating to title I ("Community Service and Continuing Education") of the Higher Education Act; and (2), on a much broader scale, to advise on certain matters relating to all Federal programs which provide assistance, in whole or in part, for extension and continuing education.

Our responsibilities clearly focus on Federal legislation and Federal programs. To advise on matters relating to these, however, requires a close familiarity with the implications of extension education, continuing education, and community service, and particularly as these relate to postsecondary institutions.

When the Higher Education Act was passed in 1965, and for many years thereafter, it was common to refer not to "postsecondary" institutions but to "higher" institutions. In the intervening years, much has happened within education to explain such a change. The growth of the 2-year community and junior college system, the inclusion of proprietary schools in the list of institutions eligible to benefit from various Federal programs, and the almost

nomadic search by Americans of every educational background for more and more training related to their jobs and careers, have all helped to alert educational institutions to new responsibilities created by expanding educational needs.

### THE NEW LEARNERS

The gradual recognition of these responsibilities has encouraged many colleges and universities to alter, revise, and extend traditional educational programs. Some less traditional institutions, like the 2-year colleges, have developed their curricula partly in response to a new kind of student clientele and partly in response to midlevel training needs not currently available elsewhere. And still other institutions, completely new in design and structure and often called nontraditional institutions, have been created to offer a variety of alternate educational access routes to degree-seekers, credit-seekers, and learning-seekers.

Rather than insist that these new learning-seekers come to institutions for their formal educational activities, educators have experimented widely with structural formulas to deliver less formal education to whoever needs it, wherever it is needed, whenever it is needed.

The advent of adult part-time students as a major clientele for postsecondary institutions—some would insist that these are now the major clientele, at least in terms of numbers—presents, perhaps, the greatest challenge in decades to the resiliency of American postsecondary institutions in responding to the manpower training needs of the Nation.

The Federal Government has been generous in allocating special financial and technical resources to postsecondary institutions over the past 20 years. In two areas of concern to the Council, that of continuing education and community service, this Federal impact has often been decisive in enlarging institutional commitments to social needs.



In previous reports of the National Advisory Council on Extension and Continuing Education, we identified with some care the impressive magnitude of the Federal interest in extension and continuing education. We reported in "A Question of Stewardship," our sixth annual report, and again in "A Measure of Success," our seventh annual report, that the Federal involvement in these areas was massive, involving virtually every agency of the Federal Government in a variety of ways that made coordination of the Federal effort virtually unmanageable and duplication of program effort frequently unavoidable.

Despite this governmentwide support of continuing education, the Council noted that the Commissioner of Education, the senior education officer of the Federal Government, had jurisdiction over only one-quarter of the more than 200 Federal programs identified by the Council as having extension and continuing education components. We estimated that these 208 programs involved a total expenditure of \$8,280 million, with approximately \$2,560 million of this used for extension and continuing education. Of this latter amount, \$1,367 million was earmarked for various veterans' benefits.

This inability of the chief education officer of the Federal Government to exercise some program or regulatory control over so many educational activities of the Federal Government points to one dilemma which this Council has persistently confronted: the nonexistence of any clear public policy affecting Federal continuing education activities. These activities pervade the Federal Government, but do so without benefit of planning, policy, regulation, or coordination.

For the last 4 years, the Council has made periodic but systematic efforts to come to grips with the scope of the Federal effort in extension and continuing education and community service. As a current exercise, the Council is reexamining the extent of this Federal involvement and plans to publish separately an updated inventory of all those programs of the Federal Government that provide support to extension and continuing education and community service.

As in the past, this list will be based substantially on information contained in the "Catalogue of Federal Domestic Assistance." This information will be

supplemented by additional information solicited directly from agency budget and program administrators whose more specific knowledge of individual programs will help us identify more precisely the exact nature and size of the Federal commitment to extension and continuing education.

#### TITLE I EVALUATION

During this reporting year, the Council has spent major portions of its time responding to a special congressional mandate to provide the Congress with a comprehensive, nationwide evaluation of title I of the Higher Education Act of 1965. This is the first time such a systematic evaluation has been conducted of the program that is now approaching a decade of existence.

In section 103 of the Education Amendments of 1972, the 92d Congress mandated the Council to,

*"\* \* \* conduct a review of the programs and projects carried out with assistance under title I of the Higher Education Act of 1965 prior to July 1, 1973. Such review shall include an evaluation of specific programs and projects with a view toward ascertaining which of them show, or have shown, (1) the greatest promise in achieving the purposes of such title, and (2) the greatest return for the resources devoted to them."*

The Council was required to report its evaluation no later than March 31, 1975, to the Committee on Labor and Public Welfare of the Senate and the Committee on Education and Labor of the House of Representatives. Such a report should include, the Congress said, in addition to the above evaluation of the programs and projects carried out with title I support, the following:

*"\* \* \* a description and an analysis of programs and projects which are determined to be most successful, and \* \* \* recommendations with respect to the means by which the most successful programs and projects can be expanded and replicated."*

To undertake this effort, the sum of \$250,000 was allocated to the Council by the Secretary of Health, Education, and Welfare. Soon thereafter, in March of 1973, the Council began in earnest its evaluation by conducting onsite reviews of 14 State title I programs and 50 projects therein. These reviews were



intended to gain an initial understanding of a cross section of title I activity in terms of problems covered, types of institutional sponsorship, geographic coverage, and methods used to reach project objectives.

One major purpose of this activity was to allow the Council to make more critical and systematic use of whatever data could subsequently be collected to supplement the Council's own evaluation of title I. In this regard the Council contracted the services of the firm of Peat, Marwick, Mitchell, Inc. PMM was asked to appraise the program on the basis of in-depth analyses of 25 title I projects preselected to represent proportionally the various characteristics of all title I projects. Through this technical assistance, the Council hoped to identify better those characteristics which are representative of "successful" projects.

During the course of this comprehensive evaluation, the Council submitted interim reports to the appropriate House and Senate Committees outlining for the committees the status of the evaluation and tentative findings resulting from it.

Also intermittently, the Council has shared the results of its evaluation with other professional associations and with individuals whose technical assistance on the evaluation was considered especially important. Among the professional associations whose representatives have cooperated with the Council in the evaluation have been the following:

- The Education Commission of the States
- The National Title I Steering Committee
- The Adult Education Association
- The American Council on Education
- The National Association of State Universities and Land Grant Colleges
- The National University Extension Association
- The American Association of Community and Junior Colleges
- The American Association of State Colleges and Universities
- The Cooperative Extension Service of the Department of Agriculture

After the Peat, Marwick, Mitchell evaluation was completed, and as other substantial inputs by individuals and associations were received, the Council determined that before it could make specific and reliable recommendations to the Congress regard-

ing title I, a second, more limited survey on additional projects should be undertaken.

With the assistance of a team of experts from the Pennsylvania State University, a corrective analysis was undertaken, first, to assure the legitimacy of those criteria which were identified by the Council as being relevant to successful title I projects; and second, to help the Council apply more accurately the success indicators of the various categories into which title I projects fell.

The National Advisory Council on Extension and Continuing Education has completed this comprehensive evaluation of title I and, on March 31, 1975, simultaneous with the submission of this annual report, will submit its recommendations and major findings, with appropriate support material and appendixes, to the Committee on Labor and Public Welfare of the Senate and the Committee on Education and Labor of the House.

As part of the Council's ninth annual report, we are including here, in their entirety and with appropriate comments, those recommendations and findings (see p. 7).

The submission of the results of this evaluation, we believe, comes at a most critical time for both the advocates and critics of the title I program. This title, along with the remainder of the Higher Education Act, is scheduled to be considered for reauthorization by this 94th Congress.

As greatly concerned as this Council is with the reauthorization of title I of the act, we are equally concerned with other portions of this act that relate directly to Council responsibilities and to those broad issues contained therein which—subject to reauthorization and funding—may determine for future years the disposition of Congress toward extension and continuing education, toward nontraditional studies and toward aid to the adult part-time student.

**STUDENT AID** Title IV of the Higher Education Act, for instance, contains many of the student financial aid provisions of the Federal Government affecting educational opportunities at the postsecondary level. This Council and other professional associations have for years been reporting and criticizing the inadequate and oftentimes unfair Federal policies and practices affecting finan-

cial aid and other services to the adult part-time students.

The American Council on Education, for instance, has recently published the findings and recommendations of its considerably researched report on "Financing Part-time Students: the New Majority in Postsecondary Education."<sup>1</sup> This report concludes with convincing documentation that, for the first time in the history of American education, part-time students comprise the majority of students both in postsecondary institutions and in institutions of higher education.

Among the other conclusions drawn by the ACE report is that "part-time students on the whole are massively discriminated against in Federal and State student aid programs, social security benefits, institutional tuition rates and financial aid programs, and income tax requirements."

Our Council concurs in this conclusion. We feel that the spirit of the Higher Education Act, which is forcefully embodied in title IV's concept of educational opportunity grants, is transgressed when access to educational opportunities and equity of treatment in Federal legislation are denied individuals simply on the basis of their part-time status in educational programs.

On December 16, 1974, we communicated to various congressional leaders and administration officials our misgivings about the language incorporated into title IV of the Higher Education Act (see p. 29). We noted then that the Congress in recent years "has made major efforts to expand the scope of the act by extending eligibility for financial assistance to not necessarily the part-time student but to at least the half-time student." The Council particularly welcomed the recent action by Congress to appropriate as well as to authorize funds for use by half-time students in the basic opportunity grant program.

We noted, however, that three of the four financial assistance programs funded by title IV (the supplemental grant programs, the work-study program, and the direct loan program) were campus-based programs. In effect, this meant that Federal

<sup>1</sup> *The National Advisory Council on Extension and Continuing Education wishes to commend the American Council on Education and its committee on the financing of higher education for adult students for their outstanding contribution to the field of continuing education.*

funds were distributed to postsecondary institutions, with these institutions given the authority to reallocate funds to those students whom they consider in financial need.

This formula, we said, "does not work to the advantage of half-time students. When competing for limited funds with full-time students, postsecondary institutions routinely give preference to full-time students over less than full-time students." We concluded from this that "eligibility for Federal financial assistance does not mean parity of access to this assistance."

We noted also the lack of consistency with which the act and title IV use the full-time equivalency formula in granting funds to institutions. "Although part-time students are included in the compilation of statistics to determine in some instances the grant allotment to institutions, in every instance," we noted, "the institutions themselves are under no compulsion to use these allotments in turn to aid the part-time student."

Our further observations regarding the disadvantaged status of adult part-time students is spelled out in greater detail on pages 13-29 of this report. Our general conclusion regarding their status, however, was earlier expressed in the aforementioned December 16 letter:

*"Whether an individual proceeds with his education on a full-time or a part-time basis is essentially immaterial to his legitimate claims to first-rate educational opportunities. An education is no less valid because it is being pursued on a less than full-time basis. We further believe that a student's part-time status should not be used either arbitrarily or inadvertently to discriminate against him and his educational needs."*

The Higher Education Act was conceived as comprehensive legislation covering an array of educational programs. These included, of course, community service and continuing education, but included, as well, educational manpower training, facilities development, institutional development, curricular development, and technology transfer.

DELIVERY SYSTEM Many of these program areas relate directly or indirectly to another major issue to which this Council has frequently addressed its attention, and that is the

desirability of improved educational delivery systems. These systems are of critical interest to Federal legislators and administrators, because it is through these delivery vehicles that postsecondary institutions are able, or unable, to achieve many of the objectives of the Federal programs they have been called upon to assist in achieving.

Title I is most specific in this area. Expressed in that title is a national concern to improve the capacity of postsecondary institutions to work with communities in helping to ameliorate the varied and complex social problems confronting these communities.

This intent, however, is by no means restricted to title I of the act; implicitly, the intent appears again and again throughout the act. Indeed, this intent may be said to be implicit in a succession of legislative acts and congressionally authorized programs. Insofar as these legislative acts and programs encourage postsecondary institutions to apply their resources toward an amelioration of social problems, they help support, refine, or create at these institutions the means by which educational services are delivered to individuals and communities beyond the campuses.

Almost without exception, Federal activity bypasses direct support to these systems while at the same time depending on them indirectly for delivery of federally sponsored services. This has proved true in such diverse areas as law enforcement, drug abuse, urban development, juvenile delinquency, minority business, unemployment, and an endless sheet of additional program priorities that have received Federal Government support.

There are few individuals who believe that postsecondary institutions have either the resources or the inclination to solve every problem confronting society. There are equally few who believe that these institutions can do nothing in this regard. Most individuals, we would venture to guess, believe as we do: that the ability of postsecondary institutions to aid in the amelioration of community problems is limited.

This limited ability depends on a variety of factors: above all, a belief and a commitment that postsecondary institutions have a certain responsibility to apply their resources discreetly to problem areas where they may make a specific contribution toward solution. One area where institutions are es-

pecially equipped and which is generally recognized is the area of manpower training.

Training alone, however, may not be sufficient. The deployment of trained individuals, and the special institutional resources to which they have routine access, must be reflected somehow in an institution's ability to reorganize its administrative structure to accommodate the application and sharing of individuals and resources with communities external to the institutions themselves.

Our interest in the Higher Education Act in this regard was expressed in a statement sent by the Council to various congressional and administration officials on January 21, 1975, in which the Council stated that "community service is a complex educational activity that requires special manpower and programs, utilized and applied through diverse administrative arrangements."

**PUBLIC SERVICE** In communicating this observation, the Council expressed its belief that a concept of service—public service—lies at the heart of the sometimes extraordinarily productive working relationship binding Federal and State Governments to universities.

Through the reauthorization of the Higher Education Act, we feel, the Congress has at its disposal the opportunity to make a timely contribution toward the reinforcement and expansion of its own commitment to this relationship, for the good of society.

In that same communication, we stated that "the basis for improved public service is implicit throughout all of those portions of the Higher Education Act that promote research demonstration, university-based technical assistance programs, technology transfer and institutional cooperation with nonacademic organizations and agencies. Perhaps the concept is nowhere better expressed," we concluded, "than in the thrust of the act to address the special educational needs of the socially, culturally, and economically disadvantaged."

This combination of the Council's concerns for continuing education, extension education and community service, we feel, delegates to the Council a special responsibility to help better relate the world of education to the world of work. The previously mentioned report of the American Council on Edu-

cation, and an earlier report by the Commission on nontraditional studies called "Diversity by Design," state clearly the preeminence given to job- and career-related objectives by those adults who choose to continue their education. This conclusion is fully confirmed by our own examination of the status of adult part-time students beginning on page 13.

Although there are many equally valid reasons why individuals, whether professionals, paraprofessionals, or laborers, continue their education, none supercedes the desire by individuals to initiate or improve their employment possibilities.

The Council's concerns for these individuals and their work-related educational activities are implicit

throughout our evaluation of the title 1 program. They are reflected in our recognition of the intermediate objectives of community service and the need for an improved educational delivery system. These concerns are self-evident in our statement on aid to adult part-time students.

The Council intends to communicate its further thoughts on this subject in the coming reporting year. We will do so on matters deemed important to the Council and we will do so on matters deemed helpful to the Congress and the administration as appropriate circumstances develop which will allow us to communicate our thoughts in a timely and positive manner. □

## Summary of Recommendations

In Section 103 of the Education Amendments of 1972, the 92d Congress asked the Council to undertake a comprehensive evaluation of the title I program of the Higher Education Act ("Community Service and Continuing Education"). This evaluation was submitted to the Committee on Labor and Public Welfare of the Senate and the Committee on Education and Labor of the House of Representatives on March 31, 1975.

What follows as part A of this section are the recommendations resulting from this evaluation. They are summarized here in their entirety. The evaluation itself was published independently of the Council's annual report and is available upon request to the Council.

Part B of this section consists of the Council's further recommendations affecting the status of adult, part-time students, the need for a public policy in support of lifelong learning, an assessment of the financial needs of adult, part-time students, and the broad outline of measures that would support legislation to develop the manpower needed at the postsecondary level to carry out expanded extension and continuing education activities.

### **PART A: Recommendations Relating to Title I of the Higher Education Act of 1965**

In expressing a fundamental and persistent concern of Americans for relevance in education, President Ford in his Ohio State University speech of August 30, 1974, called for a "new alliance between the world of education and the world of work." By urging "a real partnership between the academic community and the rest of our society," the President was echoing a need of Abraham Lincoln's day that led to the establishment of the Land Grant University system to serve the "liberal and practical education of the industrial classes in the sev-

eral pursuits and professions of life," or the theme expressed a century later by Lyndon Johnson when he remarked that "the role of the university must extend far beyond the ordinary extension-type operation. Its research findings and talents must be made available to the community."

Today we face new challenges and new problems. Society is far more urban, more complex, more diverse, with a vast expansion of educational institutions—requiring a review of old approaches and a search for new—all aimed at bringing the world of higher education and the problems and needs of people in their everyday lives closer together. A system in which the doors of our colleges and universities are open in service to all who can use their knowledge, a system in which the faculties and students become directly involved in helping people solve the real problems of the real world, has been a reemerging goal of higher education. Title I is a contemporary expression of that goal.

In recognition of these underlying assumptions about the role of postsecondary institutions in the contemporary world, the Council recommends the following:

*Recommendation One:* That the President establish a Bureau of Continuing Education and Community Service within the Office of Education to provide a national focus for Federal programs concerned with education for adults in the world of work and for other postsecondary nontraditional education programs. The responsibilities of the Bureau would include:

- the administration of title I of the Higher Education Act;
- the administration of programs relating to the financial and educational needs of adult part-time students;



- a central information or clearinghouse function concerning continuing education and community service projects and programs supported by Federal funds;
- coordination with other Department of Health, Education, and Welfare and Federal programs having similar or related concerns;
- the administration of experimental or demonstration programs to make postsecondary education more relevant to the practical needs of adult part-time students and also to communities in using education resources to solve social and economic problems.

\* \* \* \* \*

**Recommendation Two:** That the National Advisory Council on Extension and Continuing Education have responsibility for advising the Secretary of the Department of Health, Education, and Welfare on programs relating to the financial and education needs of all adult part-time students in postsecondary education. This new responsibility will be in addition to and equal in importance to that of advising on the administration of title I of the Higher Education Act and that of reviewing the administration and effectiveness of all federally supported extension and continuing education programs.

\* \* \* \* \*

**Recommendation Three:** That Congress reauthorize title I of the Higher Education Act at the currently authorized level of \$50 million annually.

\* \* \* \* \*

**Recommendation Four:** That Congress amend title I of the Higher Education Act to:

- provide new legislative authority for national emphasis programs that would provide such sums as necessary to the Commissioner of Education to be allocated to and administered by the States to expand and replicate projects and programs that would have national or regional impact. Such programs and the funds required to finance them would be requested by the Commissioner at the time of the annual budget request for title I (HEA);
- provide for an allocation of 5 percent of appropriations under title I (HEA) to the Commissioner of Education for the purposes of providing technical assistance to State agencies for

program development, operational planning, and evaluations designed to improve the State administration of the program;

- permit an increase in the administrative allotment to each State from \$25,000 to \$40,000 to provide resources to State agencies for developing operational program plans and conducting periodic evaluations of State title I (HEA) operations.
- complement such action by steps to strengthen the State planning effort for all of postsecondary education so that State priorities for continuing education and community service may be elicited and communicated to the State title I agency.
- authorize State agencies to use annually up to \$75,000 or 20 percent, whichever is less, from State allocations to develop the capacity of a select number of postsecondary institutions to engage in community service and continuing education programs not otherwise available. Such grants to institutions would:
  - not exceed \$25,000 or be available to a single grantee for more than 3 years;
  - be matched by the recipient institution(s);
  - require a commitment from and demonstration of the recipient institution's capacity to maintain the level of effort in continuing education and community service established by the grant;
  - be awarded on the basis of a specific program plan;
  - be evaluated by the State agency providing the grant.

- require all States to have advisory bodies specifically designated to consult with and assist the agency administering title I (HEA). Such bodies should be representative of the community and not comprised of membership from educational institutions in excess of one-third of their total membership.

\* \* \* \* \*

**Recommendation Five:** That the Office of Education provide technical assistance and publish guidelines to improve the operations of State title I programs. Such assistance and guidelines would pertain to:

- improving the planning and project selection processes of State agencies, including the stipulation that arbitrary limits upon the level of

funding or duration of project grants do not constitute valid bases for project proposal approval;

- improving the operations of State title I advisory committees;
- improving communications between the national title I office and the States and among the States to encourage the sharing of information about title I projects and programs;
- encouraging and assisting State agencies in initiating projects to be conducted by eligible institutions within the States.

## PART B

Based on its analysis of the met and unmet needs of adult part-time students and its longstanding interest in policies affecting continuing education, the Council further recommends the following:

**Recommendation Six:** A national policy on lifelong learning (see p. 10).

**Recommendation Seven:** Aid to the part-time student through amendments to title IV of the Higher Education Act of 1965 (see p. 10).

**Recommendation Eight:** An assessment of the financial needs of part-time students (see p. 11); and

**Recommendation Nine:** Measures to develop a continuing education act (see p. 11).

The Council is impressed with the findings of the American Council on Education's study, "Financing Part-time Students: The New Majority in Postsecondary Education," in which ACE reports that adult students participating in postsecondary education on a part-time basis comprise the majority of students at both institutions of higher education and postsecondary institutions.

The Advisory Council's own study on the needs of these students, which appears in appendix A of this report, confirms and supplements many of the conclusions of the ACE report. The Council's study attempted to assess the needs of both currently enrolled part-time adult students and those other adults who have expressed an interest in study at the postsecondary level but who are not now participating in such activities. Among the findings reached by the Council were these:

*\*\*\* that there are significant differences be-*

*tween actual participants in adult education and nonparticipants. Participants are younger than nonparticipants; a greater proportion of them are employed than nonparticipants; and they are certainly better educated than nonparticipants. There is a disproportionately high participation in continued learning among whites, and a disproportionately low participation by blacks.*

*"Interest in further learning among adults appears equally balanced between men and women, with men showing a higher interest in programs related to their career advancement, while women, like blacks, show a higher interest in programs leading to new jobs.*

*"Participants are more likely to participate at the next highest level of their educational attainment, thus making postsecondary institutions the likeliest focus of learning opportunities. Nonparticipants tend to shy away from postsecondary institutions and look more to the public schools and other community organizations for their educational advancement. In both cases, however, community-located learning resources are of paramount importance.*

*"Although work-related educational programs are singled out by both participants and nonparticipants as of first importance, a proportionately higher number of participants than nonparticipants is inclined to participate in recreational activities as well. In contrast, would-be learners are more specifically interested in learning vocational skills.*

*"Without question, the combination of 'cost' and 'time' have proved to be the greatest barriers to further education to both participants and nonparticipants. Among nonparticipants, women are more likely to single out the cost factor as a barrier, whereas men more frequently cite time as a barrier.*

*"Nonparticipants' interest in participating in further education increases significantly as their levels of income and education increase. General interest by both groups declines, however, as adults pass through their thirties.*

*"Interest among participants and nonparticipants in the methods of learning run parallel in many areas. Exceptions appear to be the inclination by the former to use postsecondary in-*



stitutions and by the latter to use public schools and other community organizations for their educational activities. Also, nonparticipants show a greater interest in receiving credit or some other form of recognition for their potential involvement in education programs. This contrasts with participants who, in fact, receive less recognition through credit, certificates, degrees, and diplomas.

"Nonparticipants show greater interest in on-the-job training opportunities, although among both groups there is an almost universal preference for the more traditional classroom, lecture, and workshop approaches to education. There is little evidence of interest in the more nontraditional learning modes, such as correspondence courses, media presentations, etc.

"Both groups indicate strongest preference for courses that meet once a week for up to 4 hours per week, although a significant minority says it would consider participating in programs in excess of 4 hours per week. Again, first preference is for a course that runs from 1 to 6 months, with second preference for courses or programs that run to 12 months of the year.

"Of significant importance to nonparticipants and—on a lesser scale—to participants, is the availability of such institutional services as personal and career counseling and testing and evaluation of competencies. Of even more importance to nonparticipants may well be the need for a concerted effort to publicize the availability of learning opportunities and to recruit more actively potential learners into learning programs."

In light of the magnitude of interest expressed by adults in continuing their education and in gaining equity of access to learning opportunities, the National Advisory Council on Extension and Continuing Education further recommends:

**Recommendation Six:** That the 94th Congress of the United States adopt as a matter of public policy the following declaration in support of the lifelong learning needs of the people of the United States:

**To Establish a Policy of Lifelong Learning** Congress declares that it is in the National interest that opportunities for lifelong learning

through continuing education be available to all citizens without regard to previous education or training; and that considerations of sex, age, social and ethnic background, or economic circumstances shall not restrict the access to all of such opportunities to any individual. In order to promote the continued vitality of our free society, it is also recognized that continuing education programs which extend lifelong learning opportunities will be necessary in order to allow all people to improve their personal well-being as well as their participation in the civic, cultural, and political life of the Nation.

For purposes of this Act, continuing education is defined as any planned, purposeful education activity which furthers, through full- or part-time programs sponsored by lawfully designated and accredited education institutions, the acquisition of knowledge, skill, personal awareness, or professional development, as well as the concerns of the community or Nation for which educational services are appropriate.

\* \* \* \* \*

**Recommendation Seven:** That the following amendments be made to the student financial assistance provisions of title IV of the Higher Education Act in support of the educational needs of adult, part-time students:

- That section 411 of title IV, which determines eligibility for participation in the basic opportunity grant program, be further amended and strengthened to include specifically part-time students who are attending institutions on a less than half-time basis;
- That section 413, which authorizes the supplemental educational opportunity grants, be amended to provide eligibility for part-time students who are attending institutions on a less than half-time basis;
- That students participating in academic programs in excess of 5 years be eligible to receive supplemental grants; and
- That the full-time equivalency formula used to determine allocations to institutions be augmented with a proviso that would require institutions to include as beneficiaries of these grants the part-time students upon whom the FTE formula is based;
- That section 427, which determine eligibility of

student borrowers of federally insured student loans be amended to include students who are attending institutions on a less than half-time basis.

\* \* \* \* \*

**Recommendation Eight:** The Council draws attention to the fact that adults who are currently participating in continuing education on a part-time basis at the postsecondary level and adults who are not now participating in such activities but who have indicated an interest in doing so, have singled out "cost" as the major barrier to their further education.

By passing the Higher Education Act of 1965, the Congress reconfirmed its belief in the concept of equal educational opportunities for all. It is evident, however, that educational opportunities are not available to all when significant segments of the adult population are either prevented from continuing their education, are discouraged from doing so, or are hampered from so doing because of financial restrictions.

To help the Congress determine the appropriate Federal role in financing postsecondary education, the 92d Congress established the National Commission on the Financing of Postsecondary Education. The report of this Commission, "Financing Postsecondary Education in the United States," left largely untouched and wholly unresolved the question of aid to nontraditional, part-time adult students.

The Council therefore recommends that the Congress review the current standards of student needs assessment and their application to the less than half-time student and authorize and fund a major study that would assess the special financial needs of adults who by choice or necessity pursue their education on a part-time basis.

\* \* \* \* \*

**Recommendation Nine:** The evidence cited by the Council in this report regarding the met and unmet needs of the adult population for more education is sufficiently strong to warrant priority consideration for the development of an enlarged professional manpower whose sole purpose would be to identify and to serve the special needs of adult students.

If postsecondary institutions are to respond better

to the educational requirements of adult part-time students, and at the level of excellence and commitment with which these same institutions respond to the needs of the regular and more traditional full-time students, then it is the Council's conclusion that a core of trained manpower is urgently needed to direct that effort.

Part-time students in postsecondary institutions are increasing at a rate that is 2.3 times faster than that of full-time students. Moreover, in 4-year colleges and universities, this rate is now approximately 3.5 times faster. Although part-time students have been a staple feature of most postsecondary institutions for many decades, their numerical increase in recent years has been dramatic.

To provide essential services to these students, postsecondary institutions have drawn heavily from their regular full-time teaching staffs and from other sources outside the institutions altogether. As welcome and as needed as this support is, these individuals may not always be prepared to make the kinds of long-term commitments to the education of adult students which would lead to the sustained development of nontraditional education programs and the provision of badly needed career and education counseling services.

The Council proposes, therefore, that in the area of nontraditional education for nontraditional students, the Congress support the training and development of the appropriate manpower to meet the needs of adult part-time students at the postsecondary level. We urge the Congress to support a comprehensive continuing education bill that would encompass the following concepts in support of these activities:

To help postsecondary institutions achieve these goals and to foster expanded and improved opportunities for lifelong learning, we recommend support of the following provisions:

A. The means: (1) To strengthen the capacity of colleges and universities to perform effectively within the broad range of federally supported community services programs, and (2) to enable colleges and universities to: (a) Generally make available higher continuing education opportunities to the people; (b) develop programs designed to serve those who exercise leadership in our society; (c) foster continuing education programs which provide lateral and vertical occupational mobility; and (d) supply supportive service to other institutions and

organizations which provide the people continuing education opportunities.

**B. Financial Support:** There are many statutes that could be amended to allow need-based support for educational grants and loans for adult students involved in postsecondary programs for credit and not for credit. Among these are the Social Security Act and the Internal Revenue Code. Specifically, the student aid provisions of title IV of the Higher Education Act could be amended to authorize and to fund more fully the inclusion of part-time students, including less than half-time students, in the various provisions of the title (see Recommendation Seven).

**C. Improved Resources for Individual Instruction:** Although major breakthroughs have occurred in the development of sophisticated educational technologies and in the use of the mass media to reach mass audiences, the majority of adults remain reluctant to use these techniques to further independent study activities. Adults prefer to use conventional teaching devices with which they are already familiar rather than new devices which may be more effective and suitable to their needs but with which they are unfamiliar.

Federal support is recommended for research in order to develop more effective learning packages, including audiocassettes, video tape recordings and broadcasting in concert with correspondence and other forms of self-learning, and to propagate the efficiency of these learning packages in ways that will motivate adults to use them more substantially. The objective of this research is to foster independent instruction and to make learning opportunities more readily available—at a reasonable cost—for those individuals in society who are not now being best served by the more conventional systems of instruction.

**D. Fellowships To Expand the Faculty Base:** Graduate fellowships should be made available to persons who now pursue or who plan to pursue a career in extension and continuing education. These

fellowships should be available for study at either the master's degree or doctoral levels and should be usable at institutions offering specialization in higher continuing education.

**E. Counseling:** The educational counseling services needed by adult students continuing their education differ markedly from those required by regular oncampus students. To increase the number of skilled counselors for adults to advise on educational programs, each institution conferring advanced degrees in educational counseling should be eligible for fellowships which it can award to graduate students at that institution.

**F. Disseminating Results of Federally-Funded Research Programs:** The transfer of knowledge to the ultimate users through programs of extension and continuing education is the vital link between the universities' reservoir of knowledge and those who must apply this knowledge to community and national problems. With prominent exceptions like the cooperative extension program and the national sea-grant program, few Federal programs focus on improving an institution's capacity to extend research byproducts as a community service.

Research grants in extension and continuing education should be made available with preference given to those projects or institutions which combine research with well-developed plans and capabilities for best extending the results of that research to the appropriate clientele groups.

**G. Program Development Assistance:** Institutions and consortia should be eligible for project grants designed to help meet the costs of developing and delivering new programs and program concepts for educational efforts designed to: Meet the continuing education needs of the unemployed; the continuing education needs of women; the continuing education needs of community leaders; and the continuing education needs of scientists, engineers, and other professionals whose skills have become obsolete or surplus as a result of structural changes in the economy. □

## Adult Part-Time Students: the Met and Unmet Needs

*The exact nature and extent of demand in continuing part-time education programs is clear neither to educators in the traditional system nor necessarily [clear] to the users and potential users of these programs. Much of the potential demand is still unmet by current programs and remains latent in the population. In education where private profit incentives are muted and competition does not lead automatically to consumer responsiveness, preferences will not necessarily be discerned.*

MASSACHUSETTS ADVISORY COUNCIL ON EDUCATION.

The major change occurring in postsecondary education today is not the kind of change that is subject either to institutional direction, to Government regulation and control, or to the manipulated forces of the public marketplace. The change does not result from a determined set of educational principles nor can it be called correctly—as some do—an educational revolution. If it is a revolution, it is essentially a leaderless one. The change does not respond to clearly stated public policies, has no single institutional base, reaches no set of expressed objectives and is developing according to no systematic criteria of development.

### POPULAR MOVEMENT

And yet the change taking place in postsecondary education is about as popular a mass movement as postsecondary education has ever experienced. The people responsible for the change—the consumers of education—share little in common with each other except for the fact that they are *adult* students who are continuing their education on a *part-time* basis.

Education for full-time students, regularly enrolled in courses or programs for terminal degrees at residential institutions, is clearly not the focus of this popular student movement. The adult, part-time students, whose needs do give thrust to this

movement, exist in such large numbers and demand such a variety of educational services, that all of the resources of postsecondary institutions together are insufficient to meet their demands.

Public schools, proprietary institutions, industry and business, community and social organizations, and civilian and military government agencies have all joined in developing or supporting continuing education opportunities for adult, part-time students—and even this effort, nationwide, is insufficient to meet the obvious demands for more education by more individuals.

In 1972, at least 1 out of every 10 adult Americans participated in continuing education programs. In 1957, only 1 out of 13 Americans participated in such programs. The National Center for Education Statistics, in conjunction with the U.S. Bureau of Census, estimates that in 1972, 15.7 million adult Americans engaged in some formally organized educational activity.

Of these 15.7 million individuals, 85 percent had completed their high school education, all were over 17 years of age and all had continued their education on a part-time basis. Postsecondary institutions were able to respond to about half of the educational needs of this population. Collegiate institutions (4-year colleges and universities) enrolled 5.9 million



adult, part-time students in 1972, a 35-percent increase from 1969. Some 2-year institutions and private postsecondary vocational and trade schools enrolled an additional 1.4 million adults.

If 15.7 million adults participated in continuing education in 1972, and if an additional 11.6 million adults 17 years or older were engaged in full-time study, then 112 million adults did not participate in any form of adult education.

#### EIGHTY PERCENT NONPARTICIPATION

If 80 percent of the adult population did not participate in some kind of formal educational activity, then the observation of the Massachusetts Advisory Council on Education regarding the unmet needs of even broader segments of the American adult population may indeed be ominous.

Postsecondary institutions have been able to meet many of these needs. The dramatic findings of the American Council on Education's report, "Financing Part-time Students: The New Majority in Postsecondary Education," is the clearest indication yet of the extent, depth, and characteristics of the new student population at these institutions. Among other conclusions reached, the American Council on Education reports that for the first time in history, adult, part-time students comprise the majority of students enrolled in both postsecondary institutions and in institutions of higher education.

Among the enrollment trends cited by the study are the following:

*"Since 1969 more students have participated in postsecondary education on a part-time basis (credit and noncredit) than on a full-time basis by a substantial margin (55.0 versus 45.0 percent in 1969 and 57.5 versus 42.5 percent in 1972). Between 1969 and 1972 the number of part-time students in postsecondary institutions increased at a rate 2.3 times faster than full-time students (20.4 percent part-time versus 8.8 percent full-time).*

*"In 1972, for the first time in American history, approximately half of the students (degree credit, nondegree credit, and noncredit) in postsecondary institutions of higher education participated on a part-time basis.*

*"The rate of increase in numbers of collegiate part-time students between 1969 and 1972 was*

*3½ times as great as for full-time students (35.3 versus 10.1 percent).*

*"Enrollments of collegiate part-time students are increasing more rapidly in 2-year institutions and in graduate programs than in other segments of the field. In 1972, 63.1 percent of graduate students attended on a part-time basis."*

The presence of so many nontraditional students on campuses that have grown accustomed to serving the needs of the more traditional full-time degree-seeking student has had its consequences. At a time when regular full-time enrollments are leveling and institutional budgets are proving inadequate to serve current and traditional needs, the advent on campus of the adult, part-time student has provided at least a temporary solution to many institutional enrollment and budgetary problems.

#### PLANNING DIFFICULTIES

In response, many institutions have seriously reviewed their commitments to the education of part-time students and have opened up their physical, technical, and manpower resources—as never before—to the education of adults. Planning for the education of adults, however, is made difficult by a number of factors; first, the education of adults is basically a new market for these institutions, requiring a variety of new educational products to meet student needs. Because it is a new market, most institutions cannot readily appeal to past experiences in responding to adult needs, and certainly not with the magnitude of assistance these demands would appear to require.

The components of what has traditionally constituted an education (full-time residency, semesters, credits, and degrees) have proved unadaptable to the new constituency. Entirely new educational institutions have been established. When this is not possible, innovative programs within institutions, generally through extension and outreach activities and the more traditional continuing education activities of these institutions, have been developed, redesigned, or expanded.

A second difficulty in promoting education for adults on a part-time basis is the demand for a variety of educational thrusts to meet diverse educational objectives. Some of these objectives are per-

sonal, some are business and professional, and some stem from Government actions and social pressures.

Third, the pluralistic nature of the new clientele, compounded by the pluralistic nature of their educational needs, has made a pluralistic institutional response necessary. Educational programs, teaching formats, location of study, times of day offered, type and training of faculty, cost, and informational services must all be considered before consumers' needs can be met.

And fourth, the demand for continuing education changes periodically in response to ongoing changes in the economy and, consequently, in the shifting labor force.

#### EDUCATION AND THE LABOR FORCE

This last variable is critical. Over 75 percent of adult part-time students are members of the labor force. They are employed. Because jobseeking and career upgrading are most often cited by participants in continuing education as their reason for participating, the relation of the job market to educational needs is direct.

According to the Bureau of Labor Statistics of the U.S. Department of Labor ("Education Attainment of Workers, March 1972"), the proportion of 18- to 65-year-old workers who have completed at least 4 years of high school has more than doubled in the last 30 year—from 32 percent to 69 percent of the labor force. Included in this group are workers with college degrees who represented less than 6 percent of the same group in 1940 and about 14 percent as of 1972.

A special labor force report called "Education of Workers: Projections in 1990" concludes that " \* \* \* one of the major challenges to be met by the economy, both during the current decade and the 1980's, is the continued absorption of this rapidly growing supply of well-educated workers."

Correspondingly, the report indicates, the number of less educated workers will decline dramatically in the years ahead. Currently, one-fifth of the entire labor force (12.5 million) has 8 years or less of formal education. The Bureau predicts that the proportion of minimally educated workers is declining at the rate of about 4 percent per year and is expected to total one-eighth of the working population by 1980.

Noting that educational credentials are increasingly required for various occupations either formally through work rules or informally by employer preferences or job content, the Labor Department warned of one adverse consequence of an increasingly educated labor force. One outcome, it says, is a situation "in which the job applicant with limited formal education is not given equal consideration for available jobs, quite apart from the actual job requirements themselves." "Excessive reliance upon formal education as a requisite for acceptance into the world of work is \* \* \* inherently unjust to the millions of less educated workers and potential workers who possess the need, desire, and basic competence to perform useful work. \* \* \*

(Herbert A. Levine of Rutgers University in an unpublished paper called "Strategies for the Application of Foreign Legislation on Paid Educational Leave to the United States Scene," cited a similar concern by the international labor movement affecting national attitudes toward continuing education. Meeting in December of 1974, a group representing the Organization of Economic Cooperation and Development's Centre for Educational Research and Innovation urged that labor-union-supported educational leave and benefit programs "*not be a system for widening the gap between the haves and have nots.*" Levine reports that the group "emphasized the necessity for public action to supplement private initiative and to establish a method to provide [educational] opportunities for workers not covered by these relationships.")

This concern for education and the adult worker is well documented in several Department of Labor manpower studies and by the Department's Bureau of Labor Statistics. Further information about the adult population is available—on the national level—from the Department of Commerce's Bureau of the Census and from analyses of census data provided by the Office of Education's National Center for Education Statistics.

A good deal more is known as a result of various statewide and regional studies recently undertaken to help plan better programs of continuing education for adults. The previously cited study by the American Council on Education lends its support to a broader understanding of who the part-time stu-

dents are and the nature of their educational objectives.

In light of the fact that 80 percent of adult Americans do not participate in education, information on the unmet and latent needs of even broader segments of the population is perhaps of more urgent need to educational planners. The nonparticipants in adult education have not emerged as a focus for sustained research and analysis. Much of the information available about adult nonparticipants in education, particularly at the national level, is simply deduced from what is already known about adult participants.

Fortunately, a number of studies have recently appeared which focus on the educational needs of nonparticipants in adult education. These studies are scattered, modest in size, and frequently inconclusive. Yet they were all undertaken systematically and scientifically. If irrefutable conclusions cannot always be drawn from them, these studies at least serve as initial yardsticks against which later and more comprehensive data can be measured.

The following reports and their findings will be outlined with three objectives in mind:

1. A description of recent participants in continuing education: characteristics will include such items as level of income, education attainment, education objectives, employment status, and race and sex as relevant;
2. A description of nonparticipants in continuing education: characteristics will include the same as the above, with additional characteristics which emerge as a consequence of the specific purposes of the studies undertaken; and
3. A description of attributes of educational services (delivery system) that appear most effective in responding to the demands by adults for continuing education.

"Participation in Adult Education (1972)" (unpublished data) is a triennial report published by the National Center for Education Statistics and based on data provided by the Bureau of the Census through its current population survey. The data cover the entire adult population. The focus of the report, however, is on participants in adult education who are beyond compulsory school age (17 years and over) who did not enroll full-time in a

regular school or college program but who did engage in one or more activities of organized instruction on a part-time basis.

#### TRIENNIAL SURVEY

According to this report, of the entire adult population in 1972 of 139 million, 15.7 million participated in adult education on a part-time basis; 11.6 million were enrolled full time in educational programs; and the remaining 111.5 million were classified as "nonparticipants" in adult education. This last category was not necessarily viewed as a potential market for continuing adult education, but the characteristics of these nonparticipants do differ significantly from those of participants. These differences may clarify some of the obstacles affecting their nonparticipation.

Some of the distinctions revealed by these data are as follows:

- A majority of participants (54.5 percent) fall between the ages of 25 and 44, whereas only about a third of nonparticipants do;
- The vast majority of participants (86.7 percent) are high school graduates, whereas slightly more than half (56.6 percent) of the nonparticipants have graduated from high school;
- Participants are evenly distributed between the sexes, whereas slightly more women than men (54.6 versus 45.4 percent) fall into the nonparticipation category;
- Approximately 60 percent of participants make in excess of \$10,000 per annum, whereas one-half of the nonparticipants make less than \$10,000 per annum;
- Three-quarters of participants are currently employed, whereas only slightly more than half of the nonparticipants are employed;
- And one-quarter of participants are identified as "professionals/technicians," whereas only about 6 percent of nonparticipants are so identified.

Participation by adults in one or more continuing education activities fell into the following broad categories:



|                              | <i>Percent</i> |
|------------------------------|----------------|
| General education.....       | 25.9           |
| Occupational training.....   | 46.5           |
| Community issues.....        | 9.8            |
| Personal and family.....     | 14.0           |
| Social and recreational..... | 12.0           |

<sup>1</sup> Figures do not total because of rounding and multiple entries.

The reasons given by adults for participating in the above activities were as follows:

|                              | <i>Percent</i> |
|------------------------------|----------------|
| General information.....     | 16.0           |
| Advance in job.....          | 42.7           |
| Get new job.....             | 11.3           |
| Community activity.....      | 2.7            |
| Personal and family.....     | 23.5           |
| Social and recreational..... | 6.5            |

<sup>1</sup> Figures do not total because of rounding and multiple entries.

Among the findings cited by the National Center for Education Statistics as characteristic of the adult participants in these activities were the following:

- Proportionately twice as many blacks as whites enrolled to find a job;
- Men participated more than twice as much as women to advance or improve their career status;
- 59 percent of the men engaged in occupational training were veterans;
- Blacks were more likely to enroll in programs sponsored by public schools and private vocational and technical institutions;
- High school graduates or individuals with some postsecondary education were more likely than non-high-school graduates to receive financial support from their employer for educational activities;
- College graduates were more likely to complete their educational programs than noncollege graduates;
- Public (Government) funds were more frequently used in support of those with less than a \$3,000-per-annum salary, and were more likely to benefit younger students (under 25).
- And most revealing of all, despite the strong emphasis by participants in jobseeking and career advancement, over one-third of the participants did not have a clear professional or occupational objective (37.5 percent).

Of the 15.7 million adult participants in continuing education, the following institutional agencies and organizations were listed as major sponsors:

|   | <i>Percent</i> |
|---|----------------|
| Public grade or high school.....        | 14.0           |
| 2-year college/technical institute..... | 16.3           |
| Private vocational/trade school.....    | 8.9            |
| 4-year college/university.....          | 21.4           |
| Employer.....                           | 16.6           |
| Community.....                          | 12.7           |
| Labor/professional group.....           | 5.5            |
| Tutor/private.....                      | 6.0            |
| Others.....                             | 10.4           |

<sup>1</sup> Figures do not total because of rounding and multiple sponsorship.

Postsecondary institutions, in other words, served as sponsors for nearly one-half (47 percent) of the participants. It is clear from these figures that institutional or group settings were preferred by a vast majority of the participants to individual or private study.

#### INSTITUTIONAL RESPONSE

The ability of postsecondary and other institutions to deliver educational services to adults may be significantly affected by the expressed preferences by participants of where and how educational services are provided. Among the other findings revealed by the census data are the following:

- 57 percent of the participants enrolled in education programs provided in either public school buildings (28 percent) or college and university buildings (29 percent);
- 58 percent of the participants were exposed to classroom teaching as the method of instruction, with 32.4 percent exposed to lectures, and 31.9 percent exposed to workshops and group discussions.

In other words, conventional teaching techniques were considerably more used and evidently more popular with participants than the more nontraditional methods of media presentation (television and radio) and correspondence study.

- Over two-thirds of the participants enrolled in courses lasting from 1 to 4 hours per week. An additional 20 percent enrolled in courses lasting from 5 to 9 hours per week, thus totaling 87 percent participation in courses lasting less than 10 hours a week:

—Of those enrolled in one or more courses, 58 percent were enrolled from periods lasting from 5 to 15 weeks;

—57 percent of the participants received no credit for the courses they enrolled in; 17 percent received a certificate of completion, and about 14 percent received 2- to 4-year college degrees.

Payment to cover the expenses by participants in their courses were derived from the following sources:

|                            | <i>Percent</i> |
|----------------------------|----------------|
| Self or family.....        | 54.6           |
| Employer.....              | 25.9           |
| Government/public.....     | 18.0           |
| Private organizations..... | 7.4            |
| Other.....                 | 16.9           |

<sup>1</sup> Figures do not total because of rounding and multiple sources of income.

Among the most significant recent surveys proving the potential market for adult learning was that undertaken by the Educational Testing Service for the Commission on Non-Traditional Studies. This survey and its findings appeared in its complete form in Cross and Valley's "Planning Non-Traditional Programs" ("Adult Learning Interests and Experiences," by Carp, Peterson & Roelfs, 1974), but had earlier received special attention by the Commission in its report "Diversity by Design" (1973).

This survey was designed to allow respondents to indicate their own learning interests from among a wide range of topics and to allow them to report their preferred mode of learning. Other questions focused on the respondents' preferred place of study, reasons for learning, willingness to pay, desire for credit, and perceived barriers to learning.

The survey was based on a national probability sample of 2,515 households. The final survey sample was weighted to make the sample comparable to the general American adult population exclusive of full-time students. These adjustments resulted in a weighted sample size of 3,910, which was the basis for the statistical analysis of the study.

Among the conclusions reached by the survey was that three-quarters of the adult American population expressed an interest in continued learning of

some kind. The researchers warned, however, that "educational market surveys such as this one have consistently shown a sizable discrepancy between stated intentions and actual behavior—between an interest in some kind of study and actually enrolling for the study."

**WOULD-BE LEARNERS** The study examines the characteristics of learners (those who have participated in instruction within the last 12 months) and the would-be learners. Comparing the characteristics of the two groups, the study indicated:

- that in both categories neither sex is more oriented toward continued learning than the other;
- that among women, housewives differ little in orientation toward learning from single women or women working outside the home;
- that learners tend to be somewhat younger than the general adult population;
- that interest in and participation in learning tends to decline among both men and women during the early thirties;
- that whites are better represented among learners and blacks underrepresented;
- that adults who participated within the past 12-month period tend to be already well educated (42 percent of learners had at least some postsecondary education);
- that learners are underrepresented among the unskilled occupations and particularly well-represented among professionals and executives.

Given a variety of topics to choose from, would-be learners chose the following areas of learning among their total learning choices and as their first choice of learning;

| <i>Areas of learning</i>  | <i>Percent</i>       |                     |
|---------------------------|----------------------|---------------------|
|                           | <i>Total choices</i> | <i>First choice</i> |
| Vocational subjects.....  | 78.2                 | 43.0                |
| Hobbies, recreation.....  | 62.8                 | 13.4                |
| General education.....    | 47.9                 | 12.6                |
| Home and family life..... | 56.0                 | 12.0                |
| Personal development..... | 54.3                 | 6.8                 |
| Public affairs.....       | 36.3                 | 4.5                 |
| Religious studies.....    | 15.4                 | 3.0                 |
| Agriculture.....          | 10.9                 | 2.9                 |

Comparing the areas of learning indicated as the first choice of would-be learners with the areas actually studied by learners, the following resulted:

| Areas of learning                                 | Percent           |          |
|---|-------------------|----------|
|   | Would-be learners | Learners |
| Vocational subjects (excluding agriculture) ..... | 43.0              | 35.0     |
| Hobbies and recreation.....                       | 13.4              | 41.8     |
| General education.....                            | 12.6              | 25.2     |
| Home and family life.....                         | 12.0              | 13.3     |
| Personal development.....                         | 6.8               | 11.4     |
| Public affairs.....                               | 4.5               | 6.4      |
| Religious studies.....                            | 3.0               | 13.8     |
| Agriculture .....                                 | 2.9               | 13.4     |

<sup>1</sup> Figures do not total because of multiple listings.

The rankings and general distribution among the areas show significant differences between actual and intended study—in particular between the expressed interest of would-be learners in vocational areas and the actual choices of learners in recreational fields and hobbies.

When asked about their motivation to study from among a list of twenty possible motives, the results were organized into 8 motivational clusters for both populations, as reported in "Diversity by Design."

| Reason for learning                                     | Percent           |          |
|---|-------------------|----------|
|   | Would-be learners | Learners |
| Information and intellectual development .....          | 70.7              | 69.1     |
| Job and educational development .....                   | 52.3              | 47.6     |
| Citizenship .....                                       | 31.2              | 16.2     |
| Desire to be a better parent, husband, or wife.....     | 30.0              | 18.9     |
| Social reasons.....                                     | 29.7              | 22.0     |
| Requirements of employer, profession, or authority..... | 24.1              | 27.3     |
| Escape reasons.....                                     | 24.0              | 21.4     |
| Church or spiritual reasons.....                        | 23.7              | 16.4     |

The Commission concluded that would-be learners profess much more concern with citizenship, religion and spirituality, social reasons, and family life than do the learners, for whom, the Commission suggests, "the authority of an employer, profession,

or other authority weighs more heavily" in their ultimate selection of learning areas.

**LEARNING BARRIERS** To follow up on the would-be learner's expression of interest in continued learning experience, the survey asked them to indicate all the reasons from a list of 24 that they felt were important in keeping them from learning what they wanted to learn. This was the response:

| Barriers to learning   | Percent of would-be learners |
|--|------------------------------|
| Cost, including books, learning materials, child care, transportation, as well as tuition..... | 56                           |
| Not enough time.....   | 46                           |
| Don't want to go to school full time.....  | 35                           |
| Home responsibilities.....   | 32                           |
| Job responsibilities.....  | 28                           |
| Amount of time required to complete program .....  | 21                           |
| Afraid that I'm too old to begin.....  | 17                           |
| Courses aren't scheduled when I can attend....   | 16                           |
| No information about places or people offering what I want.....                                | 16                           |
| Strict attendance requirements.....  | 15                           |
| Low grades in past, not confident of my ability .....  | 12                           |
| Courses I want don't seem to be available....  | 12                           |
| No child care.....   | 12                           |
| Too much redtape in getting enrolled.....  | 10                           |
| Not enough energy and stamina.....   | 9                            |
| Don't enjoy studying.....  | 9                            |
| No transportation.....   | 8                            |
| No place to study or practice.....   | 7                            |
| Don't meet requirements to begin program....   | 6                            |
| Tired of school, tired of classrooms.....  | 6                            |
| No way to get credit for a degree.....   | 5                            |
| Don't know what to learn or what it would lead to.....   | 5                            |
| Hesitate to seem too ambitious.....  | 3                            |
| Friends or family don't like the idea.....   | 3                            |
| Other barrier.....   | 2                            |
| No response.....   | 3                            |

The greatest barriers to would-be learners appear to be cost and time. One-half of the respondents identified these two obstacles as among their paramount concerns. Among the other findings revealed by the survey as obstacles to learning were these:

—Twice as many men as women single out job responsibilities as an obstacle;

- Women in general feel more constrained by cost;
- Men more often identify lack of time as an obstacle;
- Cost is a deterrent particularly to those under 35;
- Twice as many blacks cite low grades and insufficient educational requirements;
- Three times as many adults with an elementary education as high school graduates cite limited education as an obstacle; and
- The most highly educated single out time as a barrier more often than others.

## EDUCATIONAL DELIVERY

As important as these observations are concerning actual and potential participation by adults in continuing education, equally important are the results of the survey which indicate how learners and would-be learners view the various methods used to deliver educational programs and services. The questionnaire covered several aspects of nontraditional learning methods and related subjects which are critical to planners of nontraditional education programs for the part-time students.

*Preferred Methods:* The survey showed that the most preferred method of instruction among would-be learners is lectures or classes (28 percent), as compared to on-the-job training (21 percent) and short-term conferences, institutes, and workshops (13 percent). The Commission detected little interest among would-be learners in the less conventional modes of learning, such as travel-study programs, television or video tape cassettes, or records and audiocassettes.

*Methods Used by Learners:* Using the same list of 11 possible modes of learning that was distributed among would-be learners, learners themselves actually participated in these modes in the following order. Lectures or classes (35 percent), independent study with no formal instruction (17 percent); on-the-job training (14 percent); and short-term conferences, institutes and workshops (8 percent). With the exception of independent study, the ranking, if not the level of participation, by learners corresponds generally with the ranking by would-be learners. Cross and Valley compared their findings with those of a similar study by Johnstone and Rivera in 1962

and concluded that then, as now, class attendance, lectures, and talks were most popular. The survey also showed that three times as many unskilled workers as professionals, and rural more than urban learners, used on-the-job training activities to fulfill educational needs.

*Locations:* The Commission's survey identified 17 alternate learning locations that are important to nontraditional study and compared preferred locations by would-be learners with locations as actually used by learners.

*Preferred Locations:* The survey concluded that no single option was overwhelmingly popular among would-be learners. The most popular choices appeared in this order: Public high schools (16 percent); followed by home, 2-year colleges or technical institutes and community schools (each with 10 percent); and 4-year colleges and private business schools, each with 8 percent. Generally, would-be learners prefer educational institutional settings to less conventional locations. This is more particularly true among women, blacks, and urban dwellers.

*Locations Used by Learners:* Among learners too, no single location dominated the list. Learning sites included homes (17 percent), employers (13 percent), and high schools (9 percent). Among learners, use of educational institutions declines with age, although use of less conventional locations increases with age. Blacks used the educational system noticeably more than whites. One general conclusion reached by the researchers is that learners, at each educational level, tended to use the next educational level for continued learning.

**LEARNING RECOGNITION** Of special importance to the designers and ultimate users of the survey was the issue of credit for learning experiences. The Carp-Peterson/Commission survey states that: "A continuing issue in adult education centers on formal acknowledgement of learning, through credits or other forms of recognition. Credit implies evaluation of students by some standard, which can markedly affect their educational experience." The survey indicated that two-thirds of would-be learners would prefer some formal recognition of their learning, either by certificates, credits, diplomas, or degrees. In striking contrast to this preference, two-thirds of actual learners received



no credit for their learning. The remaining one-third of the learners received some form of credit or recognition for their work.

Drawing from the results of the study, and applying the results from an analysis of their national probability sample to the general adult population of the nation, the Carp-Peterson/Commission study concludes:

*"The likelihood that over three-quarters of American adults are interested in some form of new learning, and almost a third of them participated in some kind of formal or informal learning within the past year, based on the national probability sample of almost 1,900 respondents, has major implications for planners of nontraditional programs. Translated into numbers, some 80 million Americans between the ages of 18 and 60 who are not studying full time are probably interested in continuing their learning, and some 32 million adults have most likely recently engaged in learning."*

These figures are large and perhaps questionable. Perhaps they are not. Studies by other groups, using similarly weighted population samples, conclude that the actual and potential market for continuing education among adults is of great magnitude. The figure provided by the Bureau of the Census for 1972 (15.7 million actual participants) is generally recognized to be a conservative estimate, even by staff of the National Center for Education Statistics. Within this estimate, however, the results of several smaller-scale surveys can be measured for their accuracy and credibility.

For instance, two statewide studies conducted within the State of Massachusetts to determine the potential interest and market for continuing education conclude that the potential interest is considerable.

#### MASSACHUSETTS SURVEY

In a study undertaken by the Becker Research Corp. for the Massachusetts State College System called "The Market for Continuing Education in Massachusetts", the conclusion was reached that the prime market for continuing education among adults 18 years or older was 9 percent of the adult population. An additional 14 percent of the

population was listed as having "medium potential" for adult continuing education programs.

By State definition, eligible applicants for continuing education programs within the State system must not be college graduates and must have at least some high school education. Thus, those eligible as potential participants were estimated to be 2,135,000 as of January 1973. The prime market for continuing education would therefore be 192,000 adults, or 9 percent of the eligible adult population. The secondary market would be 299,000 adults, or 14 percent of the eligible population.

In a study undertaken for the Massachusetts Advisory Council on Education by University Consultants, Inc., called "Strengthening the Alternative Postsecondary Education System: Continuing and Part-time Study in Massachusetts (September, 1973)," the researchers weigh their own findings with the findings of the Becker study and conclude that the prime market for continuing education on a part-time basis among Massachusetts adults is anywhere from 13 percent, the lowest limit, to 25 percent, the uppermost limit, of the adult population, or from between 277,500 to 532,750 of the eligible adult population.

The Becker Research Corp. survey was conducted specifically to assess statewide interest in the State colleges' external degree program. The survey was based on 3,600 telephone interviews of 20 minutes each. The results were presumed to be projectable to the total population to within 2-3 percentage points of accuracy.

The survey analysis concluded, in addition to the 9 percent prime market for the external degree program, that the external degree program would require a sophisticated and well-supported marketing and promotional effort to activate this prime potential. Compared to the low potential of the population, however, the prime potential, the survey concludes, would be (a) younger; (b) from professional and managerial families; (c) more affluent; (d) have completed some college; (e) interested in education as a means to a new job or career; (f) particularly interested in receiving credits for past career achievements; (g) strongly attracted to conventional classroom courses; (h) less attracted to less conventional learning modes like correspondence study,

TV, and radio courses; and (i) attracted to a liberal arts curriculum.

This survey, of course, was narrowed to only those eligible adults within the Massachusetts population who were interested in a degree. The adults are not, therefore, representative of the still broader population which might be interested in continuing education or learning outside of the State college system and for no degree.

The study conducted for the Massachusetts Advisory Council on Education was somewhat similar in its restricted approach to assessing the needs of adults for continuing and part-time education. In this analysis of the current student clientele of continuing education in Massachusetts, participants were restricted to those enrolled in State public and private degree-granting institutions. The survey sampled about 6,000 students or 7 percent of the total continuing education population.

Of the current clientele, or participants in continuing education, the survey states that, in general, the current clientele is young, affluent, upwardly mobile from their parents' level of education and jobs, and already employed in professional or managerial jobs. Two-thirds of the participants were men, one-third were women. Their primary reason for enrolling in continuing education was job advancement.

Among other findings revealed by the report, which was not weighted and does not represent the characteristics of the adult population of Massachusetts, were the following:

- Participants are highly internally motivated and generally already have some college education;
- Current clientele does not include large numbers of disadvantaged or other minority groups.
- Cost does not seem to be a major factor in the decision to participate (participants were categorized by the study as "middle class");
- A majority of the male participants are between 25 and 35, white, married, and with children;
- 62 percent of the men were already in professional or managerial positions;
- 53 percent of the men are already earning over \$10,000 per year;
- Nearly half of the women participants are single, with 39 percent under 25;

—70 percent of the women are working or looking for work;

—Men students are heavily concentrated in business (23 percent) and professional (27 percent) subjects and academic (25 percent) subjects, while women are more concentrated in social or community service (28 percent) and regular academic subjects (42 percent).

—And finally, 83 percent of the men and 70 percent of the women state as their main reason for participation to improve or advance in a job or to get a new job.

#### PRIVILEGED EDUCATION

The survey is quick to note, however, that participants in continuing education sponsored by institutions within Massachusetts are a "privileged segment of the population." For instance, while 76 percent of male students and 69 percent of female students are in families with incomes over \$10,000, only 41 percent of the families in Massachusetts have incomes over \$10,000. Also, while 62 percent of employed male students and 57 percent of employed female students are in professional or managerial positions, only 25 percent of employed males and 20 percent of employed females in the State are in comparable jobs. And finally, while 3 percent of male students and 2 percent of female students have less education than a high school diploma, 37 percent of the Massachusetts population over 18 has less than a high school diploma.

The survey concludes:

*"The fact that continuing education serves individuals already high on social status scales means it is acting to widen the distribution of income within the State rather than provide opportunities for low income people or equalize it. Instead of service to upgrade the employability of the disadvantaged and unskilled, it is increasing the already high potential of people in the middle and upper middle classes. The income gaps among these groups grow as a result."*

For these reasons, the study concludes that the potential market for continuing and part-time education rests not with the affluent and better educated groups already being served by the Massachusetts State College system, but with those among the lower income, occupation, and education groups. These individuals, the report claims, evidently are

willing to invest moderately in financing further education. Unlike those with some college education, these ill-served groups are expressly interested in business, technical, and industrial skills. They perceive different barriers to their education, specifically cost, lack of information, low grades, too much institutional red tape and inadequate transportation.

#### CALIFORNIA SURVEY

In still another survey, this one to assess the interest in adult learning among Californians, the Field Research Corp. of California in November 1974 surveyed a sample group for the Educational Testing Service through the Corporation's regularly scheduled statewide survey of the California adult population. The sample was based on a probability design with a weighted sample size of 1,048, of whom 69 percent (618) indicated they would be interested in further learning beyond the high school level.

The level of learning interest was highest among those between the ages of 18-29 (83 percent) and 30-39 (69 percent), with more men than women expressing that interest. The level of interest increased proportionately with income and previous education, with those with an income of over \$15,000 and with more than a 2-year college education expressing the greatest interest.

In general, the subjects most popular among the respondents to the survey were, in descending order: vocational skills and trades; arts and crafts; humanities; and business and public administration. Vocational skills were most popular among those with a low to middle income and among those with less than a high school education.

The reasons listed for further study were varied. New knowledge and personal satisfaction were generally high among all age groups, but job preparation and job performance maintained a high level interest among most age groups. These latter reasons were particularly strong among those in the 18-29 age group, among low and middle income groups, and among the less educated.

As for delivery of education services, the 618 "interested" respondents preferred conventional classroom teaching, on-the-job training or some other instructional mode that would unite instruction with work. Minimal interest was expressed in independent, individual, or media learning modes. The lower

the income and educational level, the greater was the interest in conventional instructional modes. The more educated and higher income groups showed moderately higher interest in learning independently.

Nearly half the respondents preferred studying at postsecondary institutions. Learning at a place of work was most popular among the poorer, less educated groups. The least educated tended to shy away from collegiate and other institutional learning centers.

When asked why they preferred various locations to pursue their learning goals, nearly half the respondents identified either convenience or availability of programs. Nearly half of the respondents with less than a high school education cited "convenience" as critical to their selection of learning locations. The same groups expressed the greatest interest in receiving some form of recognition for their studies.

The majority of respondents (60 percent) did indicate that they would be willing to pay up to \$75 for a course that meets their needs. About two-thirds of the "interest" group was willing to devote up to 19 hours per week to their learning, although the great majority of this subgroup preferred less than 9 hours of work.

The final two questions of the survey had to do with adult educational services and perceived barriers to learning among adults. Most significantly, the vast majority of adults expressed sustained interest in two educational services: evaluation, testing, and assessment of competencies, and more information and personal counseling. Equally surprising, the least educated expressed the least interest in these services and a correspondingly higher interest in learning specific skills.

When asked why they might not enroll in some kind of study within the next 2 years, the entire survey population cited two reasons more than others: cost and home and job responsibilities. Interestingly, both these reasons were cited most often, not by those in the lowest income group, but by those in the \$10,000-\$15,000 income group.

ILLINOIS SURVEY  
Like the Massachusetts survey to determine the adult public's interest in the Massachusetts Open University, a survey conducted for the Illinois Board of Higher Education by the A. C. Nielsen Co. in January 1973



was used to help determine the interest within Illinois in a nontraditional university. The Nielsen Co. conducted telephone interviews throughout the State with a total of 599 interviews completed. The sample university was preselected and subsequently weighted to assume the demographic characteristics of the State.

Briefly, among the survey's findings were these:

- 91 percent of the people expressed an interest in learning more about a specific subject or skill (87 percent of the interviewees were not currently enrolled in a course);
- The preferences for "first choice" of study areas were as follows: Job-related subjects (25 percent); hobbies and recreation (22 percent); general education (17 percent); personal development (16 percent); and current events (12 percent);
- Job-related subjects were of greatest interest to non-white households;
- 43 percent of the respondents preferred to receive credit for their learning, with this preference most prevalent among people in lower income levels, people of older age, single people, and those in non-white households;
- Reasons for listing first choices were: Personal information (58 percent); job advancement and curiosity (each with 17 percent); help get a new job (9 percent); and become a happier person (8 percent);
- Men more than women were interested in career development, while non-white and lower-income respondents were more interested in looking for a new job;
- Greater preferences were for learning through discussion groups, day and evening classes and credit by examination and independent study; little preference was shown for correspondence study and educational TV;
- The most frequently expressed barriers to learning were not enough time (42 percent); cost (26 percent); home responsibilities (25 percent); and job responsibilities (15 percent).

The survey concluded that among the Illinois adult population between the ages of 18 and 65, 91 percent (or 6,270,000 adults) expressed some interest in further learning. Among this interested group, it was determined that only 7 percent (439,000) indicated that there were no reasons prevent-

ing them from learning a skill or taking a subject which interested them. And among these 439,000, it was then found that 85 percent were not then enrolled in a school or college. The survey concluded, consequently, that the remaining 373,000 people represented the prime target group for the proposed open university in Illinois, a credit-giving, degree-granting institution.

#### NEW YORK SURVEY

As part of the planning effort to determine continuing education needs in the central region of New York State, Cornell University, with the cooperation of the New York State Education Department, and supported by a grant from title I of the Higher Education Act, is undertaking an 11-county survey of adult needs. A specific focus of the comprehensive interviews of 1,330 adults in this regional area focused on a comparison of needs between current participants in continuing education and nonparticipants (those who had never participated or who had not participated within the past 5 years). The survey was conducted in 1974.

With several exceptions, the tentative results of the survey indicate that there were few major differences in the responses to the questionnaire by participants (one-third of the survey group) and nonparticipants (two-thirds).

Each group, for instance, perceived "cost" and "time" as equally important as personal barriers to further learning. A variant question was posed, however, which asked what they thought the barriers were to others, and again each group indicated "time" as being the major factor. Significantly, neither group identified "cost" as a major barrier to others.

Both groups ranked "personal satisfaction" as the most significant objective for their participation, with participants (41 percent) and nonparticipants (40 percent) identifying job-related objectives in second place.

Slightly more participants than nonparticipants preferred credit for their courses, with no major distinction between the two groups about the kind of credit or recognition they would desire.

Lectures, workshops, and on-the-job training were equally popular with both participants and nonparticipants, with slightly more nonparticipants preferring public schools as the location for learning,

while a slightly higher number of participants preferred a college location.

Two-thirds of each group indicated 2-4 hours per week as the most convenient for their participation, with 17 percent of the participants indicating that they would be willing to devote 8 hours or more to their learning.

Courses of from 1 to 6 months were preferred by close to a majority of both groups, with an additional 20 percent in each category interested in courses of from 6 months to 1 year. A majority favored meeting once a week to more frequent meetings, and two-thirds of each group expressed a willingness to spend up to \$100 for the courses of their first choice.

A significant difference appeared between the participants and nonparticipants regarding general familiarity with the availability of adult education courses in the 11-county area. Over 80 percent of the participants said they knew about courses in their areas, whereas over one-third of the nonparticipants expressed ignorance about such courses.

Like the previously cited studies, this survey of an 11-county region in upstate New York has only limited usefulness in helping to determine the magnitude of interest by adults in further learning. The New York survey was heavily representative of a rural area whose characteristics cannot be applied without serious modifications—if at all—to the less rural and more urban regions of the State and beyond.

Several of the surveys, like those in Illinois and Massachusetts, were designed to assess an interest in external degrees or an open university. Assumptions, consequently, were made about the importance of credit and previous learning experiences in the questions posed to segments of the adult population.

All the surveys, however, were directed to nontraditional "students" or to potential nontraditional students to assess interest in nontraditional educational activities. Herein lies much of their validity and importance.

As important as these findings are to planners of nontraditional educational programs, what may be of paramount importance to them is that these surveys were undertaken at all. These studies are among the first studies of their kind to appear. *The fact that independent surveys to assess the learning interests of the American adult population have appeared in*

*sequence in so short a period of time, from 1972 to 1974, suggests the emergence of an entirely new field of study for educational planners.*

Each of these studies alone may not lead to irrefutable conclusions. Grouped together, however, and strengthened by their independence from each other, their varying survey methodologies, their differing sponsors and separate objectives, the accumulated findings of these studies are impressive and are conclusive in many important areas.

**SUMMARY REVIEW** We know, for instance, that there are significant differences between actual participants in adult education and nonparticipants. Participants are younger than nonparticipants; a greater proportion of them are employed than nonparticipants; and they are certainly better educated than nonparticipants. There is a disproportionately high participation in continued learning among whites, and a disproportionately low participation by blacks.

Interest in further learning among adults appears equally balanced between men and women, with men showing a higher interest in programs related to their career advancement, while women, like blacks, show a higher interest in programs leading to new jobs.

Participants are more likely to participate at the next highest level of their educational attainment, thus making postsecondary institutions the likeliest focus of learning opportunities. Nonparticipants tend to shy away from postsecondary institutions and look more to the public schools and other community organizations for their educational advancement. In both cases, however, community-located learning resources are of paramount importance.

Although work-related educational programs are singled out by both participants and nonparticipants as of first importance, a higher number of participants is included to participate in recreational activities as well. In contrast, would-be learners are more specifically interested in learning vocational skills.

Without question, the combination of "cost" and "time" have proved to be the greatest barriers to further education to both participants and nonparticipants. Among nonparticipants, women are more likely to single out the cost factor as a barrier, whereas men more frequently cite time as a barrier.

Nonparticipants' interest in participating in fur-

ther education increases significantly as levels of income and education increase. General interest by both groups declines, however, as adults pass through their thirties.

Interest among participants and nonparticipants in the methods of learning run parallel in many areas. Exceptions appear to be the inclination among the former to gravitate toward postsecondary institutions and among the latter to public high schools and other community organizations. Also, nonparticipants show a greater interest in receiving credit or some other form of recognition for their potential involvement in education programs. This contrasts with participants who, in fact, receive less recognition through credit, certificates, degrees, and diplomas.

Nonparticipants show greater interest in on-the-job training opportunities, although among both groups there is an almost universal preference for the more traditional classroom, lecture, and workshop approaches to education. There is little evidence of interest in the more nontraditional learning modes, such as correspondence courses, media presentations, etc.

Both groups indicate strongest preference for courses that meet once a week for up to 4 hours per week, although a significant minority says it would consider participating in programs in excess of 4 hours per week. Again, first preference is for a course that runs from 1 to 6 months, with second preference for courses or programs that run to 12 months of the year.

Of significant importance to nonparticipants and—on a lesser scale—to participants, is the availability of such institutional services as personal and career counseling and testing and evaluation of competencies. Of even more importance to nonparticipants may well be the need for a concerted effort to publicize the availability of learning opportunities and more actively to recruit potential learners into learning programs.

The findings from these various surveys may appear to be repetitious. In being repetitious, they may also appear (in some instances) to be self-evident. They are not self-evident. If they succeed in becoming self-evident to educational planners and to administrators of public and private sources of revenue and support, then the chances are thereby increased

that adult part-time students will benefit more equitably than they have from educational opportunities.

How great is the actual participation by adults in part-time and continuing education? How great is the potential interest among adults in further education?

#### MAGNITUDE OF DEMAND

The most specific, current and dependable information available to date is that provided by the population surveys conducted by the Bureau of the Census for the Office of Education. According to these statistics, no less than 15.7 million adults, 17 years or older, participated in some formally organized programs of adult education in 1972. Eighty percent (111.5 million) of the American adult population, however, did not participate.

The participation figure of 15.7 million, however, is generally agreed to be a conservative figure. It is a conservative estimate because what constitutes "adult education" is not well understood by many of those whose responsibility it is to respond to specific questions concerning it. This misunderstanding, it is suspected, may be particularly strong among employers and among community organizations which report on participation in adult education. Less than obvious cases of adult participation may frequently go unrecorded.

In contrast to these estimates, the Commission on Non-Traditional Studies concluded that in 1972, the estimated actual participation in adult education was 32 million, with a potential interest in continuing education among adults reaching as high as 80 million.

An independent survey conducted by the National Opinion Research Corp. (NORC) provided data that were subsequently analyzed by independent researchers at the National Institute on Education. These researchers estimated an actual enrollment of 27 million. If the various percentage figures detected by the several statewide surveys regarding level of interest can be applied to the national adult population, then it is conceivable that figures as high as 90 percent can be used to describe "interest." How much of this interest will ever be actualized cannot be determined at this time, although one survey identified a prime target of between 13-25 percent of the adult population.

In short, there is no dependable, agreed-upon estimate of either actual participation or potential participation in part-time education by adults. The rough figures that are available are uniformly high and appear to be increasing annually.

#### FEDERAL ROLE

Given this evident interest by adults in further learning and in the mounting numbers of individuals who are translating that interest into actual participation, then the special resources open to the Congress and the Federal Government would appear to have a central role in responding to "national needs."

But there is *no* Federal policy toward continuing education. With few exceptions, there are *no* clearly expressed State policies either. There is *no* Federal policy toward education for adults on a part-time basis. There is *no* single program of the Federal Government designed primarily and specifically to aid adult, part-time students.

Over the last several years, the National Advisory Council on Extension and Continuing Education has reported in specific detail the role of the Federal Government in extension and continuing education. What Federal assistance is available to adult, part-time students is provided neither because these individuals are adults nor because they are part-time learners. The assistance is provided as an unregulated byproduct of Federal manpower training programs which exist in the form of categorical aid to promote the solution of such national priorities as drug abuse, law enforcement, teacher training, improved health services and other community-oriented services.

The largest single form of assistance is provided through the entitlement provisions of the GI bill which provide educational benefits to millions of veterans. In April 1974, of a total of 1.5 million veterans enrolled in educational programs, 640,000 of these (45 percent) were enrolled on a part-time basis, almost all of them at the postsecondary level.

Another major source of Federal assistance that incidentally benefits part-time students are the programs that express a congressional determination to provide equal education opportunities to all Americans, with a specific focus on bringing into the educational system at all levels those members of minority and disadvantaged groups who have been excluded from it. A disproportionately high

number of these individuals have no alternative but to participate in education on a part-time basis.

In its study of part-time students ("Financial Part-time Students: the New Majority in Postsecondary Education"), the American Council on Education reluctantly concludes that "\* \* \* part-time students on the whole are massively discriminated against in Federal and State student and institutional aid programs, social security survivors' benefits, institutional tuition rates and financial aid programs, and income tax requirements."

The National Advisory Council, in its review of the student aid provisions contained in title IV and other portions of the Higher Education Act, reached a similar conclusion. The Council's reservations regarding these provisions were communicated to legislative and administrative leaders by the chairman of the Council on December 16, 1974. This letter is attached and serves as a concluding statement by the Council regarding its position vis à vis the adult, part-time student. (See attachment) □

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THE NATIONAL ADVISORY COUNCIL  
ON  
EXTENSION AND CONTINUING EDUCATION

1325 G STREET, N.W., ROOM 710

WASHINGTON, D.C. 20005

(202) 382-7985

December 16, 1974.

Hon. -----,  
United States Senate,  
Washington, D.C.

DEAR -----:

The status of adult part-time students is of special concern to the National Advisory Council on Extension and Continuing Education. As recently noted by the American Council on Education in its report "The New Majority," adult part-time students comprise—for the first time in our history—the majority of students enrolled both in postsecondary institutions and in institutions of higher education.

This fact has substantial significance. In ever-increasing numbers adults are continuing their education on a part-time basis because it is either necessary or convenient for them to do so. As the ACE report indicates, adults find it necessary to continue their education on a part-time basis primarily because of financial limitations or because their educational goals are job-related and career-oriented.

Whether an individual proceeds with his education on a full- or a part-time basis is essentially immaterial to his legitimate claims to first-rate educational opportunities. An education is no less valid because it is being pursued on a less than full-time basis. We further believe that a student's part-time status should not be used either arbitrarily or inadvertently to discriminate against him and his educational needs.

The spirit of the Higher Education Act is forcefully embodied in title IV's concept of educational opportunity grants for all. With this concept we are in full agreement. It is our view, moreover, that the kinds of financial assistance made available to students affect immeasurably the kinds of educational experiences to which they have access.

As originally perceived, the Higher Education Act was almost exclusively concerned with full-time undergraduate, graduate, and professional students, with a particular emphasis on "youths" between the ages of 18 and 22. As recently as the last 2 years, the Congress has made major efforts to expand the scope of the act by extending eligibility for financial assistance not necessarily to the part-time student but at least to the "half-time" student.

In the past, the Council has supported the inclusion of part-time students in title IV's financial assistance programs. We support also the entitlement concept of title IV's basic opportunity grants for full- and half-time students. Only this title IV program includes an entitlement clause, and we are greatly encouraged by the Congress's recent action to appropriate as well as to authorize funds for use by half-time students in the BEOG's program.

The other four financial assistance programs funded by title IV do not have entitlement clauses. Three of these four programs are campus-based programs (the supplemental grant programs, the work-study program, and the direct loan program) which, in effect, means that based on a variety of allotment formulas, Federal moneys are distributed largely to postsecondary institutions, with these institutions given the authority to reallocate these moneys to those students whom they consider in financial need.

This formula does not work to the advantage of half-time students. Grant and loan funds are limited. There are not enough of these funds to cover even the great numbers of full-time students who might potentially seek them. Half-time students, consequently, are competing for limited funds against full-time students who are

routinely favored by aid officers in their assessment of financial need. The severity of this competition can only be aggravated by recent measures to establish a "no growth" policy for many federally supported fellowships and scholarships for full-time students. In effect, this policy forces more full-time students to compete against part-time students for available funds.

Eligibility for Federal financial assistance does not mean parity of access to this assistance. It is our opinion that both half-time and part-time students have as great a financial need for assistance as full-time students. Indeed, the financial needs of part-time students are presumably greater since these students are more likely to be married and have financial obligations which prohibit continuing their education on a full-time basis.

The lack of consistency with which the Higher Education Act deals with the financial needs of adult part-timers is further reflected in how the act unsystematically uses the full-time equivalency (FTE) formula as a means of taking into account the existence of such students.

The FTE formula is used in several instances in the Higher Education Act to make grants to institutions. Ironically, although part-time students are included in the compilation of statistics to determine in some instances the grant allotment to institutions, in every instance the institutions themselves are under no compulsion to use these allotments in turn to aid the part-time students.

The full-time equivalency is used in title II, section 203, to supply supplemental grants to institutions for library development. It is used in title VI, section 602, in determining State allotments to improve undergraduate instruction. It is used also in awarding supplemental grants under title IV, although the other student assistance programs of title IV make no such allowance.

Elsewhere in the act, the standard allotment practice is to include only full-time students enrolled at institutions, or some variant formula that is based on statistical breakdowns of the student population nationwide or statewide within a given age bracket.

We are obviously concerned about this method of accounting for the existence of part-time students at a time when these students exist in record numbers. The weakness of this method, moreover, we attribute to the inability to formulate a clear public policy regarding a national commitment to the education of adult part-time students and to give due recognition to their rights to such an education.

The patterns of attendance at postsecondary institutions are changing rapidly and in ways which are difficult to predict or control. One eventual outcome of these changes, however, appears to be certain: More and more adult students will be continuing their education on a part-time basis and will compel educators and legislators alike to acknowledge these students' legitimate and escalating requirements for full and equal educational opportunities.

Toward this end, then, the National Advisory Council on Extension and Continuing Education recommends that appropriate actions be considered now that would accommodate these needs. Among the actions that appear to be most appropriate are:

- a. A congressional reexamination of the financial needs of adult part-time students and the existing legislative vehicles that could be used to support these needs.
- b. The inclusion of part-time students, including less than half-time students, in the eligibility provisions for student financial aid programs and especially in those programs funded by title IV of the Higher Education Act.
- c. A more equitable and systematic use of the full-time equivalency formula in determining the allocations made to States and postsecondary institutions.
- d. The formulation of further provisos to encourage postsecondary institutions to provide part-time students in financial need with equal access to Federal funds allocated to these institutions for distribution.
- e. And finally, the enactment of a public policy that would demonstrate a commitment to full and equal educational opportunities for all students, with specific reference to adult part-time students.

These recommendations are respectfully submitted with the understanding that our Council is willing to assist in their further elaboration.

Sincerely yours,

ROBERT F. RAY, *Chairman.*



## A Time of Transition

*A Report from the Community Service and Continuing Education Program (Title I of the Higher Education Act) for Fiscal Year 1974 to the National Advisory Council on Extension and Continuing Education.*

### PRELUDE

In the last decade there have been dramatic changes in institutions of higher education. Universities and colleges, more than 1,200 in number, have extended their services to the wider community and allocated additional resources to meet immediate and pressing problems. This shift in priority is attributable in large measure to Federal support under title I of the Higher Education Act of 1965, the community service and continuing education program.

The years 1973-74 highlight an era of transition, a time of growth in resources and authority. In fiscal 1973 appropriations for the CSCE program increased for the first time. The amount of Federal funds rose from \$9½ to \$15 million. As a result, the States were able to develop more comprehensive programs and projects involving the greatest number of institutions (731) ever to participate in a single year. This 58 percent increase in available dollars, implementation of a new discretionary grant program and the authorization of projects specifically dealing with problems of the elderly were some of the events that made this 2-year period the most significant in the history of the community service and continuing education program.

The expanded authority aimed at assisting in the solution of problems of the elderly was contained in the Older Americans Comprehensive Services Amendments of 1973. Such special projects are to be concerned with the housing and transportation problems of elderly citizens particularly those living in rural and isolated areas. Funds have yet to be provided for this authority. Implementation (e.g.

regulations, guidelines, and priorities) will be developed in consultation with the Administration on Aging.

In fiscal year 1974, the program of special community service and continuing education projects, authorized by the education amendments of 1972, was initiated. Under the terms of the legislation, the Commissioner of Education made available \$1,425,000 to support experimental and demonstration projects related to national and regional problems. More than 200 proposals, requesting \$26 million in Federal funds were received. Eleven awards were made for the development and refinement of educational approaches to the problems of land and water use, local government operations, retirement, women in rural areas, and the handicapped.

**PATTERNS** Significant trends are discernible in the patterns of State activities in the CSCE program, American Samoa joined the program in 1973 completing the list of all jurisdictions eligible for participation. These 55 State agencies, aided by increased appropriations, have successfully encouraged a wider range of colleges and universities to share resources with communities.

The most dramatic increase in institutional participation has been among 2-year public or community colleges. These emerging institutions constituted only 12 percent of participating institutions in fiscal year 1967, 24 percent in fiscal year 1972, and 32 percent in 1973. Many of these young colleges have been involved in statewide cooperative programs of continuing education. This increase in activity was accompanied by an increased share of

Federal funds available—from 6.3 percent in 1967 to 11.6 percent in 1973.

The largest share of available funds was utilized by the State universities and land-grant colleges. However, the proportion of Federal dollars utilized by this category of institutions had declined from 51.7 percent in 1968 to 35.6 percent in 1973. The number of awards made to private institutions, both 2- and 4-year, has remained relatively constant. Smaller 4-year public institutions have increased their level of participation in both number of awards and amount of Federal support.

The State programs, in general, have moved from general public audiences to activities more focused on specific problem areas. Within the broad range of activities devoted to the improvement of local government services, special attention was paid in 1974 to "Collective Bargaining by Public Employees," "Upgrading the Skills of Health and Food Service Workers," and "Institutes for Newly Elected Municipal Officials." As both local governments and citizens work at improving the quality of life, such projects as the University of Maine's "State-wide Voluntary Water Quality Monitoring" shows great promise. One further example is "Your Role as a Legislator" which is being conducted by Arizona State University. In addition to group learning sessions, video tape cassettes are being prepared for use at the individual legislator's convenience. Sessions are planned to deal with such topics as the functions of the Legislative Council, the services of the Budget Analyst, the formal and informal organization of the House and Senate, and the protocol of lobbying.

Institutions of higher education have, over the years, been able to respond "in advance" and "at the time" of nationally recognized problems. In 1974, seven States selected as a priority the energy crisis. Following are but two examples of educational approaches to this national concern.

**TRANSPORTATION PLANNING** Taking as its cue the general community opposition to highway planning and improvement, and residential displacement, a series of working conferences has been taking place in the Galveston-Houston area. Discussion centers on energy conservation and its relationship to urban transportation, how to resolve and reconcile differences relative to transportation and methods of energy

conservation. Texas Southern University with the cooperation of other area colleges and universities, and the joint sponsorship of the Texas Highway Department is conducting the conferences. Participation includes the Houston-Galveston Area Council of Governments, and local citizen groups. What is coming out of these conferences is a better understanding of transportation and what role it plays in the local urban scene and the identification of effective means of conserving energy related to the transportation needs. Central concerns are effective citizen participation in highway planning and public responsibility for energy conservation. Costs of differing energy sources relative to differing modes of transportation will receive special attention. The project is expected to provide an "input-output" model for local and State decisionmaking.

**COMMUNITY MANAGEMENT** Georgia Institute of Technology in cooperation with the Georgia Municipal Association, the Association of County Commissioners and the Georgia Association of Area Planning and Development Commissions, is conducting a 13-session program for "Increasing Civic Understanding of Community and Area Planning and Management Under an Energy Shortage Constraint." Some 150 local officials from around the State are participating. Specific subject matter includes energy classification economics, social implications of energy regulations, energy audit methods, and preparation of energy impact statements. Project participants will develop a system of community management based on usable techniques in community and area planning.

An underlying assumption of the enabling legislation is that with increased knowledge and skills people can help themselves, help others, and help their communities to function better. In 1973, 30 percent of program resources, Federal, State, and local were devoted to decisionmakers in the community including government employees and officials, community leaders, and responsible representatives of a wide range of community organizations.

**SPECIAL POPULATIONS** The State programs are increasingly responsive to the need for CSCE projects that deal directly with problems of special populations within the wider community. Higher education resources are employed to assist women educationally for job re-

entry or volunteer service and to serve more effectively in the role of parent and citizen. Local agencies in cooperation with local colleges and universities are aiding the elderly in coping with the complexities of retirement; food, shelter, social services, and recreation are major targets for improvement. In 1973, \$2,342,900 in Federal dollars supported 114 such projects.

Santa Fe Community College in Gainesville, Fla., is delivering vital educational services directly to the elderly. Programs concerned with consumer education, psychology of aging, nutrition, and social security and health benefits are being offered in nursing homes, convalescent centers, residential units, and designated public school facilities. Older adults are actively involved as advisory board members and as peer group counselors.

The Bangor Community College Women's Center has developed an outreach program for low-income women, particularly heads of households, in Penobscot County. The center is offering career counseling and support services for women reentering education and has designed individual programs of study for participants. With the establishment of an information exchange between participants, the college, and potential employers, the Center provides the means for individuals and employers to be better served.

The national program of community service and continuing education is in reality a collection of 55 separate State programs. This fact is illustrated in the priorities assigned by the States in their annual operating plans for fiscal year 1974. The largest number of States (22) proposed to provide community service programs for local and State officials. In 18 States priority was assigned to economic development and employment and in 17 States environmental quality and growth policy received major attention. At the other end of the priority spectrum transportation issues and housing concerns were rated as high priorities in only two States. Comprehensive consumer education was a major focus in four States.

In the biennium 1973-74, 211 institutions of higher education participated in the program for the first time. Of this group of new participants, 112 were 2-year public institutions and 61 were 4-year private colleges and universities.

The distribution of \$12,725,000 for fiscal year 1974 for the State-grant program is shown in table I. With these Federal funds, the several State agencies approved for support 617 projects. While the enabling legislation requires that one-third of total program costs be provided by the States, in 1974, combined State and institutional resources provided some 42 percent of total program costs.

CSCE projects are conducted by single institutions and by combinations of institutions; in such coordinated endeavor one institution serves as the primary sponsor. In 1974, land grant colleges and State universities were primary sponsors of 203 projects, public 4-year institutions of 162, and private 4-year of 113. The 2-year institutions most often serve as cooperating colleges; in 1974 public 2-year institutions were primary sponsors of 131 projects and private 2-year institutions of 8.

In keeping with the urban focus of the CSCE program, the States supported 262 projects that would serve residents of 128 standard metropolitan statistical areas across the country. When viewed in a geographical context, 56 percent of the State-supported projects were urban-oriented, 15 percent were rural-oriented and 29 percent were statewide in concept and operation.

The 617 projects supported in fiscal year 1974 illustrate patterns of cooperation between colleges and communities and patterns of resource sharing among institutions of higher education to meet mutual objectives.

There are persistent barriers to superior performance at both the State and Federal levels of administration. Conceptual plans are required against which operational State program may be measured. A variety of problems have yet to be confronted nationally. The means for replication or adaptation of successful institutional projects must be improved.

In a dozen States current plans do not provide adequate guidance for institutional responses to identified problems. Evaluations of State programs are uneven in both quality and frequency. Both of these conditions appear to be associated with the amount of professional staff time devoted to the administration of the program. For example, only 24 States reported the assignment on a full-time basis of a professional staff member for the direction of the

program. Coupled with less than adequate staff resources is the low proportion of funds allocated to the planning and evaluation functions that are essential for good management.

While a wide range of community problems are addressed in the program, there are gaps that seem to require attention when the collection of State projects is viewed as a whole. Neither State priority setting nor institutional proposal submission reflect what must be major areas of concern across the country. Specifically, problems of the elderly and the consumer, of transportation and housing are receiving less attention than appears warranted. It is suggested therefore that higher education resources related to these programs are being under utilized.

Institutions of higher education frequently create or devise a "new" program without the benefit of materials and methods which have been tested and proven by other institutions in similar endeavors. The time spent in project development or start-up could be reduced if a clearinghouse of project results and technical assistance could be provided.

With the implementation of the special projects authority, one major source of information and material will become available for program development. The Office of Education, however, lacks the resources fully to utilize both State and national experiences for dissemination, training, and technical assistance. While plans have been drafted for assistance to the States in planning and evaluation and to institutions in project development and operations, current constraints preclude the implementation of these plans.

These areas of concern are presented to the Advisory Council for its consideration and suggestions as the Office of Education seeks to refine policy and procedures for the more effective administration of the community service and continuing education program.

**POTENTIAL** The patterns of productive activity and institutional commitment have been a hallmark of the state-based program. With the implementation of the new special projects authority the resources are at hand to enhance the concept of education as a continuing life-long and dynamic process through which adults may lead more meaningful and useful lives and through which

communities and States can improve their operations and services.

The guidelines for implementation called for projects that

- are responsive to national priorities;
- show unusual promise in improving programs of community service and continuing education;
- will develop new approaches, methods, and materials for increased effectiveness of community service programs;
- will be of optimum use in the further development of State programs; and
- will have a high potential for replication or adaptation by institutions of higher education.

In pursuit of these objectives the following projects were awarded grants in June 1974.

The University of Wisconsin at Superior in cooperation with the College of St. Scholastica, Michigan Technical University, Northern Michigan University, Northland College, the University of Minnesota at Duluth, and the University of Wisconsin Extension at Eau Claire have formed a consortium to explore "The Effective Regional Use of Water Resources." These seven institutions are implementing a continuing community education project focused on effective use of the water resources of the Lake Superior Basin. The advantages of a coordinated interstate, inter-institutional, multi-disciplinary educational program will be demonstrated. This project will employ an advisory council throughout its activities and will refine mechanisms for translating basic hydrologic knowledge into effective public education programs.

The University of North Carolina and the University of Virginia will team up to improve "Inmate Education." They will carry out cooperative research with special attention being given to the testing of different approaches to correctional education. The University of North Carolina will assist State authorities in converting a correctional facility into a learning center where higher educational opportunity for the inmates is the primary function. The University of Virginia will test a system that combines correspondence courses with personal on-site counseling and instruction. The interaction between the two institutions as well as the results of



these experimental endeavors will aid in the development of a new model of inmate education.

A unique project of "Community Services and Continuing Education for the Deaf" is being developed by Gallaudet College in cooperation with the Philadelphia Community College, the North Carolina School for the Deaf, and the J. Sargent Reynolds Community College in Richmond. This project is designed to demonstrate the feasibility of providing deaf individuals with access to public social services and continuing education opportunities offered the normal-hearing populations in Philadelphia, Richmond, and Charlotte. A comparative study will be made of the effectiveness of programs offered by these distinctly different types of institutions.

Trinity College working with the Rensselaer Polytechnic Institute of Connecticut has established the Hartford urban extension program. This innovative project will implement a program of education for four carefully selected groups of people for whom no coherent current programing is available in the greater Hartford region—women, municipal employees, corporate executives, and community groups. Among the factors to be examined are the ways in which independent institutions create and maintain an urban extension program. This project is expected to demonstrate the efficacy of a community continuing education program developed through cooperation between an undergraduate and a graduate institution.

"Continuing Environmental Education—A Strategy for Community Change" will be developed by the Urban Observatory of Metropolitan Nashville utilizing the resources of George Peabody College, Tennessee State University, Vanderbilt University, Meharry Medical College, Fisk University, and the University of Tennessee at Nashville. The design of this project requires the building and field testing of a process model for citizen participation in environmental policy development. This project tests an innovative structure for university-government cooperation to improve a community's environmental literacy.

Two projects will focus on rural women using different delivery systems in different geographical areas of the United States. The Florida State University in cooperation with the University of Georgia

and Tuskegee Institute is shaping "An Interstate Model of Collaboration for Human Resources Development Among Rural Women." This developed project will demonstrate a model delivery system utilizing multi-level inter-institutional linkages, trained local advisory boards, and specially designed programs and services to meet the unique needs of rural women. Specific problems that will provide focus to the demonstration include home life and family planning, para-professional and professional training, and leadership development for civic responsibilities.

At the same time, North Dakota State University in cooperation with all other institutions of higher education in North Dakota will be developing the potential of women in rural areas by employing television technology to provide continuing education programs to widely scattered, sparsely populated communities. The program focuses on assisting women to assume greater leadership roles in economic and community affairs. Participants viewing public educational television will be compared with those viewing privately owned commercial television to determine if there is a significant difference in the number watching, the attrition rate, and the amount learned. Comparisons will also be made between learners who view a series in isolation and those who have an opportunity to participate in small group followup sessions.

Two other projects that interface and complement each other deal with education for retirement. The University of Southern California in cooperation with Pepperdine University is engaged in the development of in-depth pre-retirement education with a broadly based community consortium, involving all levels of educational institutions, that will bring together labor and management in a cooperative effort to demonstrate a model pre-retirement program. The design calls for comparative evaluations of three differing methodologies. Complementing this "before" activity is a project to develop "Post-Retirement Education Models" which is being conducted by the Institute of Gerontology, University of Michigan, and Wayne State University, which will work in tandem with the Wayne County Community College Consortium on Aging. Through the design, implementation, and comparative evaluation of a series of programs, the project will explore the effectiveness



of different approaches to the education of divergent groups. The potential participants, including minority aged and widowed or single elderly, represent a wide socioeconomic range as well as differing ethnic cultures and values.

The University of Texas at Arlington in cooperation with St. John's University in Minnesota, the University of Iowa, the University of Kansas, and the Dallas Community College District is building Project Mid-Net which is designed to test on a regional basis five problem-oriented training packages, each consisting of four to six discrete training modules. The project will demonstrate problem solving processes, the possibility of reduced training costs, effects of an expanded curriculum, and will test the effectiveness of an interstate network for the delivery of public service training.

A single project is concerned with articulation of "Alternative Patterns for Strengthening Community Service Programs in Institutions of Higher Education." The University of Illinois together with the State agencies in Georgia, Colorado, Tennessee, Connecticut, Minnesota, and Oklahoma, is exploring the processes by which community service programs are strengthened in institutions of higher education. This program is designed to identify effective

alternative administrative strategies and funding patterns which have enabled or can enable community service and continuing education efforts to be continued, expanded or adopted. Dimensional sampling will be used to obtain data from 30 institutions of higher education and a "transactive" seminar will be held in each of the 6 States to identify and diagnose problems and to generate alternative approaches to solving those problems.

These 11 projects which represent the initial effort in experimentation and demonstration will aid in the further development of institutional projects and State programs of community service and continuing education. As the learnings from these tested projects are replicated and adapted, colleges and universities will make even greater contributions toward the solution of community problems.

In summary, Federal support must be more than monetary if the potential of the CSCE program is to be realized. Increased technical assistance to the States is required for comprehensive planning and in-service training. At the same time, State agencies must be provided with additional resources, including qualified personnel, to develop and coordinate state-wide programs of university community service. □

Distribution of funds under Public Law 89-329, as amended by Public Law 92-318, Higher Education Act, Title I, Part A, Community Service and Continuing Education Programs: (5 percent reduction, Conference Report 93-682)

Fiscal year 1974

State amounts<sup>1</sup>

|               |         |                         |            |
|---------------|---------|-------------------------|------------|
| Alabama       | 225,486 | New Mexico              | 137,606    |
| Alaska        | 111,264 | New York                | 760,324    |
| Arizona       | 167,008 | North Carolina          | 285,621    |
| Arkansas      | 170,211 | North Dakota            | 122,600    |
| California    | 830,030 | Ohio                    | 486,464    |
| Colorado      | 181,942 | Oklahoma                | 193,566    |
| Connecticut   | 210,408 | Oregon                  | 176,976    |
| Delaware      | 120,117 | Pennsylvania            | 528,280    |
| Florida       | 352,808 | Rhode Island            | 134,511    |
| Georgia       | 267,843 | South Carolina          | 194,754    |
| Hawaii        | 128,430 | South Dakota            | 124,255    |
| Idaho         | 126,522 | Tennessee               | 243,732    |
| Illinois      | 502,406 | Texas                   | 511,258    |
| Indiana       | 288,715 | Utah                    | 139,406    |
| Iowa          | 202,923 | Vermont                 | 116,338    |
| Kansas        | 181,223 | Virginia                | 269,858    |
| Kentucky      | 217,893 | Washington              | 223,867    |
| Louisiana     | 232,900 | West Virginia           | 163,625    |
| Maine         | 136,418 | Wisconsin               | 260,970    |
| Maryland      | 244,200 | Wyoming                 | 112,200    |
| Massachusetts | 307,357 | District of Columbia    | 127,098    |
| Michigan      | 423,738 | Outlying Areas:         |            |
| Minnesota     | 238,910 | American Samoa          | 25,977     |
| Mississippi   | 180,971 | Canal Zone              | 00         |
| Missouri      | 269,750 | Guam                    | 28,059     |
| Montana       | 125,551 | Puerto Rico             | 122,598    |
| Nebraska      | 154,268 | Virgin Islands          | 27,248     |
| Nevada        | 118,353 | U.S. and Outlying Areas | 12,725,000 |
| New Hampshire | 127,278 | 50 States and D.C.      | 12,521,118 |
| New Jersey    | 362,885 |                         |            |

<sup>1</sup> Distribution of \$14,250,000 with 10 percent (\$1,425,000) reserved for grants under section 106(b)(1); \$100,000 reserved for the Advisory Council; and the balance distributed with a basic amount of \$100,000 to the 50 States and District of Columbia and \$25,000 to the outlying areas and the remainder distributed on the basis of the total resident population, July 1, 1971, for the States and as of April 1, 1970, for the areas.

**State-Supported Projects in Community Service and Continuing Education  
(Title I, Higher Education Act of 1965)**

*Fiscal Year 1974*

| <i>State</i>   | <i>Project title<br/>(Director)</i>   | <i>Federal<br/>funds</i> | <i>Matching<br/>funds</i> |
|--|---|--------------------------|---------------------------|
| <b>Alabama</b>   |   |                          |                           |
| University of Alabama.....                                     | Government Employee Training.....<br>(Joe M. Gelwix, Bureau of Public Administration.)                        | \$20,000                 | \$10,000                  |
| Do.....  | Small Business Training.....<br>(John B. Griffin, Division of Continuing Education.)                          | 30,000                   | 15,000                    |
| University of Alabama at Birmingham.....                       | Public Employees Collective Bargaining.....<br>(Higdon C. Roberts, Center for Labor Education and Research.)  | 8,000                    | 4,191                     |
| University of South Alabama at Mobile.....                     | Government Employee Training.....<br>(William J. Harkins, Local Government Employee Training Program.)        | 4,000                    | 2,000                     |
| Jefferson State Junior College at Birmingham.....              | Small Business Training.....<br>(Carl E. Vickrey, Jr., Director of Continuing Education.)                     | 9,000                    | 4,500                     |
| Auburn University at Auburn.....                               | Educational Services for Government Employees Training.....<br>(Fred R. Robertson, Division of Extension.)    | 20,000                   | 10,000                    |
| Snead State Junior College at Boaz.....                        | Government Employee Training.....<br>(Joseph D. Brindley, Community Service Business & Economics Department.) | 2,936                    | 1,468                     |
| Auburn University at Auburn.....                               | Educational Services for Small Business Operators.....<br>(John F. Henry, School of Business.)                | 25,936                   | 12,981                    |
| Tuskegee Institute.....  | Public Administration Seminar.....<br>(G. T. Dowdy, Division of Social Sciences.)                             | 1,870                    | 935                       |
| Auburn University at Montgomery.....                           | Government Employee Training.....<br>(Richard W. Daniel, Division of Business and Sciences.)                  | 9,500                    | 4,750                     |
| Tuskegee Institute at Tuskegee.....                            | Dietary Food Service Training.....<br>(Solona C. McDonald, Department of Hospital Dietetics.)                 | 22,000                   | 11,000                    |
| Spring Hill College at Mobile.....                             | Executive Development Program.....<br>(Albert S. Foley, Department of Sociology.)                             | 9,000                    | 4,500                     |
| Auburn University at Auburn.....                               | Continuing Education for Health Workers.....<br>(Ben F. Cooper, School of Pharmacy.)                          | 8,000                    | 4,000                     |
| University of Alabama at Birmingham.....                       | Municipal Employee Training.....<br>(Emory C. Hubbard, Division of Conferences and Special Courses.)          | 14,500                   | 7,250                     |
| Auburn University at Montgomery.....                           | Small Business Training.....<br>(Richard W. Daniel, Division of Business and Science.)                        | 10,000                   | 5,000                     |
| John C. Calhoun State Technical Junior College at Decatur..... | Municipal Employee Training.....<br>(Betty Hutchens, Department of Business Education.)                       | 4,500                    | 2,250                     |
| Do.....  | Small Business Training.....<br>(Betty Hutchens, Department of Business Education.)                           | 4,000                    | 2,000                     |
| <b>Alaska</b>  |   |                          |                           |
| University of Alaska at Fairbanks.....                         | Training Program for Local Government Officials.....<br>(James W. Matthews, Cooperative Extension Service.)   | 14,000                   | 27,351                    |
| Do.....  | Village News Correspondents Training.....<br>(Charles W. Lafferty, Division of Statewide Services.)           | 10,460                   | 6,875                     |
| University of Alaska at College.....                           | Training of Computer Skills for Teachers in Village Schools.....<br>(Edward J. Gauss, Computer Center.)       | 13,156                   | 12,731                    |

## State-Supported Projects in Community Service and Continuing Education—Continued

| <i>State</i>   | <i>Project title<br/>(Director)</i>  | <i>Federal<br/>funds</i> | <i>Matching<br/>funds</i> |
|--|--|--------------------------|---------------------------|
| <b>Alaska—Continued</b>                              |  |                          |                           |
| University of Alaska at Fairbanks.....               | Intercultural Video Tapes.....<br>(Jane Williams, Department of Audio-Visual Communications.)  | \$12,353                 | \$7,500                   |
| Do.....  | Local Leadership Training for Improved Education.....<br>(E. Dean Coon, Center for Northern Educational Research.)                         | 13,232                   | 9,702                     |
| Do.....  | Closing the Communications Gap Between Natives and Non-natives.<br>(David L. Geesin, Program Director Radio Station KUAC (FM).)            | 7,250                    | 4,005                     |
| Do.....  | Training Native Leaders and Administrators.....<br>(Judith Kleinfeld, Associate Professor of Educational Psychology.)                      | 15,000                   | 7,500                     |
| University of Alaska at Kodiak.....                  | Teacher Training for Reading Improvement.....<br>(Carolyn Floyd, Director of Kodiak Community College.)                                    | 12,200                   | 6,100                     |
| Sheldon Jackson College at Sitka.....                | Leadership Training.....<br>(Dan Etulain, Director of Educational Media.)  | 12,000                   | 9,825                     |
| <b>Arkansas</b>                                      |  |                          |                           |
| University of Arkansas at Fayetteville.....          | Training Program for County Officials.....<br>(H. W. Stephens, Research Associate Community Affairs Division.)                             | 31,250                   | 33,730                    |
| Phillips County Community College at Helena.....     | Recreational Horticulture and Crafts for the Aging and Handicapped.<br>(Gerald Jumper, Dean of Community Services.)                        | 10,975                   | 11,499                    |
| University of Arkansas at Fayetteville.....          | Development of a Community Services Model for Community Colleges.<br>(Martin Schoppmeyer, Associate Professor Educational Administration.) | 9,300                    | 4,700                     |
| Arkansas College at Batesville.....                  | Education for Senior Citizens.....<br>(Roberta D. Brown, Dean of Institutional Research and Development.)                                  | 3,313                    | 1,753                     |
| Westark Community College at Fort Smith.....         | Skills Training for Workers With the Aged.....<br>(Jean M. Dana, Psychology Instructor.)   | 6,746                    | 5,217                     |
| Do.....  | Community Education for Adults.....<br>(David L. Landsburg, Director of Community Service and Continuing Education.)                       | 5,351                    | 3,961                     |
| Do.....  | Sixty-Plus Education.....<br>(David L. Landsburg, Director of Community Service and Continuing Education.)                                 | 9,743                    | 5,021                     |
| Arkansas College at Batesville.....                  | Educational Needs of Adult Women.....<br>(Jane B. Fagg, Professor of History.)   | 3,180                    | 1,643                     |
| Garland County Community College at Hot Springs..... | Community Service Worker Training Program.....<br>(Don Harris, Dean of Community Service.)   | 3,521                    | 1,810                     |
| University of Arkansas at Fayetteville.....          | Training Leaders for Women's Problem Solving Groups.....<br>(Joseph DeOrdio, Director of Counseling Center.)                               | 14,783                   | 7,615                     |
| Arkansas Polytechnic College at Russellville.....    | Workshops on Consumer Education.....<br>(Calvin Dunham, Department of Behavioral Sciences.)  | 7,375                    | 3,612                     |
| Arkansas State University at State University.....   | Education Program for Improved Land Use Planning.....<br>(P. L. Raines, Assistant Professor of Botany.)                                    | 10,481                   | 5,461                     |
| University of Arkansas at Fayetteville.....          | Project Outreach.....<br>(Richard H. Dana, Psychology Department.)   | 13,178                   | 11,048                    |
| Do.....  | Institute for Newly Elected Municipal Officials.....<br>(H. W. Stephens, Division of Community Affairs.)                                   | 18,000                   | 10,870                    |
| <b>American Samoa</b>                                |  |                          |                           |
| Community College of American Samoa.....             | Project TV College.....<br>(David R. Lynn, Director American Samoa Community College.)   | 25,000                   | 8,416                     |

**State-Supported Projects in Community Service and Continuing Education—Continued**

| <i>State</i>  | <i>Project title<br/>(Director)</i>  | <i>Federal<br/>funds</i> | <i>Matching<br/>funds</i> |
|---|--|--------------------------|---------------------------|
| <b>Arizona</b>  |  |                          |                           |
| The University of Arizona at Tucson..   | Coordinator of Community Programs.....<br>(Thomas E. Doran, Office of Vice President for University Relations.)  | \$16,000                 | \$9,454                   |
| Do.....   | Community Services Center.....<br>(Curran V. Shields, Division of Continuing Education.)   | 28,500                   | 9,554                     |
| Arizona State University at Tempe....   | News 65.....<br>(Joseph P. Zesbaugh, Bureau of Broadcasting.)  | 25,000                   | 12,503                    |
| Do.....   | Training Arizona Local Government Officials.....<br>(C. David Baron, College of Business Administration.)  | 9,000                    | 4,500                     |
| Do.....   | Training Employees of Community Service Agencies.....<br>(Don R. Campbell, Director Community Services Office.)  | 17,000                   | 8,500                     |
| Do.....   | Your Role as a Legislator.....<br>(Ted J. Christensen, Bureau of Broadcasting.)  | 16,372                   | 8,186                     |
| Northern Arizona University at Flag-staff.  | Coordinator for Northern Arizona Community Programs.....<br>(Gary M. Townsend, College of Education.)  | 17,000                   | 8,500                     |
| Cochise College at Douglas.....   | Community Consultation Service.....<br>(Knox Talley, Dean of Occupational Education.)  | 14,700                   | 7,350                     |
| Pima Community College at Tucson...   | Movable Career Education Laboratories.....<br>(James E. Gibson, Dean, Continuing Education Division.)  | 15,000                   | 7,516                     |
| Mesa Community College at Mesa....  | Wheels.....<br>(Ellen Huft, Community Service and Continuing Education Department.)  | 12,000                   | 7,178                     |
| <b>California</b>   |  |                          |                           |
| Cosumnes River College at Sacramento.   | Community Service TV System.....<br>(Robert A. Wyman, Associate Dean of Instruction.)  | 83,964                   | 47,848                    |
| Cooperating institutions:   |  |                          |                           |
| Butte College.....  | .....  | 3,000                    | 2,000                     |
| Modesto Junior College.....   | .....  | 3,000                    | 2,000                     |
| University of California Extension, at Irvine.  | Improving the Effectiveness of Citizen Participation in Local Government—"Local Reforms".<br>(Richard Baisden, Dean of Extension.)   | 24,914                   | 12,457                    |
| Cooperating institutions: University extensions: San Diego; Los Angeles; Riverside; Santa Barbara; Davis; Santa Cruz; Berkeley Extension. |  |                          |                           |
| University of California Extension, Los Angeles.  | Improving the Effectiveness of Citizen Participation in Local Government—"Ethics and Excellence in the Public Service: The Citizen's Role."<br>(Jerry Seliger, Department of Social Sciences.) | 43,022                   | 21,511                    |
| Cooperating institutions: University extensions: Irvine, San Diego, Riverside, Santa Barbara, Santa Cruz, Davis.                          |  |                          |                           |
| Ventura County Community College at Ventura.  | Project Discovery: Reentry of Women and Community Services to the Elderly.<br>(William Lawson, Assistant to the Superintendent.)   | 29,400                   | 14,700                    |
| Cooperating institutions: Moorpark Community College.   |  |                          |                           |
| University of California at Los Angeles.  | Alternative Futures for Community Services and Continuing Education in California.<br>(James Farmer, Graduate School of Education.)  | 45,000                   | 22,500                    |



## State-Supported Projects in Community Service and Continuing Education—Continued

| <i>State</i>   | <i>Project title<br/>(Director)</i>   | <i>Federal<br/>funds</i> | <i>Matching<br/>funds</i> |
|--|---|--------------------------|---------------------------|
| <b>California—Continued</b>  |   |                          |                           |
| University of Southern California at Los Angeles.<br>Cooperating institutions: University of California System—Sea Grant College Program California State University, Fullerton, Long Beach and Humboldt Occidental College.                     | Statewide Community Interaction in Coastal Resource Planning and Management.<br>(Ronald B. Linsky, Office of Sea Grant Programs.)               | \$55,228                 | \$27,114                  |
| Marin Community College at Kentfield.<br>Cooperating institutions: Indian Valley Colleges.   | Systems Approach to Community Development.....<br>(Jared B. Sharon, Assistant Dean of Instruction.)   | 49,977                   | 89,670                    |
| California State University at San Diego.<br>Cooperating institutions: University of California Coast Community College.   | Project Outreach: Orange and San Diego Counties.....<br>(Bernard J. Lusk, Vice Chancellor.)   | 110,000                  | 84,305                    |
| Cuesta College at San Luis Obispo....  | Project Outreach: College-Community Interaction Through Mobile Team Operation.<br>(Jim J. Greathouse, Evening Division and Community Services.) | 21,040                   | 15,092                    |
| California State College at Bakersfield..  | Project C.A.L.L.: Counseling Adults for Lifelong Learning.....<br>(Richard M. Swank, Director of Counseling.)                                   | 16,143                   | 14,784                    |
| Cooperating institutions:  |   |                          |                           |
| Porterville College.....   | -----   | 4,293                    | 7,579                     |
| Taft College.....  | -----   | 3,184                    | 5,872                     |
| West Hills College.....  | -----   | 4,293                    | 5,014                     |
| Delano College Center.....   | -----   | 1,840                    | 5,110                     |
| California State University at Northridge.<br>Cooperating institutions: California State University, Los Angeles; California State University, Dominguez Hills; California State University, Long Beach.   | E.P.I.C.: Educational Participation in Communities: Consortium Administration Unit.<br>(Sally Peterson, Office of Student Affairs.)             | 15,000                   | 24,747                    |
| California State University at Chico...  | Rural Outreach: Northeastern California.....<br>(George T. McIntyre, Division of Continuing Education.)   | 29,484                   | 20,742                    |
| Cooperating institutions: Northeastern California Planning Council; Butte, Feather River, Lassen, Shasta, Siskiyou, Yuba Community Colleges; University of California, Davis.  | -----   | 45,516                   | 84,283                    |
| California State University at Sacramento.<br>Cooperating institutions: University of California, Davis; Sierra College; American River College; University of Nevada, Reno; Western Nevada Community College; Nevada Desert Research Institute. | Lake Tahoe Environmental Education Consortium. (Michael Remy, Environmental Studies.)   | 78,263                   | 42,688                    |

## State-Supported Projects in Community Service and Continuing Education—Continued

| <i>State</i>   | <i>Project title<br/>(Director)</i>  | <i>Federal<br/>funds</i> | <i>Matching<br/>funds</i> |
|--|--|--------------------------|---------------------------|
| <b>California—Continued</b>  |  |                          |                           |
| California State College at Sonoma.....  | California Consortium for the TV College. (Carroll V. Mjelde,<br>Dean of Continuing Education Division.)                     | \$76, 500                | \$38, 250                 |
| Cooperating institutions: California State College, Bakersfield; California State University, Chico; California State College, Dominquez Hills; California State University, Fresno; California State University, Fullerton; California State University, Hayward; Humboldt State University; California State University, Long Beach; California State University, Los Angeles; California State University, Northridge; California State Polytechnic University, Pomona; California State University, Sacramento; California State College, San Bernardino; San Diego State University; San Francisco State University; San Jose State University; California Polytechnic State University, San Luis Obispo; California State College, Sonoma; California State College, Stanislaus. |  |                          |                           |
| San Francisco State University at Daly City.   | Urban Indian Resource Development Program. (James A. Hirabayashi, Dean, School of Ethnic Studies.)                           | 16, 805                  | 11, 894                   |
| <b>Colorado</b>  |  |                          |                           |
| Colorado Consortium of Higher Education.   | Community Education, Energy, and Economic Development, Land Use and growth Strategies.<br>(John Bonner, Executive Director.) | -----                    | -----                     |
| The following members of the consortium and directors conducted projects under this title:   |  |                          |                           |
| Adams State College.....   | (Donald A. Rapp, Director of Research and Development.).....   | 15, 000                  | 8, 855                    |
| Aims Community College.....  | (Dwane Raile, Associate Dean of General Studies.).....   | 100                      | 60                        |
| Arapahoe Community College.....  | (Robert Peterson, Dean of Community Relations.).....   | 5, 000                   | 2, 950                    |
| Colorado Mountain College.....   | (E. L. ...., President.).....  | 5, 000                   | 2, 950                    |
| Colorado School of Mines.....  | (W. E. ...., Director of Continuing Education.).....   | 100                      | 60                        |
| Colorado State University.....   | (Dan Hill...., Communications Specialist.).....  | 20, 000                  | 11, 800                   |
| Community College of Denver.....   | (Nick Rossi, Director of Special Projects.).....   | 6, 500                   | 3, 837                    |
| Fort Lewis College.....  | (Don Goodwin, Supervisor Continuing Education.).....   | 2, 250                   | 1, 220                    |
| Lamar Community College.....   | (James Sprout, Registrar.).....  | 100                      | 60                        |
| Loretto Heights College.....   | (Antony Parimanath, Dean of Academics.).....   | 5, 000                   | 2, 950                    |
| Mesa College.....  | (Peggy Foss, Director of Institutes and Centers.).....   | 5, 000                   | 2, 950                    |
| Metropolitan State College.....  | (Alan Dahms, Director, Center for Human Effectiveness.).....   | 43, 292                  | 11, 399                   |
| Morgan Community College.....  | (Clarence Sanders, Director of General Studies.).....  | 5, 000                   | 2, 950                    |
| Otero Junior College.....  | (Wesley S. Sterner, Director of Continuing Education.).....  | 100                      | 60                        |
| Regis College.....   | (William Pickett, Director Governmental Relations.).....   | 5, 000                   | 2, 950                    |
| Southern Colorado State College..  | (James Kashner, Chairman, Department of Sociology-Anthropology.)   | 15, 000                  | 8, 855                    |
| Trinidad State Junior College....  | (Gerald Nix, Supervisor, Special Projects.).....   | 2, 000                   | 1, 180                    |
| University of Colorado, Denver....   | (Vince Shively, Director Bureau of Community Services.).....   | 20, 000                  | 11, 800                   |
| University of Northern Colorado..  | (Richard Wood, Director, Correspondence and Development of Special Studies.)   | 100                      | 60                        |

## State-Supported Projects in Community Service and Continuing Education—Continued

| <i>State</i>   | <i>Project title<br/>(Director)</i>  | <i>Federal<br/>funds</i> | <i>Matching<br/>funds</i> |
|--|--|--------------------------|---------------------------|
| <b>Connecticut—Continued</b>   |  |                          |                           |
| Central Connecticut State College at New Britain.                    | The Assessment and Evaluation of the Delivery of Human Services.<br>(Virginia W. Vidich, Associate Professor and Director of Community Research Center.) | \$8,818                  | \$4,410                   |
| Connecticut College at New London...                                 | Leadership Development Training for the Disadvantaged.....<br>(Thelma Waterman, Director, Office of Community Affairs.)                                  | 9,224                    | 4,612                     |
| Manchester Community College at Manchester.                          | Business and Financial Management for Small Businessman.....<br>(Alan W. Gates, School of Business Administration.)                                      | 16,556                   | 8,221                     |
| University of Hartford at West Hartford.                             | (James M. Murdock, Director of Continuing Education.)  | 4,890                    | 4,187                     |
| University of Connecticut at Storrs....                              | Consumer Quiz Show to Teach Money Management.....<br>(Elsie Fetterman, Department of Family Economics and Management.)                                   | 21,800                   | 20,083                    |
| Do.....  | New Towns and Coventry.....<br>(Morton J. Tenzer, Institute of Urban Research.)  | 5,160                    | 5,299                     |
| Manchester Community College at Manchester.                          | Pilot Program Pre and Post Retirement Counseling.....<br>(Beverly Hounsell, Administration Director.)  | 12,000                   | 7,600                     |
| St. Joseph College at West Hartford...                               | Consumer Education in the Urban Environment.....<br>(Sister M. Clare Markham, Department of Chemistry.)  | 4,760                    | 2,740                     |
| University of Connecticut at Storrs....                              | Training Counselors About Careers in Engineering.....<br>(Stephen L. Rice, School of Engineering.)   | 20,280                   | 10,166                    |
| University of Connecticut at Stamford.                               | Use of Horticulture in the Rehabilitation of the Disabled/Disadvantaged.<br>(Edward J. Duda, Associate Professor, Department of Plant Science.)          | 18,607                   | 10,273                    |
| University of Hartford at West Hartford.                             | Counseling Veterans for Educational Enrichment.....<br>(James M. Murdock, Division of Continuing Education.)   | 7,274                    | 5,808                     |
| Wesleyan University at Middletown...                                 | Language, History and Puerto Rican Culture for Teachers.....<br>(James L. Steffensen, Jr., Graduate Summer School for Teachers.)                         | 18,507                   | 13,391                    |
| Yale University at New Haven.....                                    | Community Planning for Educational Alternatives.....<br>(Edison J. Trickett, Assistant Professor of Psychology.)   | 23,062                   | 12,992                    |
| University of Connecticut at West Hartford.                          | Regional Training Center for Specialization in Human Services..<br>(Rigmor Asmundsson, School of Social Work.)   | 1,000                    | none                      |
| <b>Delaware</b>  |  |                          |                           |
| Delaware State College at Dover.....                                 | Community information services to families and youth.....<br>(Elizabeth C. Dix, Office of Public Relations and Community Information Services.)          | 14,000                   | 14,000                    |
| University of Delaware at Newark....                                 | Community Service and Continuing Education Program.....<br>(Frederick D. Brown, Division of Continuing Education.)                                       | 24,000                   | 12,000                    |
| Do.....  | Educational Counseling for Women.....<br>(Mae R. Carter, Division of Continuing Education.)  | 8,300                    | 4,150                     |
| Do.....  | Census and Data Systems.....<br>(C. Harold Brown, Division of Urban Affairs.)  | 41,000                   | 20,500                    |
| Delaware Technical and Community College—North Campus at Wilmington. | Municipal and Metropolitan Police and Fire Training.....<br>(Walter J. Wassmer, Criminal Justice Director.)  | 10,000                   | 5,000                     |
| Delaware Technical and Community College Wilmington.                 | Continuing Education for Spanish Speaking Adults.....<br>(Herndon Sims, Director of Continuing Education.)   | 3,000                    | 1,500                     |

## State-Supported Projects in Community Service and Continuing Education—Continued

| <i>State</i>                                       | <i>Project title<br/>(Director)</i>  | <i>Federal<br/>funds</i> | <i>Matching<br/>funds</i> |
|--|--|--------------------------|---------------------------|
| <b>District of Columbia</b>                        |  |                          |                           |
| Federal City College.....                          | Project Accountability, Phase III.....<br>(Charles Williams, Office of Continuing Education.)  | \$11,582                 | \$8,628                   |
| Gallaudet College.....                             | Community Service Center for the Hearing Impaired.....<br>(Albert Pimentel, Public Service Programs Center for Continuing Education.)  | 29,581                   | 40,510                    |
| The George Washington University....               | Anacostia Community Development Consortium.....<br>(Gregory H. Williams, Director of Experimental Programs.)   | 19,582                   | 39,440                    |
| Do.....  | Mobility for the Handicapped and Elderly.....<br>(Donald Hawkins, Department of Health, Physical Education, and Recreation.)   | 15,000                   | 20,915                    |
| Do.....  | D.C. Project on Community Legal Assistance.....<br>(Jason Newman, School of Law.)  | 16,500                   | 58,681                    |
| Trinity College.....                               | Parents as Teachers.....<br>(James Van Dien, Jr., Graduate School of Education.)   | 14,482                   | 17,023                    |
| <b>Florida</b>                                     |  |                          |                           |
| Santa Fe Community College of Gainesville.         | Senior Citizen's College Project.....<br>(Lester Goldman, Dean, Community/Enriching Programs Division.)  | 23,706                   | 11,860                    |
| Florida Technological University at Orlando.       | INVEST: Individual Volunteer/Employment of Senior Talent..<br>(Ronald A. Newell, Director of Continuing Education Division.)   | 21,363                   | 17,716                    |
| Florida International University at Miami.         | Workshop for Senior Citizens to Serve Migrant Youth.....<br>(Louis J. McManamee, Institute for the Development of Human Resources.)  | 22,791                   | 11,863                    |
| Florida State University at Tallahassee..          | Community Leaders Training in Environmental Studies.....<br>(Rodney F. Allen, Department of Sociology.)  | 17,983                   | 13,236                    |
| Florida Technological University at Orlando.       | Women as Participants in Social Change.....<br>(Marilyn Whisler, Department of Sociology.)   | 6,999                    | 4,445                     |
| University of Florida at Gainesville....           | Workshops for High School Drug Advisory Councils and Peer Counselors in Alachua County, Florida.<br>(Sig Fagerberg, Department of Physical Education and Health.)                            | 6,000                    | 3,000                     |
| Florida Junior College at Jacksonville..           | Center for the Continuing Education of Women.....<br>(Rosanne R. Hartwell, Director of Continuing Education Division.)   | 19,872                   | 24,000                    |
| Valencia Community College at Orlando.             | Continuing Education for Women.....<br>(Beatrice B. Ettinger, Director Continuing Education Division.)   | 23,652                   | 18,648                    |
| Edison Community College at Fort Myers.            | Project BROTHER, Bi-Racial Order through Honest Exchange and Reaction.<br>(Linda Cowan Messier, Director, Continuing Education Division.)  | 9,900                    | 4,950                     |
| University of Florida at Gainesville....           | Energy Conservation in Agriculture and in the Home.....<br>(J. N. Busby, Dean, Department of Extension.)   | 9,700                    | 12,200                    |
| Seminole Junior College at Sanford....             | Project 21st Century Women.....<br>(Anita J. Harrow, Director of Academic Affairs.)  | 21,845                   | 10,700                    |
| Florida Institute of Technology at Melbourne.      | An Adult Education Environmental Awareness Program.....<br>(David D. Woodbridge, University Center for Pollution Research.)  | 8,347                    | 8,347                     |
| Florida International University at Miami.         | Training the Older Citizen as an Orderly or Nurse's Aid.....<br>(Michael G. Kobasky, School of Health and Social Services.)  | 19,539                   | 10,094                    |
| State University System of Florida at Tallahassee. | Consortium for the Improvement of Community Service, Community Development and Continuing Education Activities in the State of Florida.<br>(Barbara S. Todd, Continuing Education Division.) | 15,329                   | 5,400                     |
| <b>Cooperating institutions:</b>                   |  |                          |                           |
| Florida State University.....                      | .....  | 17,200                   | 8,600                     |
| University of Miami.....                           | .....  | 17,200                   | 8,600                     |
| Hillsborough Community College.....                | .....  | 17,200                   | 8,600                     |
| Santa Fe Community College.....                    | .....  | 17,200                   | 10,970                    |
| Florida International University.....              | .....  | 17,200                   | 9,470                     |

**State-Supported Projects in Community Service and Continuing Education—Continued**

| <i>State</i>                                    | <i>Project title<br/>(Director)</i>  | <i>Federal<br/>funds</i> | <i>Matching<br/>funds</i> |
|---|--|--------------------------|---------------------------|
| <b>Florida—Continued</b>                        |  |                          |                           |
| Florida Agricultural and Mechanical University. | Leadership Development and Training Program for Low-Income Women.<br>(Harold S. Jenkins, Director, Continuing Education.)                | \$14,781                 | \$7,391                   |
| <b>Georgia</b>                                  |  |                          |                           |
| Albany Junior College at Albany.....            | Training for Governmental Citizens Advisory Committee.....<br>(Don McKenzie, Department of Special Studies.)                             | 10,000                   | 5,302                     |
| Do.....   | Marriage and Family Planning Seminar.....<br>(Henry F. Gilmore, Department of Sociology.)  | 3,000                    | 1,200                     |
| Armstrong State College at Savannah..           | Management Training Program for Chatham County Human Service Organizations.<br>(Donald D. Anderson, Community Services Division.)        | 4,000                    | 2,000                     |
| Augusta College at Augusta.....                 | Community Introspective: Crisis of the 1970's.....<br>(John M. Smith, Jr., Department of Sociology.)                                     | 2,800                    | 1,693                     |
| Berry College at Mount Berry.....               | Community Training Program.....<br>(Gene B. Clark, Continuing Education Division.)   | 4,500                    | 4,100                     |
| Do.....   | Improving the Competence of Agency Personnel.....<br>(Gene B. Clark, Division of Continuing Education.)                                  | 4,000                    | 2,760                     |
| Do.....   | The Right to Choose.....<br>(Gene B. Clark, Division of Continuing Education.)   | 2,000                    | 1,600                     |
| Brenau College at Gainesville.....              | Implementation of the Gainesville-Hall County "Plan for Planning."<br>(Eleanor Rigney, Division of Continuing Education.)                | 1,280                    | 1,280                     |
| Clark College at Atlanta.....                   | Community Workshops in Mass Communication.....<br>(Charles Hobson, Department of Mass Communication.)                                    | 6,000                    | 3,000                     |
| Cooperating institutions:                       |  |                          |                           |
| Spelman College.....                            |  | 500                      | 500                       |
| Morehouse College.....                          |  | 500                      | 500                       |
| Atlanta University.....                         |  | 500                      | 500                       |
| University of Georgia at Athens.....            | Civic Understanding and Public Affairs Seminars.....<br>(James E. Watson, Center for Continuing Education.)                              | 10,000                   | 5,285                     |
| Do.....   | Coordinated Training in Aging and Retirement.....<br>(James A. Thorson, Center for Continuing Education.)                                | 11,000                   | 7,969                     |
| Do.....   | Colloquia on Critical Issues in Contemporary Governmental Administration.<br>(Harold F. Holtz, Institute of Government.)                 | 10,000                   | 5,777                     |
| Do.....   | Institute on Marketing and Public Service.....<br>(Larry R. Bramblett, College of Business Administration.)                              | 1,800                    | 1,057                     |
| Do.....   | To Strengthen Voluntary Action Leadership.....<br>(Larry R. Bramblett, College of Business Administration.)                              | 4,000                    | 3,686                     |
| Do.....   | Upgrading the Occupational Competency of State Agency Service Delivery Personnel.<br>(Harold F. Holtz, Institute of Government.)         | 15,000                   | 9,440                     |
| Valdosta State College at Valdosta....          | Planning and Development Seminars and New Concepts in Recreation/Leisure Life.<br>(Thomas W. Gandy, Public Services Division.)           | 3,200                    | 2,550                     |
| West Georgia College at Carrollton....          | Community Planning of Education Programs.....<br>(Fred E. Parsons, Department of Continuing Education.)                                  | 5,000                    | 2,500                     |
| University of Georgia at Athens.....            | Delivery of Local Governmental Services.....<br>(Harold F. Holtz, Institute of Continuing Education.)                                    | 20,000                   | 10,500                    |
| Georgia Institute of Technology at Atlanta.     | Community and Area Planning and Management Under an Energy Shortage Constraint.<br>(Robert E. Collier, Industrial Development Division.) | 12,181                   | 6,090                     |
| Columbus College at Columbus.....               | Assisting the Professional.....<br>(J. Fred Burgess, Community Service Division.)  | 5,200                    | 2,600                     |
| Do.....   | The Physical Woman, Retooling for New Careers.....<br>(Fred Burgess, Community Service Division.)  | 6,100                    | 4,208                     |
| Do.....   | Public Service Management Institute.....<br>(William C. Hamilton, Business-Economics Division.)  | 4,500                    | 4,187                     |



## State-Supported Projects in Community Service and Continuing Education—Continued

| <i>State</i>   | <i>Project title<br/>(Director)</i>  | <i>Federal<br/>funds</i> | <i>Matching<br/>funds</i> |
|--|--|--------------------------|---------------------------|
| <b>Georgia—Continued</b>   |  |                          |                           |
| Emory University at Atlanta.....   | Preparation of Nurse Practitioners for Extended Roles in Assisting People.<br>(Mary Hall, School of Nursing.)                        | \$7, 000                 | \$4, 199                  |
| Floyd Junior College at Rome.....  | Personal Finance for the Disadvantaged.....<br>(Thomas R. Berry, Public Service Division.)   | 1, 800                   | 906                       |
| Do.....  | The Abatement of out-Migration of Young Adults.....<br>(Thomas R. Berry, Public Service Division.)                                   | 2, 200                   | 1, 180                    |
| Fort Valley State College at Fort Valley.  | Community Allied Health Service Program.....<br>(C. H. Morse, Continuing Education and Public Service Division.)                     | 5, 000                   | 5, 200                    |
| Georgia State University at Atlanta...   | Drug Counselor Training Program.....<br>(Howard Openshaw, School of Urban Life.)   | 4, 000                   | 2, 004                    |
| Do.....  | Southwest Atlanta Community Planning/Leadership Project.....<br>(Larry C. Linker, School of Urban Life.)                             | 5, 000                   | 2, 566                    |
| Georgia Tech at Atlanta.....   | Increasing Civic Understanding of Effective Community Economic Development.<br>(Robert E. Collier, Industrial Development Division.) | 9, 000                   | 4, 500                    |
| Do.....  | Instruction and Assistance to Community Leaders and Employers.<br>(William C. Howard, Industrial Development Division.)              | 5, 800                   | 2, 900                    |
| Middle Georgia at Cochran.....   | City-County Management Workshop.....<br>(H. D. Meyers, Continuing Education Division.)   | 3, 500                   | 1, 758                    |
| North Georgia College at Dahlonega..   | Public Understanding of the Energy Crisis.....<br>(John F. Pearce, Department of Business Administration.)                           | 2, 500                   | 2, 649                    |
| Paine College at Augusta.....  | A Workshop for Training Workers to Assist the Elderly.....<br>(Mary James, Department of Health and Physical Education.)             | 4, 000                   | 2, 396                    |
| South Georgia College at Douglas.....  | South Georgia Public Service Consortium.....<br>(Richard H. Cotton, Continuing Education and Public Service Division.)               | 17, 000                  | 10, 000                   |
| Cooperating institutions: Albany Junior College; Brunswick Junior College; Georgia Southern College; Valdosta State College; Rural Development Center. |  |                          |                           |
| University of Georgia at Athens.....   | A Certification Program for Clerks or Administrators of County Commissions.<br>(Harold F. Holtz, Institute of Government.)           | 7, 000                   | 4, 345                    |
| Do.....  | A Continuation of Activating Initiators.....<br>(Larry R. Bramblett, College of Business Administration.)                            | 6, 500                   | 3, 600                    |
| Do.....  | A Land Use Program for North and West Georgia.....<br>(Leonard A. Hampton, Center for Continuing Education.)                         | 2, 000                   | 1, 490                    |
| Cooperating institutions:  |  |                          |                           |
| Clayton Junior College.....  |  | 1, 250                   | 564                       |
| West Georgia College.....  |  | 1, 250                   | 564                       |
| Dalton Junior College.....   |  | 1, 250                   | 564                       |
| North Georgia College.....   |  | 1, 250                   | 564                       |
| Young Harris College.....  |  | 1, 250                   | 564                       |
| Berry College.....   |  | 1, 250                   | 564                       |
| Gainsville Junior College.....   |  | 1, 250                   | 564                       |
| Georgia State University.....  |  | 1, 250                   | 564                       |
| Columbus College.....  |  | 1, 250                   | 564                       |
| Brunswick Junior College at Brunswick.   | Energy and the Future.....<br>(Jack Carmichael, Continuing Education Division.)  | 4, 982                   | 2, 533                    |

## State-Supported Projects in Community Service and Continuing Education—Continued

| State   | Project title<br>(Director)   | Federal<br>funds | Matching<br>funds |
|---|---|------------------|-------------------|
| <b>Guam</b>                                     |   |                  |                   |
| University of Guam.....                         | Demographic Trends and Social Changes in Guam, Social Science Institute-Community Research and Training in Socio-Economic Problems.<br>(Roy Chung, Social Science Institute.) | \$7,620          | \$3,809           |
| Do.....   | Impact of an Advancing Technology Upon a Developing and Insular Region.<br>(Carl Vail, College of Business and Public Administration.)  | 17,918           | 8,960             |
| <b>Hawaii</b>                                   |   |                  |                   |
| University of Hawaii at Hilo.....               | Learning Extension and Resource Network, LEARN.....<br>(Mary Y. Matayoshi, College of Continuing Education and Community Service.)  | 41,000           | 34,329            |
| University of Hawaii at Honolulu.....           | Hawaii's Social Problem Solving.....<br>(Tom Carpenter, College of Continuing Education.)   | 5,000            | 2,500             |
| Do.....   | Community Leadership Training for Women.....<br>(Marion Saunders, Continuing Education for Women.)  | 4,000            | 2,000             |
| Do.....   | Education for Pre-Retirement.....<br>(Max Roffman, College of Continuing Education.)  | 23,948           | 11,974            |
| Do.....   | Tutorial Project in Law for Special Population Groups.....<br>(Leigh-Wai Doo, School of Law.)   | 10,500           | 5,250             |
| Leeward Community College at Pearl City.        | Leeward Learning Opportunities Program.....<br>(Joyce S. Tsunoda, Community Educational Services Division.)   | 21,592           | 10,797            |
| Hawaii Loa College at Kaneohe.....              | Community Resource Center.....<br>(James C. Irish, Jr., Office of Special Projects.)  | 17,500           | 8,750             |
| <b>Idaho</b>                                    |   |                  |                   |
| University of Idaho at Moscow.....              | Business Management Development Workshops.....<br>(Richard T. Daily, Center for Business Development and Research.)   | 16,800           | 8,000             |
| Idaho State University at Pocatello....         | Small Business Management Development Seminar.....<br>(Warren R. Flynn, College of Business.)   | 16,475           | 8,320             |
| Boise State University at Boise.....            | Management Development Workshop for Small Businesses.....<br>(Richard K. Hart, Center for Business and Economic Research.)  | 17,000           | 17,000            |
| University of Idaho at Moscow.....              | Consulting Services to State and Local Officials in Idaho.....<br>(H. Sydney Duncombe, Bureau of Public Affairs Research.)  | 24,138           | 15,288            |
| Do.....   | To Train Government Personnel and Community Leaders to insure Planned and Orderly Growth and Development.<br>(R. Ronald Wells, Department of Art and Architecture.)           | 30,108           | 56,450            |
| <b>Illinois</b>                                 |   |                  |                   |
| Northeastern Illinois University at Chicago.    | Women's Educational Resource Center to Train Incarcerated and Low-Income Women.<br>(Carol L. Adams, Center for Inner City Studies.)   | 125,737          | 86,081            |
| Cooperating Institution:                        |   |                  |                   |
| Illinois Board of Higher Education.....         |   |                  | 6,000             |
| Southern Illinois University at East St. Louis. | Administrative Planning and Management Program for the East St. Louis Area.<br>(George Mitchom, Research Planner. Richard Bonner, Public Community Service.)                  | 54,963           | 52,272            |
| Cooperating institution:                        |   |                  |                   |
| State Community College.....                    |   | 16,843           | 9,532             |

**State-Supported Projects in Community Service and Continuing Education—Continued**

| <i>State</i>  | <i>Project title<br/>(Director)</i>   | <i>Federal<br/>funds</i> | <i>Matching<br/>funds</i> |
|---|---|--------------------------|---------------------------|
| <b>Illinois—Continued</b>                             |   |                          |                           |
| Eureka College at Eureka.....                         | Project Awareness: Human Library on Careers and Community Resources and Counselors Workshop.<br>(Owen L. West, Education and Psychology Division.)  | \$21,844                 | \$16,093                  |
| Rock Valley College at Rockford.....                  | West Rockford Leadership Development Project.....<br>(Reuben Johnson, Dean of Community Services.)  | 9,281                    | 4,225                     |
| Chicago State University at Chicago...                | Adult Center for Continuing Education Programs for Blacks and Latinos.<br>(Olivia Grady and Eleanor Harrison, Division of Continuing Education.)  | 50,339                   | 25,157                    |
| Cooperating institution:                              |   |                          |                           |
| Olive-Harvey College.....                             | -----   | 15,600                   | 9,000                     |
| University of Illinois at Urbana.....                 | Training Program and Assistance to Low-Income Housing Resident and to Black Elderly.<br>(Charles Henderson, School of Social Work.)   | 85,000                   | 43,060                    |
| Sangamon State University at Springfield.             | An Adult Interracial Training Program in Human Relations Concerns.<br>(Augustine R-K Stevens, Political Studies.)   | 36,200                   | 30,975                    |
| Southern Illinois University at Edwardsville.         | Continuing Education in the Health and Community Action Area.<br>(James Stuart and John Robinson, Health and Community Action.)   | 31,330                   | 20,310                    |
| Cooperating institution:                              |   |                          |                           |
| Greenville College.....                               | -----   | 19,000                   | 17,006                    |
| Prairie State College at Chicago.....                 | Community Ethnicity and Drug Abuse Education.....<br>(Lorenzo Martin, Afro-American Studies.)   | 18,000                   | 16,848                    |
| <b>Indiana</b>  |   |                          |                           |
| Indiana University at South Bend.....                 | Training Health Care Personnel to work with the Elderly.....<br>(Thomas A. DeCoste, School of Public and Environmental Affairs.)  | 25,000                   | 16,006                    |
| Purdue University at West Lafayette...                | Community-Wide Environmental Education in Northwest Indiana.<br>(Thomas D. Sherrard, Urban Affairs.)  | 25,000                   | 12,500                    |
| Indiana University at Bloomington....                 | Management Training for Public Health Personnel.....<br>(Roy Jumper, Division of Professional and Technical Services.)  | 33,000                   | 19,381                    |
| Ball State University at Muncie.....                  | Education Program to Provide Comprehensive Quality Child Care.<br>(Ruth Hochstetler, Department of Elementary Education.)   | 25,000                   | 12,500                    |
| Do.....   | Community Awareness Program for Industrial Development.....<br>(Joseph D. Brown, Bureau of Business Research.)  | 15,000                   | 7,500                     |
| University of Evansville at Evansville..              | Child Development Workers Training Program.....<br>(Janet R. Walker, Continuing Education for Women's Programs.)  | 53,000                   | 26,500                    |
| Saint Mary's College at Notre Dame...                 | Training Program for Day Care Center Personnel.....<br>(Eugene A. Campanale, Department of Education.)  | 13,500                   | 6,750                     |
| Indiana State University at Terre Haute.              | In-Service Workshop Series for Child Care Workers.....<br>(Jan McCarthy and Charles R. May, Department of Elementary Education.)  | 40,000                   | 20,000                    |
| Indiana Vocational Technical College at Indianapolis. | A Pilot and Demonstration Program to Provide On-site Entry Level Child Care Training to Serve the Disadvantaged Including those Who Leave the Migrant Stream.<br>(Harvey S. Poling, Jr., Indiana Vocational Technical College.) | 26,217                   | 13,108                    |
| Indiana State University at Terre Haute.              | Management Development Program for Community Social Service Agencies.<br>(Harry F. Krueckeberg, School of Business.)  | 7,998                    | 5,424                     |

## State-Supported Projects in Community Service and Continuing Education—Continued

| State  | Project title<br>(Director)   | Federal<br>funds | Matching<br>funds |
|--|---|------------------|-------------------|
| <b>Iowa</b>  |   |                  |                   |
| Hawkeye Institute of Technology at Waterloo.                 | Home Improvement Through Adult and Continuing Education..<br>(George Bennett, Professor, Adult and Continuing Education.)   | \$13, 920        | \$6, 960          |
| University of Dubuque at Dubuque...                          | Training Program for Utilizing Student Volunteers in Community Service in Dubuque.<br>(Greg Gullet, Department of Student Affairs.)   | 11, 400          | 7, 309            |
| University of Iowa at Iowa City.....                         | Iowa Conference on Aging: Planning for the Delivery of Services to Older People.<br>(Richard M. Caplan, M.D., Medicine Administration College College of Medicine.)   | 9, 523           | 6, 409            |
| Iowa State University at Ames.....                           | An Educational Program for Leaders on the Impact of Regionalism in the State of Iowa.<br>(Bernice Bateson, Home Economist Home Economics Program and Eber Eldridge, Co-Director, Extension Economist, Department of Economics.) | 6, 484           | 4, 033            |
| University of Northern Iowa at Cedar Falls.                  | Workshops on Public Policy.....<br>(Robert L. Ross, Department of Political Science.)   | 9, 049           | 5, 515            |
| Central College at Pella.....                                | College-Community Program for Marion County Women.....<br>(Barbara Fassler, English Department.)  | 9, 190           | 7, 057            |
| Clarke College at Dubuque.....                               | Individual Planning for Education and Career.....<br>(Louise S. Ohavi, Center for Continuing Education for Women.)  | 10, 400          | 5, 200            |
| Iowa State University at Ames.....                           | Leadership Workshop for Community Development.....<br>(Maurice S. Kramer, 4-H and Youth Department.)  | 12, 541          | 6, 462            |
| Kirkwood Community College at Cedar Rapids.                  | Human Potential Laboratory for Women.....<br>(Don Williams, Head Counseling Department.)  | 19, 313          | 9, 689            |
| University of Dubuque at Dubuque...                          | Counseling Adults: A Workshop for Counselors.....<br>(LeRoy H. Giles, Department of Education and Psychology.)  | 4, 700           | 2, 878            |
| University of Iowa at Iowa City.....                         | Training Volunteer Education Resources for the Working Adult..<br>(Edgar R. Czarnecki, Professor, Center for Labor and Management College of Business Administration.)  | 15, 492          | 9, 785            |
| Do.....  | Women's Community Leadership Institute Project.....<br>(Emma Jean Williams, School of Social Work.)   | 41, 000          | 20, 655           |
| Do.....  | Community Theatre Production Institute.....<br>(Oscar L. Brownstein, Department of Speech and Dramatic Art.)  | 7, 260           | 10, 034           |
| University of Northern Iowa at Cedar Falls.                  | Parent Aid Enrichment for a Disadvantaged Population.....<br>(Dr. Mitchell A. Greene, Department of Sociology and Anthropology and Dr. William Dreier, Co-Director, Department of Educational Psychology and Foundations.)      | 7, 643           | 4, 607            |
| <b>Kansas</b>  |   |                  |                   |
| Kansas City Kansas, Community Junior College at Kansas City. | Educational Programs for the Aged.....<br>(Patricia W. Caruthers, Assistant Dean for Continuing Education and Community Services.)  | 7, 420           | 8, 530            |
| Wichita State University at Wichita...                       | Training Conference for Consultants to Municipal Governments..<br>(Richard E. Zody, Center for Urban Studies.)  | 9, 605           | 9, 531            |
| Washburn University of Topeka at Topeka.                     | Training Management Conferences for City Administrators.....<br>(Gregory J. Bien, Office of Special Instructional Programs.)  | 6, 348           | 5, 442            |
| University of Kansas at Lawrence.....                        | Municipal-County Training Needs Survey.....<br>(Douglas Meng, Division of Continuing Education.)  | 6, 000           | 4, 614            |
| Cloud County Community College at Concordia.                 | Sixty Plus, Opportunities, Educational and Recreational Services..<br>(Lawrence D. Forsythe, Jr., Department of American History.)  | 5, 457           | 13, 113           |
| Dodge City Community College at Dodge City.                  | Educational Opportunities for Municipal Personnel.....<br>(Linda L. Eckelman, Division of Continuing Education.)  | 15, 000          | 22, 066           |

**State-Supported Projects in Community Service and Continuing Education—Continued**

| <i>State</i>   | <i>Project title<br/>(Director)</i>  | <i>Federal<br/>funds</i> | <i>Matching<br/>funds</i> |
|--|--|--------------------------|---------------------------|
| <b>Kansas—Continued</b>                              |  |                          |                           |
| University of Kansas at Lawrence.....                | Training Modules for Municipal Employees.....<br>(Douglas Meng, Asst. Director for Management and Organization Development.)                                       | \$15,000                 | \$9,875                   |
| Do.....  | A Community Attitude Self-Study and Need Determination of and by the Mexican-American Community in Topeka, Kansas.<br>(Mele Koneya, Community Development Center.) | 7,800                    | 5,955                     |
| Kansas State College of Pittsburg at Pittsburg.      | Planned Educational Program for the Aged.....<br>(Dale Frihart, Department of Sociology.)  | 12,000                   | 7,726                     |
| Wichita State University at Wichita...               | Assisting Local Initiative in County Land Use Planning.....<br>(Kathleen Q. Camia, Department of Economics.)   | 12,000                   | 12,469                    |
| Kansas State University at Manhattan.                | Leadership Training for St. Mary's Indian Center.....<br>(John Sleftridge, Department of Regional and Community Planning.)   | 18,000                   | 14,462                    |
| University of Kansas at Lawrence.....                | Living Room Seminars: Personal and Community Reorientation for Low-Income Women.<br>(Mele Koneya, Community Development Center.)                                   | 7,800                    | 5,955                     |
| Tabor College at Hillsboro.....                      | ACCESS: Associated Colleges Community Education Series for the Elderly.<br>(Howard Johnson, Director of ACCK.)   | 26,780                   | 17,241                    |
| Kansas State University at Manhattan.                | Community Trainers Conferences.....<br>(Ronald W. Reichow, Division of Continuing Education.)  | 7,013                    | 7,142                     |
| <b>Kentucky</b>                                      |  |                          |                           |
| Morehead State University at Morehead.               | Training Local Government Officials in Fiscal Management.....<br>(Jack E. Bizzel, Department of Political Science.)  | 24,700                   | 12,350                    |
| University of Louisville at Louisville...            | Assisting County Officials for the Improvement of County Government.<br>(Douglas Nunn, Urban Studies Center.)  | 24,000                   | 12,000                    |
| University of Kentucky at Lexington...               | Hospital Management Assistance Program.....<br>(Merlin M. Hackbart, Office of Business and Government Services.)   | 30,001                   | 15,003                    |
| Northern Kentucky State College at Highland Heights. | Training of Child-Care Paraprofessionals in Local Social Service Agencies.<br>(Patrician A. Doland, Department Sociology, Anthropology and Social Work.)           | 23,700                   | 20,244                    |
| Morehead State University at Morehead.               | In-Service Training for Vocational Rehabilitation Counselors.....<br>(Harold Rose, Department of Adult Counseling.)  | 19,500                   | 22,084                    |
| Murray State University at Murray...                 | Educational Assistance to Local Governments of Western Kentucky.<br>(Roy V. Kirk, Department of Management.)   | 19,930                   | 16,270                    |
| Western Kentucky University at Bowling Green.        | Intergovernmental Research and Services Institute, II.....<br>(Vernon Martin, College of Business and Public Affairs.)   | 23,663                   | 14,711                    |
| Eastern Kentucky University at Richmond.             | Management for Local Government.....<br>(Arthur Y. Lloyd, Department of Political Science.)  | 15,595                   | 7,797                     |
| Southeast Community College at Cumberland.           | Providing Educational Assistance Harlan County.....<br>(Gayle F. Lawson, Department of Political Science.)   | 16,170                   | 15,511                    |
| <b>Louisiana</b>                                     |  |                          |                           |
| Louisiana State University at Baton Rouge.           | Governmental Services Institute.....<br>(Steve Martin, Department of Political Science.)   | 70,000                   | 35,000                    |
| Louisiana State University at Shreveport.            | Seminar for Municipal and Parish Administrative Employees.....<br>(Joseph Parker and Vincent Marsala, Department of Political Science and General Studies.)        | 7,100                    | 3,550                     |
| Loyola University at New Orleans.....                | Development of a Model Correctional Reform System and Community Education in Correctional Reform.<br>(Dave Boileau, Institute of Human Relations.)                 | 48,000                   | 24,000                    |



## State-Supported Projects in Community Service and Continuing Education—Continued

| <i>State</i>                                 | <i>Project title<br/>(Director)</i>   | <i>Federal<br/>funds</i> | <i>Matching<br/>funds</i> |
|--|---|--------------------------|---------------------------|
| <b>Louisiana—Continued</b>                   |   |                          |                           |
| Northeast Louisiana University at Monroe.    | Seminars on Computer Oriented Decision Sciences and the Local Government.<br>(Charles O. Bettinger, III, Bureau of Business Research.)                    | \$6,000                  | \$3,000                   |
| Southern University at New Orleans...        | Development of Community Leadership in Public Housing Projects.<br>(Robert Gex, Division of Continuing Education.)  | 25,180                   | 37,770                    |
| University of New Orleans at Lake Front.     | Political Issues for Public Administrators and Community Leaders.<br>(Werner J. Feld, Department of Political Science.)                                   | 53,000                   | 26,500                    |
| <b>Maine</b>                                 |   |                          |                           |
| University of Maine at Orono.....            | A Statewide Voluntary Water Quality Monitoring Program.....<br>(Millard W. Hall, Environmental Studies Center.)   | 11,261                   | 7,811                     |
| University of Maine at Gorham.....           | Community Natural Resources Project.....<br>(Dean B. Bennett, Community Studies Program.)   | 17,894                   | 9,016                     |
| University of Maine at Orono.....            | Guidelines for Municipal Zoning Administration in Maine.....<br>(Irvine W. Marsters, Jr., Bureau of Public Administration.)                               | 15,400                   | 8,979                     |
| Do.....                                      | A Workers' Guide to Labor Law, Video Version.....<br>(Charles J. O'Leary, Bureau of Labor Education.)   | 16,515                   | 9,108                     |
| Bangor Community College at Bangor.          | Bangor Community College Women's Center.....<br>(Constance H. Carlson, Acting Director of Bangor Community College.)                                      | 18,959                   | 20,576                    |
| University of Maine at Orono.....            | The Maintenance of Appropriate Financial Records in Fishing Industry.<br>(Paul D. Ring, University Extension Division.)                                   | 13,942                   | 7,050                     |
| University of Maine at Portland.....         | A Multi-Media Informational Program for Older People.....<br>(Samuel G. Andrews, Associate Degree Studies Division.)                                      | 8,996                    | 6,438                     |
| University of Maine at Fort Kent.....        | Training Unemployed and Underemployed Franco-Americans as Geriatric Aides.<br>(Barbara K. Spath, Counseling and Testing Services Division.)               | 11,633                   | 7,975                     |
| <b>Maryland</b>                              |   |                          |                           |
| University of Maryland at College Park.      | Citizen Coalition on Land Use Education.....<br>(George D. Wood, University Extension Division.)  | 5,935                    | 10,368                    |
| Do.....                                      | Neighborhoods Uniting Project a Community and Professional action project for leadership development.<br>(Thomas P. Murphy, Institute for Urban Studies.) | 49,254                   | 40,373                    |
| Frostburg State College at Frostburg...      | Group Techniques in Drug Education: The Social Seminar.....<br>(Dominic D'Angelo, Counseling Center.)   | 29,431                   | 48,368                    |
| University of Maryland at College Park.      | Statewide Court Management Program.....<br>(Howard E. Newman, Conferences and Institutes Division.)   | 48,118                   | 34,126                    |
| Morgan State College at Baltimore....        | Community Planning Coalition 1974/75.....<br>(Harry G. Robinson, III, Department of Urban Planning.)  | 31,387                   | 38,132                    |
| Frostburg State College at Frostburg...      | Appalachian Maryland—A Maryland Microcosm.....<br>(John N. Bambacus, Public Affairs Institute.)   | 9,328                    | 2,710                     |
| The Johns Hopkins University at Baltimore.   | Applications of Community Change Competencies Model.....<br>(Roman J. Verhaalen, Evening College and Summer Session.)                                     | 23,656                   | 15,185                    |
| Catonville Community College at Catonsville. | Theatrical Program for Older Citizens.....<br>(Paul J. Boxell, Humanities Division.)  | 12,088                   | 10,091                    |
| Harford Community College at Bel Air.        | Community Services Insititute.....<br>(Thomas D. Sepe, Assistant Dean of Curriculum and Instruction.)   | 10,000                   | 19,368                    |
| <b>Massachusetts</b>                         |   |                          |                           |
| Berkshire Community College at Pittsfield.   | Ghost City Cable Advocates.....<br>(Emily Berky, Media Department.)   | 40,000                   | 20,000                    |
| Boston College at Chestnut Hill.....         | Delivery of Para-Legal Services to Public Housing.....<br>(Richard Huber, School of Law.)   | 25,100                   | 19,558                    |

**State-Supported Projects in Community Service and Continuing Education—Continued**

| <i>State</i>  | <i>Project title<br/>(Director)</i>   | <i>Federal<br/>funds</i> | <i>Matching<br/>funds</i> |
|---|---|--------------------------|---------------------------|
| <b>Massachusetts—Continued</b>                        |   |                          |                           |
| Brandeis University at Waltham.....                   | Resident Self-Help through Agency Access.....<br>(Philip Gardner, Graduate School of Social Work.)  | \$20, 210                | \$12, 560                 |
| North Shore Community College at Beverly.             | Health Care Access for Spanish and Portuguese in Salem/Peabody.<br>(Anthony M. Cotoia Continuing Education and Community Services Division.)                            | 35, 000                  | 21, 579                   |
| Bristol Community College at Fall River.              | Southeastern Massachusetts Access Project.....<br>(Walter Frazee, Jr., Community Services Division.)  | 32, 100                  | 17, 300                   |
| Tufts University at Medford.....                      | Health Care Accessibility for Boston's Chinese Community.....<br>(Paul G. O'Friel Department of Health and Nutrition.)  | 52, 855                  | 41, 518                   |
| University of Massachusetts/Boston at Dorchester.     | Community Access through University Resources—A University-Community Partnership.<br>(Tim Williams, Community Services Division.)                                       | 38, 690                  | 20, 327                   |
| Worcester State College at Worcester....              | Worcester Area Video Contact.....<br>(Herbert Taylor or Raymond DeBuse Community Services Division.)  | 49, 460                  | 31, 060                   |
| <b>Michigan</b>                                       |   |                          |                           |
| Macomb County Community College at Warren.            | Planning a Search for Productive Employment.....<br>(Frank J. Anthonis, Dean, Division of Continuing Education.)  | 25, 000                  | 13, 000                   |
| Kalamazoo College at Kalamazoo.....                   | Management of Small Business.....<br>(Robert A. Winblad, Director, Small Business Institute.)   | 21, 500                  | 11, 618                   |
| Grand Valley State Colleges at Allendale.             | Model Cities Higher Education Program for Underemployed and Undereducated.<br>(Donna J. Carter, Director, Model Cities Higher Education Facilities.)                    | 35, 000                  | 43, 420                   |
| Ferris State College at Big Rapids.....               | Local Government Employee Training.....<br>(Bruce W. Jacobs, Director, Local Government Service Center.)  | 26, 198                  | 32, 431                   |
| Saginaw Valley College at University Center.          | Chrysalis Center for the Adult Woman.....<br>(Rosella E. Collamer, Instructor, In History and Humanities.)  | 14, 500                  | 10, 056                   |
| Jackson Community College at Jackson.                 | Development of a Comprehensive Continuing Education System for Retirees and Pre-Retirees in Jackson County.<br>(Damodaran Nair, Continuing Education for Older Adults.) | 50, 000                  | 29, 247                   |
| Charles Stewart Mott Community College at Flint.      | Training Interpreters for the Deaf.....<br>(Edward C. Carney, Program for the Hearing Impaired.)  | 4, 540                   | 2, 324                    |
| Lake Michigan College at Benton Harbor.               | Career Development through Education and Counseling.....<br>(Kenneth Riley, Institute of Professional and Paraprofessional Studies.)                                    | 21, 000                  | 23, 852                   |
| Calvin College at Grand Rapids.....                   | Mobilizing Community Resources for Senior Citizen Education Programs.<br>(Theodore A. Rottman, Director, Social Research Center.)                                       | 15, 000                  | 14, 944                   |
| Cooperating institution: Grand Rapids Junior College. | .....   | .....                    | 8, 776                    |
| Macdonna College at Livonia.....                      | Preparation of Child Care Aides.....<br>(Barbara Smith, Director, Child Care Aide Program.)   | 40, 000                  | 78, 245                   |
| Cooperating institution: Marygrove College.           | .....   | .....                    | 1, 500                    |
| Lewis Business College at Detroit.....                | New and/or Upgraded Careers Education.....<br>(Marie A. Jackson, Consultant in Urban Education.)  | 9, 000                   | 5, 160                    |
| Wayne State University at Detroit.....                | Higher Continuing Education Program for the Undereducated and Underemployed Adult.<br>(Otto Feinstein, Director, University Studies and Weekend College.)               | 9, 000                   | 4, 366                    |
| Cooperating institution: Eastern Michigan University. | .....   | .....                    | 750                       |
| Wayne County Community College at Detroit.            | Project COMPACT. A series of Interethnic Community Workshops.<br>(James M. Anderson, Assistant to the Dean of Continuing Education.)                                    | 55, 000                  | 27, 500                   |

## State-Supported Projects in Community Service and Continuing Education—Continued

| State  | Project title<br>(Director)   | Federal<br>funds | Matching<br>funds |
|--|---|------------------|-------------------|
| <b>Michigan—Continued</b>                          |   |                  |                   |
| Bay de Noc Community College at Escanaba.          | Community School-Community College Consortium for Continuing Education.<br>(James A. Barr, Director of Community Services.) | \$25,000         | \$17,100          |
| Siena Heights College at Adrian.....               | Community Education Program for Adult Women.....<br>(Madeline Reno, Director of Community Education.)                       | 18,000           | 11,000            |
| <b>Minnesota</b>                                   |   |                  |                   |
| Mankato State College at Mankato....               | Regional and Community Development Action Program.....<br>(Robert A. Barrett, Professor and Institute Director.)            | 19,000           | 9,500             |
| University of Minnesota at Minneapolis.            | Center for Home Improvement Services to Low Income Clients....<br>(Gertrude Esteros, Head, Design Department.)              | 19,000           | 9,500             |
| Augsburg College at Minneapolis.....               | Improving Services to the Elderly.....<br>(Paul T. Steen, Professor Sociology and Social Work.)                             | 19,000           | 9,618             |
| College of St. Thomas at St. Paul.....             | Personal Finance for Senior Citizens in an Urban Community...<br>(M. A. Selim, Director, Economic Education Center.)        | 8,550            | 4,274             |
| Normandale Community College at Bloomington.       | Regional Program for learning Disabled Adults.....<br>(Manley Olson, Associate Dean of Students.)                           | 6,300            | 4,868             |
| Cooperating institutions:                          |   |                  |                   |
| Rochester Community College.....                   | .....   | 6,300            | 4,866             |
| Metropolitan Community College.....                | .....   | 6,300            | 4,866             |
| St. Mary's Junior College.....                     | The Cedar-Riverside Lifetime Learning Center.....<br>(Carol J. Peterson, Director, Development and Research.)               | 7,600            | 4,000             |
| Cooperating institutions:                          |   |                  |                   |
| Augsburg College.....                              | (Paul T. Steen).....  | 7,600            | 4,000             |
| University of Minnesota.....                       | (George W. Gilicic).....  | 7,600            | 4,000             |
| University of Minnesota at Morris.....             | West Minnesota Consortium for Community Problem Solving....<br>(Russell A. May, Director of Continuing Education.)          | 18,997           | 16,446            |
| University of Minnesota at Minneapolis.            | Educational Skills Center at Skakopee Reformatory and Stillwater Prison.<br>(Carol Olson, Director, Community Programs.)    | 6,080            | 3,177             |
| Metropolitan Community College at Minneapolis.     | The Center City Mini College.....<br>(Carlyle D. Davidsen, Dean of Instruction.)  | 13,300           | 6,650             |
| St. John's University at Collegeville....          | Model Instructional Program for Elected Officials in Rural Areas..<br>(David Slipy, Director Local Government Institute.)   | 19,030           | 9,713             |
| St. Olaf College at Northfield.....                | Development Oriented Planning for Orderly Growth.....<br>(Peter Stoiley, City Administrator.)                               | 9,936            | 3,461             |
| Augsburg College at Minneapolis.....               | Community Educational Out-Reach.....<br>(Miriam R. Cohn, Director, Minnesota Resource Center for Social Work Education.)    | 18,970           | 10,013            |
| University of Minnesota at Minneapolis.            | Drug Monitoring and Education for the Elderly.....<br>(Maxine I. Hammel, Instructor, College of Pharmacy.)                  | 11,370           | 6,758             |
| <b>Mississippi</b>                                 |   |                  |                   |
| Alcorn State University at Lorman....              | Continuation of Occupation Counseling on Career Choices.....<br>(Rosa M. Porter, University Counseling Office.)             | 8,191            | 4,045             |
| Jackson State University at Jackson...             | Leadership Development.....<br>(Oscar Allan Rogers, Jr., Dean of the Graduate School.)                                      | 7,842            | 3,921             |
| Mississippi State University at Mississippi State. | Leadership Development for Public Officials.....<br>(Homer S. Coskrey, Jr., Dean of Continuing Education.)                  | 31,509           | 15,759            |
| University of Mississippi at University..          | Continuation of Adult Leadership Program.....<br>(Maurice N. Inman, Division of Continuing Education and Extension.)        | 34,854           | 17,427            |
| University of Southern Mississippi at Hattiesburg. | In-Service Counselor Training Project.....<br>(John Alcorn, Chairman and Professor of Counseling and Guidance Department.)  | 22,161           | 11,082            |
| Do.....  | Planning for Educational Leadership.....<br>(James H. McPhail, Department of Educational Administration and Supervision.)   | 30,201           | 18,475            |

**State-Supported Projects in Community Service and Continuing Education—Continued**

| <i>State</i>   | <i>Project title<br/>(Director)</i>   | <i>Federal<br/>funds</i> | <i>Matching<br/>funds</i> |
|--|---|--------------------------|---------------------------|
| <b>Mississippi—Continued</b>                         |   |                          |                           |
| Meridian Junior College at Meridian..                | Mobile Center for Counseling.....<br>(Jack Shank, Dean of Continuing Education Division.)   | \$7,842                  | \$11,671                  |
| Northeast Mississippi Junior College at Booneville.  | Environmental Awareness.....<br>(James L. Rhodes, Community Service and Continuing Education Division.)   | 10,456                   | 10,456                    |
| Utica Junior College at Utica.....                   | Work With Aged, Training for Leadership.....<br>(Worth E. Haynes, Continuing Education and Community Service.)  | 2,915                    | 1,458                     |
| <b>Missouri</b>                                      |   |                          |                           |
| School of the Ozarks at Point Lookout..              | Seminar on Management for Small City Employees.....<br>(Eduard Quiko, Associate Professor, Political Science.)  | 13,608                   | 3,800                     |
| Washington University at St. Louis.....              | Employment-Housing Education Program.....<br>(William J. Harrison, Director, Office of Urban Projects, School of Continuing Education.)                 | 26,142                   | 17,141                    |
| University of Missouri at Rolla.....                 | The Use of User Charges to Control Pollution.....<br>(Christopher Garbacz, Assistant Professor of Economics.)   | 8,970                    | 4,480                     |
| Do.....  | Community Attitude and Successful Convict Rehabilitation.....<br>(Curtis Admas, Assistant Professor of Economics.)                                      | 7,520                    | 3,760                     |
| University of Missouri at St. Louis....              | Backgrounding Institutes for Reporters and Municipal Officials..<br>(Frederick C. Brechler, Assistant Dean for Extension College of Arts and Sciences.) | 21,069                   | 13,036                    |
| University of Missouri at Kansas City..              | Carver Community Center Economic Development Project.....<br>(Michael Mardekes, Assistant Dean for Continuing Education.)                               | 20,596                   | 10,789                    |
| University of Missouri at Columbia ....              | Depolarization Project in the Community of Kansas City.....<br>(Jackson C. VanTrece, Assistant Dean, College of Arts and Sciences.)                     | 20,775                   | 11,659                    |
| Do.....  | Project BOCANS: Boone County Child Abuse and Neglect System.<br>(Eleanor Shaheen, Department of Child Health.)  | 14,700                   | 6,250                     |
| University of St. Louis at St. Louis....             | Improving Neighborhood Participation in the Political Environment.<br>(George D. Wendel, Director and Professor, Urban Studies.)                        | 12,133                   | 6,066                     |
| Junior College District of Metropolitan Kansas City. | Community/Family Development Program.....<br>(Edward Davis, Associate Director, Metropolitan Institute of Community Services.)                          | 24,980                   | 12,545                    |
| Northeast Missouri State University at Kirksville.   | Kirksville Operation Awareness and Participation.....<br>(Stuart L. Vorkink, Professor of Political Science.)   | 13,480                   | 7,490                     |
| The University of Missouri at Columbia.              | Training of Election Officials in the State of Missouri.....<br>(Richard Dohm, Associate Professor of Political Science.)                               | 11,500                   | 5,751                     |
| Do.....  | Tri-Regional Fiscal Capability Study.....<br>(Melvin McLean, Area Director.)  | 12,400                   | 6,200                     |
| Columbia College at Columbia.....                    | Women in Local Government.....<br>(Terry Richey, Director of Public Relations.)   | 8,806                    | 4,405                     |
| University of Missouri at St. Louis....              | Leadership Training for Neighborhood Councils.....<br>(Everette E. Nance, Director, Midwest Community Education Development Center.)                    | 12,034                   | 6,119                     |
| University of Missouri at Rolla.....                 | Workshops on Data Information System for the City of St. Joseph and Buchanan County.<br>(John M. Amos, Associate Professor of Engineering Management.)  | 21,156                   | 10,580                    |
| Do.....  | The Use of User Charges to Control Pollution.....<br>(Christopher Garbacz, Assistant Professor of Economics.)   | 8,870                    | 4,480                     |

## State-Supported Projects in Community Service and Continuing Education—Continued

| <i>State</i>  | <i>Project title<br/>(Director)</i>   | <i>Federal<br/>funds</i> | <i>Matching<br/>funds</i> |
|---|---|--------------------------|---------------------------|
| <b>Montana</b>  |   |                          |                           |
| University of Montana at Missoula.....  | Montana Voter Review of Forms of Local Government.....<br>(Peter Koehn, Department of Political Science.)   | \$26, 273                | \$13, 709                 |
| Montana State University at Bozeman..   | Northeast Montana Study Travel Leadership Program.....<br>(Calvin J. Oraw, Cooperative Extension Service Community<br>Development Agent.)           | 18, 530                  | 11, 147                   |
| Do.....   | Prepare and Disseminate Information on Montana's New Water<br>Use Code to Water Users.<br>(Charles C. Bowman, Agricultural Engineering Department.) | 10, 817                  | 5, 424                    |
| Rocky Mountain College at Billings...   | Learning Experience for the Senior Citizen.....<br>(Margaret Ping, Director, Center for Continuing Education.)                                      | 3, 157                   | 1, 618                    |
| Montana State University at Bozeman..   | Montana State University Experimental Language Disabilities<br>Program.<br>(Jack R. Olson, Speech Communication Department.)                        | 12, 577                  | 6, 375                    |
| Dawson College at Glendive.....   | Eastern Montana Local Government Reform.....<br>(James Hoffman, President.)   | 7, 560                   | 4, 205                    |
| Rocky Mountain College at Billings...   | Understanding the Mexican-American.....<br>(Margaret Ping, Director, Center for Continuing Education.)  | 1, 665                   | 941                       |
| University of Montana at Missoula....   | Public Education Concerning Montana Voter Review of Local<br>Government.<br>(Peter Koehn, Department of Political Science.)                         | 16, 624                  | 9, 040                    |
| Montana State University at Bozeman..   | Nutrition Education Program for Elementary Teachers.....<br>(Angelina Oberto, Associate Professor, Home Economics.)                                 | 5, 748                   | 2, 874                    |
| <b>Nebraska</b>   |   |                          |                           |
| University of Nebraska at Lincoln.....  | Natural Resources District Manager and Director Education.....<br>(Deon D. Axthelm, Water Resource Specialist.)                                     | 10, 348                  | 13, 564                   |
| Doane College at Crete.....   | Education for Local Government Officials.....<br>(Bernita Thompson, Assistant Professor of English Communica-<br>tion.)                             | 16, 000                  | 8, 500                    |
| Chadron State College at Chadron....  | Education for Community Betterment.....<br>(Gloria Aspinall, Media Specialist.)   | 19, 156                  | 11, 338                   |
| University of Nebraska at Lincoln.....  | Community Services: The Community Education Resource and<br>Research Center.<br>(Cecil Steward, Dean, College of Architecture.)                     | 21, 175                  | 48, 443                   |
| University of Nebraska at Omaha.....  | Drug Monitoring in Community Pharmacies.....<br>(Dick R. Gourley, Chairman, Department of Clinical Education<br>and Services.)                      | 21, 311                  | 24, 227                   |
| Kearney State College at Kearney....  | Small Business Management.....<br>(Royce A. Lorentz, Director, Center for Small Business.)  | 23, 869                  | 25, 280                   |
| University of Nebraska at Omaha.....  | Workshops for Newly Elected Officials.....<br>(Harold Gordon, Professor, Public Administration.)  | 23, 981                  | 14, 338                   |
| Kearney State College at Kearney....  | Staff Training for Hospital Personnel.....<br>(Ward Schrack, Health Education.)   | 5, 000                   | 2, 500                    |
| <b>Nevada</b>   |   |                          |                           |
| University of Nevada at Reno.....   | Lake Tahoe Environmental Education Consortium.....<br>(Wes Jackson, Chairman, Environmental Department.)  | 21, 000                  | 10, 500                   |
| Cooperating institutions: University<br>of California; Western Nevada<br>Community College; Desert Re-<br>search Institute. |   |                          |                           |
| University of Nevada at Reno.....   | Energy: Potential and Use.....<br>(Robert McKee, Professor, Mechanical Engineering Depart-<br>ment.)  | 63, 100                  | 43, 160                   |
| University of Nevada at Reno.....   | Preparing for Retirement.....<br>(Gertrude Cook, General University Extension.)   | 9, 253                   | 7, 014                    |



**State-Supported Projects in Community Service and Continuing Education—Continued**

| <i>State</i>  | <i>Project title<br/>(Director)</i>   | <i>Federal<br/>funds</i> | <i>Matching<br/>funds</i> |
|---|---|--------------------------|---------------------------|
| <b>New Hampshire</b>  |   |                          |                           |
| Franconia College at Franconia.....   | North Country Development through Community Education....<br>(Michael Bailin, Political Science Department.)                      | \$13, 800                | \$6, 900                  |
| Keene State College at Keene.....   | Women's Educational Resources Cooperative.....<br>(Eleanor Vander Haegen, Professor Social Sciences.)                             | 16, 620                  | 8, 310                    |
| St. Anselm's College at Manchester....  | Education of the Elderly for Survival.....<br>(Philip Valley, Assistant Dean of the College.)                                     | 7, 300                   | 4, 200                    |
| University of New Hampshire at Durham.  | Blackberry Falls: A simulation on Community Governance.....<br>(Jerry A. Warren, Office of Academic Computing.)                   | 18, 000                  | 10, 615                   |
| Dartmouth College at Hanover.....   | Isolation and Income for Women and the Elderly.....<br>(Barbara Davis, Office of Instructional Services.)                         | 10, 400                  | 3, 600                    |
| University of New Hampshire at Durham.  | WISE: Women's Information Service for Education.....<br>(Angelo Boy, Education Department.)                                       | 8, 283                   | 4, 142                    |
| New England College at Henniker....   | Constitutional Revision and Community Governance.....<br>(Marvin Braiterman, Dean, Division of Social Science.)                   | 14, 400                  | 7, 200                    |
| Do.....   | Training for Supervisors of Senior Volunteers.....<br>(Edward Rutledge, Psychology Department.)                                   | 5, 400                   | 2, 700                    |
| University of New Hampshire at Durham.  | Skills Training for Delivery of Human Services.....<br>(William Henry, University of New Hampshire Resources Development Center.) | 1, 000                   | .....                     |
| Cooperating institution: University of Connecticut.   | .....   | .....                    | 500                       |
| <b>New Jersey</b>   |   |                          |                           |
| Rutgers University at New Brunswick..   | Workshops in Urban Communications.....<br>(Jerome Aumente, Director, Communications Research Center.)                             | 45, 000                  | 61, 540                   |
| Atlantic Community College at Mays Landing.   | Senior Citizens at College.....<br>(Ruben R. Blanc, Director, Programs for Senior Adults.)  | 40, 000                  | 42, 795                   |
| Ramapo College at Mahwah.....   | Newark Watershed.....<br>(Joseph LeMay, School of Human Environment.)   | 27, 000                  | 15, 811                   |
| Essex County College at Newark.....   | Metropolitan-County Affairs Center.....<br>(Robert J. Russo, Coordinator.)  | 15, 000                  | 18, 000                   |
| Glassboro State College at Glassboro...   | Office of Community Field Services.....<br>(Olney H. England, Director.)  | 20, 000                  | 40, 286                   |
| Bergen Community College at Paramus.  | Project Transition.....<br>(Lois E. Marshall, Division of Community Services.)  | 50, 000                  | 57, 100                   |
| New Jersey Medical School at Newark..   | Community Relations and Health Information.....<br>(Florence Gaynor, Executive Director, Martland Medical Center.)                | 25, 000                  | 60, 480                   |
| Kean College of New Jersey at Union..   | Veterans Education Corps.....<br>(Ronald Burtnick, Director, Consortium of East Jersey.)  | 50, 885                  | 28, 320                   |
| Cooperating institutions: Seton Hall University; Union College; Union County Technical Institution. | .....   | .....                    | .....                     |
| Bloomfield College at Bloomfield.....   | North Ward Mobile Career Counseling Center.....<br>(Frank W. Dana II, Director of Admissions.)                                    | 40, 000                  | 20, 000                   |
| Glassboro State College at Glassboro...   | Career and Educational Counseling Service.....<br>(Eric Clark, Director, Camden Urban Center.)                                    | 25, 000                  | 14, 062                   |
| <b>New Mexico</b>   |   |                          |                           |
| New Mexico Jr. College at Hobbs.....  | College-Community Relations.....<br>(Griffith Henson, Director of Community Services.)  | 15, 000                  | 7, 500                    |
| New Mexico University at Grants.....  | Community Services Council.....<br>(Warren G. Noland, Director.)  | 15, 000                  | 8, 662                    |

## State-Supported Projects in Community Service and Continuing Education—Continued

| <i>State</i>  | <i>Project title<br/>(Director)</i>   | <i>Federal<br/>funds</i> | <i>Matching<br/>funds</i> |
|---|---|--------------------------|---------------------------|
| <b>New Mexico—Continued</b>                                   |   |                          |                           |
| University of New Mexico at Gallup...                         | Community Services Council.....<br>(Calvin O. Hall, Director.)  | \$15,000                 | \$10,500                  |
| Western New Mexico University at Silver City.                 | Southwest New Mexico Continuing Education Development.....<br>(Craig R. Lundahl, Office of Economic, Social and Population Research.)                               | 18,000                   | 11,700                    |
| San Juan Campus, New Mexico State University at Farmington.   | Competitive Consumer Living.....<br>(William Witter, Directors Office, NMSU.)   | 10,000                   | 5,000                     |
| New Mexico State University at Las Cruces.                    | Management Training for Small Business.....<br>(W. K. Daugherty, Department of Accounting and Finance.)   | 12,000                   | 8,400                     |
| Do.....   | Elected Officials In-Service Training and Information Programs.....<br>(James I. Grieshop, Extension Service of NMSU.)  | 2,300                    | 5,100                     |
| Western New Mexico University at Silver City.                 | A Consumer Purchasing Course.....<br>(David M. Dennis, Office of Research.)   | 3,000                    | 2,416                     |
| Eastern New Mexico University at Portales.                    | Institute for Rural Development.....<br>(Bill L. Burkett, Institute for Rural Development.)   | 13,000                   | 35,000                    |
| New Mexico Military Institute at Roswell.                     | Retirement Planning and Leisure Time Activities.....<br>(Gwen Robbins, Director of Continuing Education.)   | 2,750                    | 2,060                     |
| <b>New York</b>   |   |                          |                           |
| The City College of the City University of New York.          | A College-Community Impact Program of Postsecondary Adult Education.....<br>(John M. Lowe, Assistant Dean, School of General Studies.)                              | 11,120                   | 55,560                    |
| Queens College of the City University of New York.            | Urban Administration for Community Agency for Action.....<br>(Beverly Ann Smirni, Department of Social Science.)  | 66,110                   | 33,500                    |
| Manhattan College at Riverdale.....                           | Education for Adults in the Mid-Morrisania Section of the Bronx.....<br>(Edward Phelan, School of Education.)   | 58,725                   | 29,863                    |
| Corning Community College at Corning.                         | College Entry for Disadvantaged Adults.....<br>(Gary A. Yogy, Division of Continuing Education and Community Services.)   | 31,360                   | 15,825                    |
| Hostos Community College of the City University of New York.  | Building Bridges Between the Minority Communities and the Criminal Justice Systems.....<br>(Anthony Santiago, Director of Community and Continuing Education.)      | 16,880                   | 8,440                     |
| Fiorello H. LaGuardia Community College                       | A Community-Based Program in Leadership Development and Human Services Training.....<br>(William T. Salerno, Director, Program Development and Community Services.) | 67,165                   | 33,583                    |
| Pace University, New York.....                                | The Establishment of a New York City Regional Center for Life-Long Learning.....<br>(Richard M. Catalano, Regents Regional Coordinating Council)                    | 75,000                   | 37,500                    |
| Cornell University at Ithaca.....                             | Alternative Models for Community-Based Education.....<br>(John Wilcox, Institute for Occupational Education)  | 60,000                   | 30,000                    |
| Cooperating institutions 26 public and private institutions.  |   |                          |                           |
| Rochester Institute of Technology at Rochester.               | Coordinated System of Post-Secondary Continuing Education in the Genesee Valley Region—Phase II.....<br>(Alexander Cameron, Rochester Area Colleges, Inc.)          | 21,650                   | 10,825                    |
| Thomas S. Clarkson Memorial College of Technology at Potsdam. | Northern Region Postsecondary Continuing Education Group.....<br>(Fritz H. Grupe, Associate Colleges of the St. Lawrence Valley.)                                   | 100,000                  | 50,000                    |
| Marist College at Poughkeepsie.....                           | Postsecondary Continuing Education in the Mid-Hudson Region.....<br>(Robert Vivona, Associate Colleges of the Mid-Hudson Area.)                                     | 95,000                   | 47,500                    |
| Do.....   | Community Leadership Program.....<br>(Margaret P. Olson, Poughkeepsie College Center.)  | 2,000                    | 1,000                     |

**State-Supported Projects in Community Service and Continuing Education—Continued**

| <i>State</i>  | <i>Project title<br/>(Director)</i>  | <i>Federal<br/>funds</i> | <i>Matching<br/>funds</i> |
|---|--|--------------------------|---------------------------|
| <b>North Carolina</b>   |  |                          |                           |
| Appalachian State University at Boone.                                  | Rural Government Training and Assistance. ....<br>(Richter H. Moore, Jr., Professor, Department of Political Science.)   | \$28,302                 | \$16,902                  |
| East Carolina University at Greenville.                                 | Marine Advisory Services: Environmental Education—A Basis for Coastal Zone Management:<br>(James A. McGee, Assistant Dean, Division of Continuing Education.)                    | 15,000                   | 8,995                     |
| Fayetteville State University at Fort Bragg-Pope Air Force Base Campus. | Problems and Trends in Local Government Administration. ....<br>(Lawton E. Bennett, Fayetteville State University Director of Continuing Education.)                             | 8,170                    | 4,085                     |
| Livingstone College at Salisbury. ....                                  | College-Community Education and Screening Program in Sickle Cell Syndrome.<br>(Lois H. Reeves, Health Services Department.)  | -----                    | -----                     |
| Mars Hill College at Mars Hill. ....                                    | Improvement of Local Government in Madison County and Surrounding Area.<br>(Donald N. Anderson, Department of Social and Behavioral Sciences.)                                   | 16,467                   | 8,483                     |
| North Carolina A. & T. State University at Greensboro.                  | Facilitating Minority Citizens Participation in the Decisionmaking Process.<br>(Sampson Buic, Jr., Office of the President.)   | 19,886                   | 9,944                     |
| North Carolina State University at Raleigh.                             | North Carolina Energy Information Program. ....<br>(Jesse S. Doolittle, Center for Urban Affairs and Community Service.)   | 40,000                   | 20,000                    |
| Do. ....  | Short Course for Stormwater Management in Urban Areas. ....<br>(H. Rooney Malcom, Jr., Department of Civil Engineering.)   | 14,660                   | 7,340                     |
| University of North Carolina at Charlotte.                              | Citizen Involvement in Goals Setting for Charlotte-Mecklenburg. ...<br>(Winston H. Puttick, Institute for Urban Studies and Community Service.)                                  | 4,500                    | 2,255                     |
| Do. ....  | Metrolina Public Affairs Education Program. ....<br>(Norman W. Schul, Institute for Urban Studies and Community Service.)  | 16,000                   | 12,600                    |
| University of North Carolina at Chapel Hill.                            | Principles of Public Health Practice. ....<br>(John T. Hughes, School of Public Health.)   | 24,017                   | 12,069                    |
| Do. ....  | A Study to Develop a Comprehensive, Coordinated and Statewide System of Community Service and Continuing Education Programs.<br>(E. Walton Jones, General Administration Office) | 52,195                   | 26,038                    |
| Wake Forest University at Winston-Salem                                 | Winston-Salem City Government Management Skills<br>(Jack D. Ferner, Babcock Graduate School of Management)   | 000                      | 1,997                     |
| Western Carolina University at Cullowhee                                | Management Training Assistance for Local Units of Government<br>(Gordon S. Sanford, School of Business)  | 10,000                   | 8,506                     |
| <b>North Dakota</b>   |  |                          |                           |
| North Dakota State University at Fargo                                  | Family Living and Employment. ....<br>(Virgil Gehring, College of University Studies.)   | 8,210                    | 4,105                     |
| Cooperating institutions:   |  |                          |                           |
| Bismarck Junior College   | -----  | 4,700                    | 2,350                     |
| Mary College  | -----  | 3,800                    | 1,900                     |
| Jamestown College at Jamestown  | Developing the Human Potential. ....<br>(Loyde G. Peterson, Vice President for Business Relations.)  | 8,200                    | 4,100                     |

State-Supported Projects in Community Service and Continuing Education—Continued

| State   | Project title<br>(Director)  | Federal<br>funds | Matching<br>funds |
|---|--|------------------|-------------------|
| <b>North Dakota—Continued</b>                     |  |                  |                   |
| North Dakota State School of Science at Wahpeton. | The Mind and the Heart of Death.....<br>(Barbara Erickson, Continuing Education Division.)   | \$8,210          | \$4,105           |
| University of North Dakota at Grand Forks.        | Land Identification from a Review of Planning Needs.....<br>(John S. Penn, Dean, Division of Continuing Education.)                | 46,200           | 23,100            |
| Bismarck Junior College at Bismarck..             | Community Leadership and Development.....<br>(Lloyd Anderson, Director of Community Services.)                                     | 3,500            | 1,750             |
| Valley City State College at Valley City.         | Community Leadership.....<br>(Robert M. Horie, Office of the President.)   | 8,210            | 4,105             |
| Mayville State College at Mayville....            | Community Development, Teaching Learning Center.....<br>(Dennis Kost, School of Education.)  | 8,210            | 4,105             |
| Lake Region Community College at Devils Lake.     | Community Land and Water Recreational Development.....<br>(Arlo D. Stevick, Director of Community Services.)                       | 3,000            | 1,500             |
| Mary College at Bismarck.....                     | Activate Senior Citizen Potential.....<br>(Dave Bertils, Social Work Division.)  | 4,400            | 2,200             |
| <b>Ohio</b>                                       |  |                  |                   |
| Case Western Reserve University at Cleveland.     | Alternatives for Out of School Students.....<br>(Noreen Haygood, Director, Youth Development Programs.)                            | 31,000           | 15,500            |
| Cuyahoga Community College at Cleveland.          | Project Search-Near West Side of Cleveland Outreach Center....<br>(James E. Lorion, Dean of Community Services Office.)            | 34,000           | 23,445            |
| Dayton-Miami Valley Consortium at Dayton.         | CATV Training for Community Decision Making.....<br>(Joseph E. Ordorff, Office of Community Services.)                             | 69,000           | 40,861            |
| Kent State University at Kent.....                | Potential for Consolidating Planning Activities in the General Akron Area.<br>(Eugene P. Wenninger, Center for Urban Regionalism.) | 19,000           | 7,294             |
| Medical College of Ohio at Toledo....             | Community Health Education and Screening.....<br>(Robert E. Walden, Community Service Division.)                                   | 63,000           | 41,797            |
| Ohio Dominican College at Columbus.               | Training Program for Workers with Alcoholics.....<br>(Thomas E. Kirkpatrick, Office of Community Service.)                         | 31,500           | 22,860            |
| Ohio Northern University at Ada.....              | Home Health Services. An Alternative to the Institutionalization of the Aged.<br>(Louis D. Vottero, College of Pharmacy.)          | 31,000           | 16,000            |
| Ohio State University at Columbus....             | Columbus Public Awareness Program.....<br>(John P. Stanley, College of Administrative Science.)                                    | 47,000           | 23,500            |
| The Ohio State University at Newark..             | Training Professionals to work with the Educationally Disadvantaged Adults of Newark.<br>(Gary B. Price, Directors Office )        | 20,000           | 9,967             |
| University of Toledo at Toledo.....               | Mental Health Law Clinic.....<br>(Robin M. Kennedy, College of Law.)   | 43,500           | 22,938            |
| Youngstown State University at Youngstown         | Improvement of Social Agency Planning and Budgeting Capability.<br>(Jack Foster, College of Business and Management.)              | 37,000           | 21,793            |
| <b>Oklahoma</b>                                   |  |                  |                   |
| University of Oklahoma at Norman...               | Retail Business Security.....<br>(Henry D. Thornton, Director of Security Training Division )                                      | 9,961            | 7,417             |
| Central State University at Edmond..              | Public Service Officer's Development.....<br>(Richard Mitchell, School of Education.)  | 7,500            | 4,000             |
| Northeastern State College at Tahlequah.          | The College and the Community.....<br>(W. Neil Morton, Continuing Education and Special Programs Division.)                        | 16,000           | 8,365             |

**State-Supported Projects in Community Service and Continuing Education—Continued**

| <i>State</i>   | <i>Project title<br/>(Director)</i>   | <i>Federal<br/>funds</i> | <i>Matching<br/>funds</i> |
|--|---|--------------------------|---------------------------|
| <b>Oklahoma—Continued</b>  |   |                          |                           |
| University of Oklahoma at Norman   | Affirmative Action Programs<br>(Donald J. Hall, Southwest Center for Human Relation Studies.)                                   | \$20,500                 | \$14,000                  |
| Cooperating institutions: Oklahoma State University; University of Tulsa; Oral Roberts University; Central State University; Oscar Rose Junior College; Northeastern State College; Altus Junior College; Bartlesville Wesleyan College; Cameron State College; Oklahoma Christian College; South Oklahoma City Junior College; Bethany Nazarene College; Phillips University; East Central State College; Eastern Oklahoma State College; Carl Albert Junior College; Seminole Junior College; Langston University. |   |                          |                           |
| Oscar Rose Junior College at Midwest City.   | Adult Consumer Economics Training<br>(Dean Underwood, Continuing Education and Community Service Center.)                       | 24,000                   | 18,481                    |
| University of Oklahoma at Norman   | Community Indicators<br>(Dave R. Morgan, Bureau of Government Research.)  | 9,000                    | 4,700                     |
| Seminole Junior College at Seminole  | Senior Citizens Training<br>(Bob Trammell, Community Service Division.)   | 11,000                   | 5,500                     |
| South Oklahoma City Junior College at Oklahoma City  | Senior Citizen's Health Services<br>(Dale Johnson, Community Services Division.)  | 12,000                   | 7,000                     |
| University of Oklahoma at Norman   | Community Bicentennial Participation<br>(Lee Hayden, Department of Short Courses.)  | 10,815                   | 6,426                     |
| Murray State College at Tishomingo   | Educational Cablevision<br>(Dennis Toews, Director of Educational Media)  | 18,124                   | 24,369                    |
| Oklahoma State University at Stillwater  | Position Descriptions for Small Communities<br>(Earl J. Ferguson, School of Industrial Engineering and Management)              | 13,760                   | 7,000                     |
| Central State College at Warner  | Industrial Development and Management Training<br>(Bryce Wilde, Practical and Technical Arts Department)                        | 11,406                   | 6,048                     |
| <b>Oregon</b>  |   |                          |                           |
| Oregon State University at Corvallis   | Community Focus Communications<br>(Gwyl Evans, Extension Service Division)  | 30,345                   | 10,370                    |
| Cooperating institutions   |   |                          |                           |
| Eastern Clark College  |   | 45,455                   | 24,313                    |
| Southwestern Oregon Community College  |   | 71,200                   | 64,414                    |
| Oregon State University at Corvallis   | Community Communication Through Cable Technology<br>(Richard J. Wennman, Department of Speech Communication)                    | 2,500                    | 26,606                    |
| Do   | Videotape to Reach Consumers—Pilot Topic: Food Preservation<br>(Judith Forest and William C. Smith, Extension Service Division) | 2,498                    | 1,694                     |
| Division of Continuing Education at Portland   | Women Job Outreach Broadcasts<br>(Sue Gordon, Coordinator Women's Programs.)  | 2,400                    | 999                       |
| Cooperating institutions   |   |                          |                           |
| KOMP-TV  |   |                          | 1,070                     |
| KBPS   |   | 100                      | 65                        |



## State-Supported Projects in Community Service and Continuing Education—Continued

| State  | Project title<br>(Director)  | Federal<br>funds | Matching<br>funds |
|--|--|------------------|-------------------|
| <b>Puerto Rico</b>                           |  |                  |                   |
| University of Puerto Rico at Rio Pedras      | Institute for Policy Studies and Law.....<br>(Jaro Mayda, School of Law.)  | \$18,000         | \$9,000           |
| Do.....                                      | In-Service Training Program in Sports and Recreation for Super-<br>visors.<br>(Luis Antonio Baez, Continuing Education and Extension<br>Division.) | 11,808           | 5,904             |
| Do.....                                      | Barriada Morales and Las Corlinas Project.....<br>(Rosa C. Marin, Graduate School of Social Work.)   | 42,000           | 14,676            |
| Do.....                                      | Informing the Consumer.....<br>(Luis Sanchez Betances, Business Research Center.)  | 35,000           | 17,500            |
| Work University at Hato Rey.....             | Small Business Organization Program.....<br>(Rafael Garcia Mely, Dean Academic Affairs.)   | 15,790           | 7,895             |
| <b>Rhode Island</b>                          |  |                  |                   |
| Rhode Island College at Providence...        | Upgrading Therapeutic Nursing Skills for Psychiatric Nurses.....<br>(Anne L. Milhaven, School of Nursing.)   | 7,214            | 3,607             |
| Bryant College at Smithfield.....            | Seminar in Management for Women.....<br>(Philip R. Graf, Center for Management Development.)   | 8,000            | 4,000             |
| Rhode Island Junior College at War-<br>wick. | Labor Education Center.....<br>(Richard Zorabedian, Community Service and Continuing<br>Education Division.)                                       | 7,000            | 3,500             |
| Salve Regina College at Ochre Point...       | Geriatric Patient Care.....<br>(Virginia Walsh, Director of Community Services Division.)  | 10,002           | 5,837             |
| Rhode Island College at Providence...        | Community Day Care Training Program.....<br>(Ellen Winkelstein, School of Education.)  | 8,369            | 5,969             |
| Providence College at Providence.....        | Action for a Change.....<br>(James F. Ford, Continuing Education Division.)  | 15,992           | 3,032             |
| Cooperating institutions:                    |  |                  |                   |
| Salve Regina College.....                    | .....  |                  | 2,132             |
| Our Lady of Providence.....                  | .....  |                  | 28,606            |
| Consortium of Agencies.....                  | .....  |                  | 28,606            |
| Rhode Island College at Providence...        | In-Service Training for Freshman State Legislators.....<br>(Victor L. Profughi, Department of Political Science.)                                  | 2,484            | 1,752             |
| Do.....                                      | Impact of Non-Traditional Educational Services.....<br>(Audrey Thompson, Urban Education Center.)  | 1,728            | 834               |
| Do.....                                      | Improving Service Delivery Through Inter-Institutional Pro-<br>grams<br>(Eunice C. Shatz, Department of Sociology.)                                | 16,210           | 7,981             |
| University of Rhode Island at Kings...       | Special Training in the Advancement and Rehabilitation of Non-<br>SPARK<br>(Luis Program, Urban Education Center.)                                 | 3,903            | 1,113             |
| Rhode Island College at Providence...        | Systemic Family Education.....<br>(Rodney Goodvear, Department of Counselor Education.)  | 1,644            | 3,020             |
| Do.....                                      | Training to Enhance Skills for Boy's Club Personnel.....<br>(John W. Treiber, Department of Counselor Education.)                                  | 1,600            | 800               |
| Do.....                                      | Foster Parent Group Education.....<br>(Eunice C. Shatz, Department of Sociology.)  | 5,167            | 2,610             |
| Johnson and Wales College at<br>Providence.  | Project Open End.....<br>(Cecelia M. Ranallo, Academic Dean.)  | 5,000            | 2,500             |
| Brown University at Providence.....          | Communication of Health Information to Residents.....<br>(Roswell D. Johnson, Director, Health Service Division.)                                  | 10,000           | 5,000             |

## State-Supported Projects in Community Service and Continuing Education—Continued

| State  | Project title<br>(Director)  | Federal<br>funds | Matching<br>funds |
|--|--|------------------|-------------------|
| <b>Puerto Rico</b>                           |  |                  |                   |
| University of Puerto Rico at Rio Pedras      | Institute for Policy Studies and Law.....<br>(Jaro Mayda, School of Law.)  | \$18,000         | \$9,000           |
| Do.....                                      | In-Service Training Program in Sports and Recreation for Super-<br>visors.<br>(Luis Antonio Baez, Continuing Education and Extension<br>Division.) | 11,808           | 5,904             |
| Do.....                                      | Barriada Morales and Las Corlinas Project.....<br>(Rosa C. Marin, Graduate School of Social Work.)   | 42,000           | 14,676            |
| Do.....                                      | Informing the Consumer.....<br>(Luis Sanchez Betances, Business Research Center.)  | 35,000           | 17,500            |
| Work University at Hato Rey.....             | Small Business Organization Program.....<br>(Rafael Garcia Mely, Dean Academic Affairs.)   | 15,790           | 7,895             |
| <b>Rhode Island</b>                          |  |                  |                   |
| Rhode Island College at Providence...        | Upgrading Therapeutic Nursing Skills for Psychiatric Nurses.....<br>(Anne L. Milhaven, School of Nursing.)   | 7,214            | 3,607             |
| Bryant College at Smithfield.....            | Seminar in Management for Women.....<br>(Philip R. Graf, Center for Management Development.)   | 8,000            | 4,000             |
| Rhode Island Junior College at War-<br>wick. | Labor Education Center.....<br>(Richard Zorabedian, Community Service and Continuing<br>Education Division.)                                       | 7,000            | 3,500             |
| Salve Regina College at Ochre Point...       | Geriatric Patient Care.....<br>(Virginia Walsh, Director of Community Services Division.)  | 10,002           | 5,837             |
| Rhode Island College at Providence...        | Community Day Care Training Program.....<br>(Ellen Winkelstein, School of Education.)  | 8,369            | 5,969             |
| Providence College at Providence.....        | Action for a Change.....<br>(James F. Ford, Continuing Education Division.)  | 15,992           | 3,032             |
| Cooperating institutions:                    |  |                  |                   |
| Salve Regina College.....                    | .....  |                  | 2,132             |
| Our Lady of Providence.....                  | .....  |                  |                   |
| Consortium of Agencies.....                  | .....  |                  | 28,606            |
| Rhode Island College at Providence...        | In-Service Training for Freshman State Legislators.....<br>(Victor L. Profughi, Department of Political Science.)                                  | 2,484            | 1,752             |
| Do.....                                      | Impact of Non-Traditional Educational Services.....<br>(Audrey Thompson, Urban Education Center.)  | 1,728            | 834               |
| Do.....                                      | Improving Service Delivery Through Inter-Institutional Pro-<br>grams<br>(Eunice C. Shatz, Department of Sociology.)                                | 16,210           | 7,981             |
| University of Rhode Island at Kings...       | Special Training in the Advancement and Rehabilitation of Non-<br>SPARK<br>(Luis Program, Urban Education Center.)                                 | 3,903            | 1,110             |
| Rhode Island College at Providence...        | Systemic Family Education.....<br>(Rodney Goodvear, Department of Counselor Education.)  | 1,644            | 3,020             |
| Do.....                                      | Training to Enhance Skills for Boy's Club Personnel.....<br>(John W. Treiber, Department of Counselor Education.)                                  | 1,600            | 800               |
| Do.....                                      | Foster Parent Group Education.....<br>(Eunice C. Shatz, Department of Sociology.)  | 5,167            | 2,610             |
| Johnson and Wales College at<br>Providence.  | Project Open End.....<br>(Cecelia M. Ranallo, Academic Dean.)  | 5,000            | 2,500             |
| Brown University at Providence.....          | Communication of Health Information to Residents.....<br>(Roswell D. Johnson, Director, Health Service Division.)                                  | 10,000           | 5,000             |

## State-Supported Projects in Community Service and Continuing Education—Continued

| <i>State</i>  | <i>Project title<br/>(Director)</i>   | <i>Federal<br/>funds</i> | <i>Matching<br/>funds</i> |
|---|---|--------------------------|---------------------------|
| <b>South Carolina</b>                                       |   |                          |                           |
| Allen University at Columbia.....                           | Center for Community Service and Continuing Education.....<br>(Lamyra Davis, School of Education.)  | \$11,400                 | \$7,794                   |
| Clafin College at Orangeburg.....                           | Inservice Training Program for Recreation Personnel.....<br>(Elizabeth Rose, Department of Health, Physical Education,<br>and Recreation.)                  | 7,956                    | 4,522                     |
| Clemson University at Clemson.....                          | Management Training for Water and Wastewater Utility<br>Managers.<br>(Ralph D. Elliott, College of Industrial Management and<br>Textile Science.)           | 8,480                    | 5,659                     |
| Do.....   | Land-use Problems and Issues in South Carolina.....<br>(John H. Austin, Environmental Systems Engineering De-<br>partment.)                                 | 27,685                   | 21,312                    |
| College of Charleston at Charleston...                      | Post-Secondary Education for Community Leaders.....<br>(N. Steven Steinert, Department of Political Science.)   | 13,352                   | 7,439                     |
| Columbia College at Columbia.....                           | Eau Claire Community Assistance Project.....<br>(Robert J. Moore, Department of History and Political Science.)   | 24,910                   | 22,858                    |
| Medical University of South Carolina<br>at Charleston.      | Health Care Education for General Public.....<br>(D. W. Robinson, Division of Continuing Education.)  | 12,049                   | 11,108                    |
| Midlands TEC at Columbia.....                               | Partners in Reading.....<br>(Calvino Guimaraes, Division of Continuing Education.)  | 16,057                   | 8,835                     |
| Piedmont TEC at Greenwood.....                              | Project Transition.....<br>(Elizabeth Moss, Human Services Department.)   | 13,540                   | 7,319                     |
| Spartanburg Regional Campus at<br>Spartanburg.              | Community Understanding and Leadership.....<br>(John B. Edmunds, Jr., Division of Social and Behavioral<br>Sciences.)                                       | 14,913                   | 9,657                     |
| University of South Carolina at<br>Columbia.                | Community Leadership Development Program.....<br>(James G. Fraser, Department of Education.)  | 16,006                   | 17,104                    |
| Do.....   | Life Adjustment and Enrichment Program.....<br>(J. Irby Hayes, Division of Educational Services.)   | 5,737                    | 4,272                     |
| Do.....   | Assistance to Low Income Parents and to the Child Care Staff in<br>Bamberg County.<br>(Davia M. Veach, College of General Studies.)                         | 12,249                   | 7,309                     |
| <b>South Dakota</b>   |   |                          |                           |
| Mount Marty College at Yankton.....                         | Swage and Nitrate Contamination in Rural Wells.....<br>(Maureen Diggins, Biology Department.)   | 9,588                    | 4,789                     |
| South Dakota School of Mines Tech-<br>nology at Rapid City. | Explosives Usage.....<br>(Pete Oslund, Department of Mining Engineering.)   | 2,337                    | 1,168                     |
| Presentation College at Aberdeen.....                       | Retirement.....<br>(Charles Prochaska, Community Services Division.)  | 1,334                    | 666                       |
| Dakota Wesleyan University at Mit-<br>chell.                | Environmental Awareness Workshop.....<br>(John V. Hartung, Department of Education and Psychology.)   | 4,378                    | 2,510                     |
| Do.....   | Supplemental Instruction for the Activity Therapist in Retirement<br>Homes of District Three.<br>(John V. Hartung, Department of Education and Psychology.) | 18,422                   | 9,538                     |
| Presentation College at Aberdeen.....                       | Prenatal Series.....<br>(Charles Prochaska, Community Services Division.)   | 2,200                    | 1,100                     |
| University of South Dakota at Ver-<br>million.              | Civic Education Impact.....<br>(Thomas R. Burns, State-Wide Educational Services Depart-<br>ment.)  | 18,880                   | 9,440                     |
| Do.....   | Social Education Impact.....<br>(Thomas R. Burns, State-Wide Educational Services Depart-<br>ment.)   | 9,384                    | 4,692                     |

**State-Supported Projects in Community Service and Continuing Education—Continued**

| <i>State</i>   | <i>Project title<br/>(Director)</i>  | <i>Federal<br/>funds</i> | <i>Matching<br/>funds</i> |
|--|--|--------------------------|---------------------------|
| <b>South Dakota—Continued</b>  |  |                          |                           |
| Augustana College at Sioux Falls.....  | Horizontal Communications System for Region II.....<br>(E. W. Mueller, Director of CENCGAD (Computer Management).)                       | \$7,100                  | \$4,750                   |
| Presentation College at Aberdeen.....  | Health Care Facilities and the Law.....<br>(Charles Prochaska, Director of Community Services Division.)                                 | 6,717                    | 3,359                     |
| Augustana College at Sioux Falls.....  | Volunteer Coordination and Education.....<br>(Jerry Larson, Department of Sociology.)  | 4,800                    | 5,670                     |
| South Dakota State University at Brookings.                                    | Environmental and Land Use Planning Information for Local Officials and Citizens.<br>(Max Myers, Director of Social Science Department.) | 22,814                   | 11,407                    |
| <b>Tennessee</b>   |  |                          |                           |
| The University of Tennessee at Nashville.                                      | Statewide Consumer Education III.....<br>(Barbara Gilmer, Division of Continuing Education.)   | 34,000                   | 17,000                    |
| Cooperating institutions:  |  |                          |                           |
| Cleveland State Community College.   | .....  | 2,600                    | 1,300                     |
| Dyersburg State Community College.   | .....  | 3,200                    | 1,600                     |
| East Tennessee State University.....   | .....  | 6,600                    | 3,300                     |
| Lambuth College.....   | .....  | 6,600                    | 3,300                     |
| Memphis State University.....  | .....  | 6,600                    | 3,300                     |
| Motlow State Community College.....  | .....  | 3,900                    | 1,950                     |
| Tennessee State University.....  | .....  | 6,600                    | 3,300                     |
| Tennessee Technological University.  | .....  | 6,600                    | 3,300                     |
| Tennessee Wesleyan College.....  | .....  | 6,600                    | 3,300                     |
| The University of Tennessee at Chattanooga.                                    | .....  | 5,400                    | 2,700                     |
| The University of Tennessee, Knoxville.  | .....  | 6,600                    | 3,300                     |
| The University of Tennessee at Martin.   | .....  | 5,400                    | 2,700                     |
| The University of Tennessee, Institute for Public Service, Environment Center. | .....  | 8,300                    | 4,150                     |
| The University of Tennessee at Knoxville.                                      | Staff Assistance for Public Community Colleges.....<br>(John M. Peters, Division of Continuing Education.)                               | 46,500                   | 23,250                    |
| Do.....  | Community Growth Policy and Development.....<br>(Paul Martin, Project Director, Institute of Public Service.)                            | .....                    | .....                     |
| Cooperating institutions:  |  |                          |                           |
| East Tennessee State University.....   | .....  | 8,522                    | 4,261                     |
| Lincoln Memorial University.....   | .....  | 4,000                    | 2,000                     |
| Tennessee State University.....  | .....  | 8,000                    | 4,000                     |
| Tennessee Technological University.  | .....  | 6,400                    | 3,215                     |
| Tennessee Wesleyan College.....  | .....  | 8,600                    | 4,300                     |
| The University of Tennessee.....   | .....  | 8,000                    | 4,000                     |
| The University of Tennessee Center for Government Training.                    | .....  | 11,400                   | .....                     |
| Volunteer State Community College.   | .....  | 5,082                    | 3,000                     |

**State-Supported Projects in Community Service and Continuing Education—Continued**

| <i>State</i>  | <i>Project title<br/>(Director)</i>  | <i>Federal<br/>funds</i> | <i>Matching<br/>funds</i> |
|---|--|--------------------------|---------------------------|
| <b>Texas—Continued</b>  |  |                          |                           |
| Texas Women's University at Denton..  | A Workshop Series in Problems of Young People.....<br>(Ethelyn Davis, Department of Sociology and Social Work.)  | \$3,000                  | \$2,000                   |
| Southwest Texas State University at San Marcos.   | A Project to Upgrade Administrative and Service Capabilities of Local Government.<br>(Francis M. Rich, Jr., Department of Political Science.)                        | 15,000                   | 25,836                    |
| <b>Utah</b>   |  |                          |                           |
| University of Utah at Salt Lake City..  | Consortium for Community Service and Continuing Education...<br>(Tony Mitchell, Executive Director of the Consortium.)   | 16,080                   | 8,040                     |
| Cooperating institutions: Utah State University; Weber State College; Southern Utah State College; Utah Technical College; College of Eastern Utah; Snow College; Dixie College; Westminster College; Brigham Young University. |  |                          |                           |
| University of Utah at Salt Lake City...   | Training and Technical Assistance Related to Utah's Urban Problems—Phase II.<br>(Richard Lindsay, Bureau of Community Affairs.)                                      | 30,300                   | 15,150                    |
| Utah State University at Logan.....   | Utah Community Progress Program Phase III.....<br>(Wesley G. Maughn, Department of Sociology.)   | 17,850                   | 8,925                     |
| Weber State College at Ogden.....   | Institutional Community Service and Continuing Education Program—Phase IV.<br>(Ruth Knight Division of Continuing Education and Community Service.)                  | 21,070                   | 10,535                    |
| Southern Utah State College at Cedar City.  | Five County Regional Resources Development Center—Phase IV..<br>(McRay Cloward, College of Continuing Education and Community Service.)                              | 15,838                   | 7,490                     |
| College of Eastern Utah at Price.....   | Continuing Education and Community Service Program for Southeastern Utah—Phase IV.<br>(Orrin Selman, Director, Continuing Education and Community Service Division.) | 6,810                    | 3,405                     |
| Dixie College at St. George.....  | Augmented Continuing Education and Community Service Program—Phase I.<br>(George Rampton, College of Arts and Sciences.)   | 4,558                    | 2,279                     |
| Snow College at Ephraim.....  | Continuing Education and Community Service Program for Central Utah—Phase I.<br>(Demont Howell, Director, Community Service and Continuing Education Division.)      | 5,000                    | 2,500                     |
| Westminster College at Salt Lake City.  | Special Intercommunication Program for Inner City Residents of Salt Lake City.<br>(Helmut Hofmann, Vice President, for Academic Affairs.)                            |                          |                           |
| <b>Vermont</b>  |  |                          |                           |
| Lyndon State College at Lyndonville..   | Leisure Service to Youth.....<br>(James J. McCarthy, Park and Recreation Service Administration Department.)   | 4,810                    | 2,430                     |
| The School for International Training at Brattleboro.   | Foxfire Vermont.....<br>(Howard Shaprio, Director of In-Service Education.)  | 16,815                   | 8,225                     |
| Trinity College at Burlington.....  | Group Homes for Disadvantaged Youth.....<br>(William T. Bird, Department of Human Services.)   | 6,776                    | 3,388                     |
| Marlboro College at Marlboro.....   | Changing Land Use Patterns in Rural Vermont.....<br>(Joseph Schaeffer, Department of Social Sciences.)   | 20,950                   | 22,450                    |
| Castleton State College at Castleton...   | Public Management Impact Center.....<br>(Roger G. Brown, Social Science Division Department of Economics)  | 11,344                   | 13,317                    |
| Goddard College at Plainfield.....  | Rural Health Center Implementation.....<br>(John Matthew, College Physician's Office.)   | 23,697                   | 14,288                    |



**State-Supported Projects in Community Service and Continuing Education—Continued**

| <i>State</i>  | <i>Project title<br/>(Director)</i>  | <i>Federal<br/>funds</i> | <i>Matching<br/>funds</i> |
|---|--|--------------------------|---------------------------|
| <b>Texas—Continued</b>  |  |                          |                           |
| Texas Women's University at Denton..  | A Workshop Series in Problems of Young People.....<br>(Ethelyn Davis, Department of Sociology and Social Work.)  | \$3,000                  | \$2,000                   |
| Southwest Texas State University at San Marcos.   | A Project to Upgrade Administrative and Service Capabilities of Local Government.<br>(Francis M. Rich, Jr., Department of Political Science.)                        | 15,000                   | 25,836                    |
| <b>Utah</b>   |  |                          |                           |
| University of Utah at Salt Lake City..  | Consortium for Community Service and Continuing Education...<br>(Tony Mitchell, Executive Director of the Consortium.)   | 16,080                   | 8,040                     |
| Cooperating institutions: Utah State University; Weber State College; Southern Utah State College; Utah Technical College; College of Eastern Utah; Snow College; Dixie College; Westminster College; Brigham Young University. |  |                          |                           |
| University of Utah at Salt Lake City...   | Training and Technical Assistance Related to Utah's Urban Problems—Phase II.<br>(Richard Lindsay, Bureau of Community Affairs.)                                      | 30,300                   | 15,150                    |
| Utah State University at Logan.....   | Utah Community Progress Program Phase III.....<br>(Wesley G. Maughn, Department of Sociology.)   | 17,850                   | 8,925                     |
| Weber State College at Ogden.....   | Institutional Community Service and Continuing Education Program—Phase IV.<br>(Ruth Knight Division of Continuing Education and Community Service.)                  | 21,070                   | 10,535                    |
| Southern Utah State College at Cedar City.  | Five County Regional Resources Development Center—Phase IV..<br>(McRay Cloward, College of Continuing Education and Community Service.)                              | 15,838                   | 7,490                     |
| College of Eastern Utah at Price.....   | Continuing Education and Community Service Program for Southeastern Utah—Phase IV.<br>(Orrin Selman, Director, Continuing Education and Community Service Division.) | 6,810                    | 3,405                     |
| Dixie College at St. George.....  | Augmented Continuing Education and Community Service Program—Phase I.<br>(George Rampton, College of Arts and Sciences.)   | 4,558                    | 2,279                     |
| Snow College at Ephraim.....  | Continuing Education and Community Service Program for Central Utah—Phase I.<br>(Demont Howell, Director, Community Service and Continuing Education Division.)      | 5,000                    | 2,500                     |
| Westminster College at Salt Lake City.  | Special Intercommunication Program for Inner City Residents of Salt Lake City.<br>(Helmut Hofmann, Vice President, for Academic Affairs.)                            |                          |                           |
| <b>Vermont</b>  |  |                          |                           |
| Lyndon State College at Lyndonville..   | Leisure Service to Youth.....<br>(James J. McCarthy, Park and Recreation Service Administration Department.)   | 4,810                    | 2,430                     |
| The School for International Training at Brattleboro.   | Foxfire Vermont.....<br>(Howard Shaprio, Director of In-Service Education.)  | 16,815                   | 8,225                     |
| Trinity College at Burlington.....  | Group Homes for Disadvantaged Youth.....<br>(William T. Bird, Department of Human Services.)   | 6,776                    | 3,388                     |
| Marlboro College at Marlboro.....   | Changing Land Use Patterns in Rural Vermont.....<br>(Joseph Schaeffer, Department of Social Sciences.)   | 20,950                   | 22,450                    |
| Castleton State College at Castleton...   | Public Management Impact Center.....<br>(Roger G. Brown, Social Science Division Department of Economics)  | 11,344                   | 13,317                    |
| Goddard College at Plainfield.....  | Rural Health Center Implementation.....<br>(John Matthew, College Physician's Office.)   | 23,697                   | 14,288                    |

**State-Supported Projects in Community Service and Continuing Education—Continued**

| <i>State</i>  | <i>Project title<br/>(Director)</i>   | <i>Federal<br/>funds</i> | <i>Matching<br/>funds</i> |
|---|---|--------------------------|---------------------------|
| <b>Vermont—Continued</b>  |   |                          |                           |
| University of Vermont at Burlington...                          | Teaching in the Affective Domain Chittenden County School System.<br>(Mark Smith, Department of Education.)   | \$11,942                 | \$8,699                   |
| Green Mountain College at Poultney..                            | Course in the Teaching of Reading.....<br>(Harriet W. McCuen, Associate Professor of Education.)  | 3,236                    | 1,620                     |
| <b>Virgin Islands</b>   |   |                          |                           |
| College of the Virgin Islands at St. Thomas.                    | Legislative Modernization Conferences.....<br>(Paul M. Leary, Social Sciences Division.)  | 7,500                    | 7,500                     |
| Do.....   | Organizational and Staff Development Training.....<br>(Scott Varner, Bureau of Public Administration.)  | 7,500                    | 7,500                     |
| Do.....   | Environmental Education: Citizen Action on the Environment...<br>(Beverly Bandler, Projects Assistant Caribbean Research Institute.)                            | 7,248                    | 6,071                     |
| <b>Virginia</b>   |   |                          |                           |
| Christopher Newport College at Newport News.                    | Eastern Shore Migrant Family Service and Child Care Demonstration Program.<br>(Lea B. Pellett, Department of Sociology.)  | 14,282                   | 7,142                     |
| Marymount College of Virginia at Arlington.                     | Training Community Personnel to Identify and Aid Potential Teenage Dropouts.<br>(Anthony J. McGINLEY, Department of Psychology and Child Development.)          | 5,500                    | 4,000                     |
| George Mason University at Fairfax...                           | Environmental Planning and Growth Issues in Northern Virginia.<br>(Barnard Joy, Education Department.)  | 31,500                   | 15,750                    |
| Randolph-Macon Woman's College at Lynchburg.                    | Community Education for Regional Revitalization.....<br>(Thomas W. Seaman, Department of Sociology.)  | 22,598                   | 17,429                    |
| Virginia Commonwealth University at Richmond.                   | Public Safety Minority Recruitment.....<br>(James P. Morgan, Jr., Professor, Administration of Justice and Public Safety.)                                      | 9,971                    | 5,334                     |
| Do.....   | Continuing Education Via Tele-lecture.....<br>(Betty H. Gwaltney, Director, Continuing Education Program.)  | 5,047                    | 3,368                     |
| University of Richmond at Richmond.                             | Intragovernmental Planning and Decision Making.....<br>(Robert J. Horgan, Director, Urban Center.)  | 4,955                    | 2,478                     |
| Virginia Western Community College at Roanoke.                  | Public Service Skills Improvement.....<br>(Ronald L. Coleman, Assistant Director, Continuing Education Division.)   | 6,162                    | 3,217                     |
| Cooperating institutions:                                       |   |                          |                           |
| Dabney S. Lancaster Community College.....                      |   | 3,142                    | \$1,455                   |
| Danville Community College.....                                 |   | 3,142                    | 1,560                     |
| New River Community College.....                                |   | 3,142                    | 1,525                     |
| Piedmont Virginia Community College.....                        |   | 3,142                    | 1,505                     |
| Wytheville Community College.....                               |   | 3,142                    | 1,674                     |
| College of William and Mary at Williamsburg.                    | In-service Training for Child Day Care Staff.....<br>(Clyde A. Haulman, Director, Marshall-Wythe Institute.)  | 9,741                    | 5,162                     |
| Cooperating institutions: Virginia Commonwealth University..... |   | 11,816                   | 5,682                     |
| University of Virginia at Charlottesville.                      | A Developmental Model for the Delivery of Community Education Services.<br>(Larry E. Decker, Mid-Atlantic Center for Community Education, School of Education.) | 24,750                   | 22,572                    |
| Cooperating institutions:                                       |   |                          |                           |
| Virginia Polytechnic Institute.....                             |   |                          | 8,100                     |
| Eastern State University MACE Consortium.....                   |   |                          | 2,700                     |

**State-Supported Projects in Community Service and Continuing Education—Continued**

| <i>State</i>   | <i>Project title<br/>(Director)</i>   | <i>Federal<br/>funds</i> | <i>Matching<br/>funds</i> |
|--|---|--------------------------|---------------------------|
| <b>Virginia—Continued</b>  |   |                          |                           |
| Virginia Polytechnic Institute and State University at Blacksburg.<br>Cooperating institutions: Virginia Highlands Community College; Southwest Virginia Community College; Danville Community College; Central Virginia Community College; Southside Community College. | Workshops for Community Leaders In Areas of Aging and Follow-up Evaluation.<br>(Margaret A. Groseclose, Director, Extension Division.)          | \$22, 750                | \$11, 689                 |
| Virginia Polytechnic Institute and State University.   | Effective Parent Training Service for Appalachian Poor Families...<br>(Thomas M. Sherman, College of Education.)                                | 17, 280                  | 10, 998                   |
| Do.....  | Land: Policy Issues and Planning Problems.....<br>(J. Paxton Marshall, Extension Division.)   | 42, 796                  | 22, 678                   |
| <b>Washington</b>  |   |                          |                           |
| The Evergreen State College at Olympia.  | North Bonneville Relocation.....<br>(Russell Fox, Faculty, Urban Planning Division.)  | 13, 000                  | 13, 000                   |
| Gonzaga University at Spokane.....   | School Board Training for Paschal Sherman Indian School Board Members.<br>(Thomas E. Connally, School of Education.)                            | 13, 000                  | 13, 000                   |
| University of Washington at Seattle...   | Career Mobility Project.....<br>(Jean Rehwinkel, Department of Continuing Education.)   | 5, 000                   | 5, 000                    |
| Bellevue Community College at Bellevue.  | Women's Programs.....<br>(Sandra Wallace, Coordinator, Women's Studies Program.)  | 4, 570                   | 5, 244                    |
| Edmonds Community College at Lynnwood.   | New Directions for Women.....<br>(Gail L. Denton, Coordinator, Women's Programs Division.)  | 4, 570                   | 4, 570                    |
| Everett Community College at Everett.  | Puget Sound Women's Network.....<br>(Nina B. Haynes, Coordinator of Women's Programs.)  | 4, 570                   | 4, 570                    |
| Highline Community College at Midway.  | Women's Program.....<br>(Wendy Morgan, Coordinator of Women's Program.)   | 4, 570                   | 4, 912                    |
| North Seattle Community College at Seattle.  | Employment Cooperative.....<br>(Cecile Andrews, Women's Programs Coordinator.)  | 4, 570                   | 4, 570                    |
| Olympic College at Bremerton.....  | Development Through Volunteerism.....<br>(Steve Kager, Director of Student Programs.)   | 4, 570                   | 7, 392                    |
| Whatcom Community College at Ferndale.   | Focus: Opportunities for Women in Whatcom County.....<br>(Lynn Blacksell, Director of Student Services.)  | 4, 570                   | 4, 864                    |
| Clark College at Vancouver.....  | Women's Program.....<br>(Rayna Kline, English Department.)  | 5, 000                   | 10, 512                   |
| Whitworth College at Spokane.....  | New Curricula for On-the-Job Training.....<br>(Lillian Whitehouse, Associate Director of Student Development.)                                  | 12, 000                  | 19, 350                   |
| Western Washington State College at Bellingham.  | Center for Urban Studies.....<br>(Department of Urban Studies.)   | 35, 000                  | 35, 524                   |
| Do.....  | Civic Partnership.....<br>(Jack Everitt, Coordinator of Community Education.)   | 15, 000                  | 32, 176                   |
| Yakima Valley Community College at Yakima.   | Interagency Consortium for Solving Common Community Programs.<br>(William Sterling, Division of Continuing Education.)                          | 10, 000                  | 18, 321                   |
| University of Washington at Seattle....  | Community Education for Planning and Problem Solving.....<br>(Daniel W. Shannon, Director, Division of Community and Organization Development.) | 10, 000                  | 18, 855                   |
| Do.....  | Economic Resources Development.....<br>(Ronald H. Leverett, Professor, Business and Commerce Department.)                                       | 18, 000                  | 38, 082                   |
| Green River Community College at Auburn.   | Women's Program.....<br>(Delores Hyden, Department of Home Economics.)  | 5, 000                   | 13, 000                   |
| Lower Columbia College at Longview..   | Women's Studies Program.....<br>(Nancy Brochgrevink, Associate Dean of Instruction.)  | 4, 000                   | 5, 939                    |

**State-Supported Projects in Community Service and Continuing Education—Continued**

| <i>State</i>                                      | <i>Project title<br/>(Director)</i>  | <i>Federal<br/>funds</i> | <i>Matching<br/>funds</i> |
|---|--|--------------------------|---------------------------|
| <b>Washington—Continued</b>                       |  |                          |                           |
| Seattle Central Community College at Seattle.     | Women's Program.....<br>(Director of Student Personnel Services.)  | \$5,000                  | \$5,818                   |
| Shoreline Community College at Seattle.           | Directions for Women.....<br>(Mildred Andrews, Coordinator, Women's Program.)  | 5,000                    | 7,379                     |
| Skagit Valley College at Mt. Vernon...            | Women's Programs.....<br>(Mitzi Rochester, Department of Counseling.)  | 5,000                    | 9,996                     |
| South Seattle Community College at Seattle.       | Women's Program.....<br>(Nancy B. Andrews, Office of Continuing Education.)  | 5,000                    | 5,000                     |
| Walla Walla Community College at Walla Walla.     | Women's Studies Program.....<br>(Donn Adams, Director of Continuing Education Department.)                                       | 5,000                    | 6,432                     |
| <b>West Virginia</b>                              |  |                          |                           |
| Fairmont State College at Fairmont...             | Regional Training Center for Emergency Medical Technicians...<br>(Frederick W. Schaupp, Division of Commerce.)                   | 29,437                   | 10,120                    |
| Concord College at Athens.....                    | Economic and Social Development for Senior Citizens and Veterans.<br>(Dean R. Kenny, Director, Center for Economic Action.)      | 37,375                   | 21,020                    |
| West Virginia State College at Institute.         | Kanawha Valley Partnership to Assist Local Governments.....<br>(Director, Urban Affairs Center.)                                 | 13,110                   | 58,650                    |
| Marshall University at Huntington....             | A Series of Practical Seminars for Senior Citizens.....<br>(Paul H. Collins, Director of Community Services.)                    | 1,918                    | 6,600                     |
| Davis and Elkins College at Elkins....            | Education in Service to Appalachia.....<br>(Clifford Schneider, Office of the President.)  | 18,847                   | 20,852                    |
| West Virginia University at Morgantown.           | Consumer Awareness Program for Senior Citizens.....<br>(Dietrich L. Schaupp, Bureau of Business Research.)                       | 15,476                   | 10,039                    |
| West Liberty State College at West Liberty.       | College Resources Applied to Local Needs.....<br>(Clyde Campbell, Dean of Administration.)                                       | 26,758                   | 5,500                     |
| <b>Wisconsin</b>                                  |  |                          |                           |
| Alverno College at Milwaukee.....                 | INPUT: Project for Communication Skill Development for Community Leaders.<br>(Mary Georgia Natlock, Multi-Media Center.)         | 10,000                   | 5,000                     |
| University of Wisconsin at Milwaukee..            | Westside Three Year Action Plan.....<br>(Walter W. Stuenkel, Office of the President.)   | 21,000                   | 18,742                    |
| Milwaukee Area Technical College at Milwaukee.    | Targeted Environmental Self-Help Project.....<br>(Donald G. Schwarz, Dean of Agriculture Business.)                              | 6,200                    | 3,325                     |
| Mount Mary College at Milwaukee...                | Community Health Role for Occupational Therapy.....<br>(Margaret Mirenda, Occupational Therapy Department.)                      | 4,050                    | 2,185                     |
| University of Wisconsin at Milwaukee..            | How to minimize the Effects of Aging on Hearing.....<br>(Betty Caraway Ritchie, Speech Pathology and Audiology Department)       | 1,513                    | 755                       |
| Marquette University at Milwaukee....             | Safety on the Streets Through a Community Facilitator Training Program.<br>(C. Michael Farmer, Continuing Education Department.) | 4,687                    | 2,495                     |
| University of Wisconsin at Milwaukee..            | Consumer Drug Information Service.....<br>(Eleanor Vogt, Department of Community Programs.)                                      | 5,057                    | 2,519                     |
| Do.....   | Preventing Speech and Language Problems.....<br>(George H. Miller, Pathology and Audiology Department.)                          | 2,484                    | 1,350                     |
| Do.....   | High Risk Infant Followup Program—Spanish Speaking.....<br>(Elizabeth Regan, Community Health.)                                  | 30,292                   | 15,146                    |
| University of Wisconsin-Superior at Superior.     | Lake Superior Basin Study.....<br>(Albert B. Dickas, Director, Center for Lake Superior Environmental Studies.)                  | 27,926                   | 14,828                    |
| Cooperating institution:                          |  |                          |                           |
| Northland College.....                            | .....  | 1,728                    | .....                     |
| University of Wisconsin-Eau Claire at Eau Claire. | Consumer Price Index Study.....<br>(Ronald Decker, Department of Business Administration.)                                       | 2,156                    | 1,193                     |

**State-Supported Projects in Community Service and Continuing Education—Continued**

| <i>State</i>   | <i>Project title<br/>(Director)</i>  | <i>Federal<br/>funds</i> | <i>Matching<br/>funds</i> |
|--|--|--------------------------|---------------------------|
| <b>Wisconsin—Continued</b>   |  |                          |                           |
| University of Wisconsin-River Falls at River Falls.                            | Land Capability Analysis—A Tool for Aiding Local Government. (Samuel F. Huffman, Department of Plant and Earth Science.)                 | \$16,080                 | 58,040                    |
| University of Wisconsin-Eau Claire at Eau Claire.                              | Recreation Education..... (J. Brady Foust, Department of Geography.)   | 6,934                    | 4,512                     |
| University of Wisconsin-River Falls at River Falls.                            | Compilation of Land Use Laws and their Legal Standing..... (Bruce P. Ball, Office of Metropolitan Region Studies.)                       | 2,795                    | 1,415                     |
| Mount Senario College at Ladysmith..   | The Effects of Copper Mining on Rusk County..... (Robert E. Ware, Biology Department.)   | 15,796                   | 16,439                    |
| Northland College, Sigurd Olson Institute of Environmental Studies at Ashland. | Citizen Participation Training in Land Use Planning In Ashland and Bayfield Counties. (Lowell L. Klessig, Deputy Director.)              | 9,871                    | 7,488                     |
| University of Wisconsin-Eau Claire at Eau Claire.                              | Growth Centers Research: Capital Investment..... (Marie B. Rosenberg-Dishman, Institute of Governmental Affairs and School of Business.) | 4,763                    | 2,397                     |
| University of Wisconsin at Madison...  | Community-Based Educational Counseling for Adults..... (David L. Jensen, Extension Service.)   | 43,735                   | 21,897                    |
| <b>Wyoming</b>   |  |                          |                           |
| University of Wyoming at Laramie....   | Community Resource Utilization..... (Vincent Picard, Public Administration Service.)   | 25,000                   | 12,000                    |
| Do.....  | Local Government..... (Vincent Picard, Public Administration Service.)   | 20,000                   | 15,000                    |
| Do.....  | Mass Communications..... (John McMullen, Broadcast Services.)  | 46,200                   | 30,000                    |
| Do.....  | The School Board Member..... (James D. Andersen, Office of School Services.)   | 3,000                    | 1,000                     |
| Do.....  | Business and Industry Seminars..... (William W. White, Business and Industry Extension.)   | 2,000                    | 5,500                     |