

DOCUMENT RESUME

ED 187 873

CE 025 227

AUTHOR Regan, Mary C.: And Others
TITLE Mid-Career Change: Adult Students in Mid-Career Transitions, and Community Support Systems Developed to Meet Their Needs. Mid-Career Change Project. Final Report of the Project.
INSTITUTION California Univ., Berkeley.: California Univ., Davis.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
BUREAU NO 557AM60019
PUB DATE Sep 78
GRANT G007604806
NOTE 333p. For related documents see CE 025 226-228.

EDRS PRICE MF01/PC14 Plus Postage.
DESCRIPTORS Access to Education: Adult Education: *Adults: *Career Change: Career Development: Career Planning: Case Studies: *Community Organizations: Community Resources: Community Services: Community Support: Demonstration Programs: *Educational Needs: Environmental Influences: *Individual Characteristics: Postsecondary Education: *Retraining

ABSTRACT

A three-year project was conducted to study mid-career changes and the educational and training needs of these adults. Two key elements of social and economic development were studied: (1) mid-career students, including their characteristics, goals, and education/training needs; and (2) the environments for learning and retraining created by community-level organizations. (Mid-career students were defined as those who had interrupted or terminated their formal education, had been employed or otherwise occupied for at least five years, and were now reentering some form of formal education or training.) The mid-career student data was gathered by means of comprehensive questionnaires completed by 1,042 mid-career students enrolled in multi-institutional education and training programs in seven widely separated communities in the United States. The community-level organizations were studied in visits to each community by the project team, who interviewed community leaders, educators, local and state education policy makers, and students. Based on the findings, a set of alternative models or "ideal" types of community organization was constructed, and a list of basic elements of community support services was developed for use as a checklist to evaluate the probable effectiveness of existing or proposed community organizations. (EM)

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**MID-CAREER CHANGE: Adult Students in
Mid-Career Transitions, and Community
Support Systems Developed to Meet
Their Needs**

**FINAL REPORT
OF THE PROJECT**

**University of California - Mid-Career Change Project
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**U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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Grant Number: G007604806

Project Number: 557AH60019

**Department of Health, Education, and Welfare
Office of Education**

Special Community Services and Continuing Education Program

Title IA of the Education Act of 1965 as amended

USOE Project Officer: J. Eugene Welden

September, 1978

JUN 9 1980

CE 025,227

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GLOSSARY OF TERMS

Mid-Career: Usually refers to mid-life, but in this study the term is used to mean any time in a person's career which is more than five years after formal education was interrupted or terminated. Thus, a mid-career person could be as young as 23 (5 years out of high school). However, 25 was the youngest age considered in this study.

Mid-Career Change: A change of career, occupation, line of work, and/or previous life style at some point in mid-career.

Mid-Career Student: An adult person who has reentered an institution of education or training at mid-career to prepare for a mid-career change.

Continuing Education, Lifelong Learning, Recurrent Education: These terms are used synonymously in this report to mean courses of instruction or programs of formal education reentered at mid-career, as defined above. It is recognized, however, that these terms frequently are used to convey different meanings for the various patterns or configurations of education and learning undertaken after the traditional years of school or college attendance.

Active Mid-Career Changer: A person currently changing or actively preparing for a definite change of careers in the foreseeable future.

Potential Mid-Career Changer: A person who wishes to change careers and is exploring alternative future careers. This frequently implies dissatisfaction with the present line of work or present lifestyle.

Career Upgrader: A person who is preparing for an advancement or promotion in his/her present occupation.

Non-Changer: A person who has reentered postsecondary education or training for some purpose not related to his/her career. These persons are usually seeking self-improvement, a "degree for the sake of a degree", or simply to acquire more general education.

EXECUTIVE SUMMARY

* * * *

MID-CAREER CHANGE, as a result of either unsecure employment or of voluntary life transitions that produce a deep desire for personal growth and career advancement, is a growing phenomenon in American life. It is attracting several millions of mid-career people (variously estimated between 12 and 30 million adults) to reenter postsecondary education institutions and occupational retraining programs. Since the presence of a better-educated adult citizenry and a better-trained work force has a direct bearing on the economic as well as the civic and cultural well-being of the community, the community itself has a stake in the appropriateness, the quality, and the accessibility of the educational services. The success of individual efforts to adapt their employment capabilities to new demands of the marketplace is dependent in a large measure on the supportive environment offered by the home community. Optimum development of this supportive environment calls for organizations that seek to expand the locally available education and training opportunities and at the same time provide the support services needed by mid-career adult students, such as information on opportunities and available programs, career counselling and career planning, and assistance in gaining entry to institutions.

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This project is a developmental study of the two key elements of this social and economic development: the mid-career students --- their characteristics, goals, and education/training needs; and the environments for learning and retraining created by community-level organizations.

The mid-career student data for this study was gathered by means of comprehensive questionnaires completed by 1,042 mid-career students enrolled in multi-institutional education and training programs in seven widely separated communities in the United States.* The community-level organizations were studied in visits to each community by the project team who interviewed community leaders, educators, local and state education policy makers, and students.

Mid-career students were defined as those who had interrupted or terminated their formal education, had been employed or otherwise occupied (homemaker or armed services, for example) for at least five years, and were now reentering some form of formal education or training.

Mid-career changers were found among four types of adult students: (1) Present changers, those who had definitely decided upon a new occupation and who were actively preparing to enter it; (2) Potential changers, those who intended to change occupations and were broadening their education while they examined new career options; (3) Career upgraders, those who were preparing themselves for a promotion or major advancement in their present careers; and (4) Those who were broadening their general education

*The communities selected for case study were three different rural communities --- an 11-county area in Northeastern California, centered at Chico; Omak, Washington; and St. Albans, Vermont --- three large metropolitan urban areas --- Syracuse, New York; Providence, Rhode Island; and Nassau and Suffolk Counties, Long Island, New York --- and one medium-sized, relatively affluent urban city --- Rochester, Minnesota.

usually as a result of, or in anticipation of, a life style transition (the "empty-nest" mid-career woman was an apt example of the latter).

FINDINGS

The mid-career student survey data showed that a wide diversity of individuals were involved in educational and training programs.

Demographically: The mid-career change population ranged in age from the mid-20s to the early 70s --- with significant percentages in the thirties, forties, and fifties. The average age was 38 years. Seventy-four percent of the students were married and rearing and supporting children. They were from widely different income levels --- 14 percent of the women students but only 4 percent of the men students had incomes below the poverty level of \$5,000 annually. Over 40 percent of all students were in income brackets of over \$20,000. Their amounts of prior education ranged from uncompleted school grades to graduate collegiate degrees. Eighty-six percent of the men and 47 percent of the women were employed full-time while attending school. Twenty-three percent of the women and 6 percent of the men were employed part-time. More than half had already changed jobs three or more times and nearly one-fourth of them had changed jobs five times or more.

Key: This is a vastly different student clientele than that served historically by traditional postsecondary institutions.

Career Changers (as contrasted with career upgraders or non-career changers) were predominant among the adult persons enrolled in education and training programs. Over one-fourth were in the process of changing careers, and about the same proportion regarded themselves as "potential career changers." Another fourth of the student population were reentering

education or training to upgrade their present careers. The remaining fourth were seeking personal fulfillment not necessarily associated with career change. In the less affluent communities, the proportions of present and potential career changers were higher.

Key: Three-fourths of this adult student population were reentering education with goals of improving their occupational status.

Occupationally: This population is highly mobile, with most students aspiring toward occupations in the professional-technical-managerial category. They have aimed toward these occupations over time; they attained their original education in subjects related to these categories, and they had these occupations as their original career goals. They took their first jobs in other areas, but remained oriented toward professional-technical-managerial careers. They are now using educational and training programs available in their home communities to pursue goals oriented to these occupations.

Key: This is a highly motivated, goal-oriented student population.

Philosophically: The mid-career population is surprisingly optimistic about their lives, the quality of their lives, their futures, the options available to them, and the quality of education they are receiving. Though economic incentives are important, they do not consider them as the primary reason for career change. Most have returned to school to achieve their own goals rather than to please family, friends, or employers. They see education as a way of fulfilling their own goals, of improving themselves, and attaining college degrees for their own satisfaction.

Key: Most were trying to find careers that they considered personally fulfilling, that would use their talents as well as provide more security and higher pay.

Differences between men and women: These were subtle but important. The women tended to be slightly older and to be more oriented toward changing

careers or finding altogether new careers. In contrast, the men tended to be more oriented toward advancing within an already chosen line of work. The women knew they were taking risks and were aware that change might require sacrifice, although they saw a personal pay-off in the long run. Men have similar characteristics, although they are more likely than women to have done little detailed career planning.

Key: Most women mid-career students were either homemakers reentering employment after some years of raising a family, or career women who perceived new opportunities for advancements.

Satisfaction with educational programs was expressed by both men and women who seemed pleased with their education programs. Most felt their programs had met their objectives. Those who had received career and educational counselling were satisfied with the results. Most have been actively involved in searching and planning for a new career, including talking with people in the chosen field and seeking advice. Finances were not a problem; almost all of those who needed financial aid received some support. Sex, race, and income were not perceived as serious barriers to career change.

Key: These people experienced few barriers to fulfilling their educational goals once they made the decision to return to school.

The phenomenon of changing careers incorporated a structure-changing period in the lives of these individuals. Most of the people in the study considered themselves to be in periods of transition in their lives and/or work. This self-perception was a significant factor in people's tendency to take advantage of education and planning options. There were some differences in these perceptions for men and women, with women being more transition-oriented than men. Middle-aged and older adults were slightly more oriented toward stability and security.

Key: A significant portion of the respondents in every age group were making transitions in life and work and those who were in transition tended to utilize available resources to a greater degree.

The environment of the home community can be an important factor in facilitating the continuing education opportunities and hence the life and work transitions of the mid-career population: In-depth case studies were made of seven communities and of the organizations formed in those communities to expand the continuing education and training opportunities for mid-career people and to assure access to those opportunities for all groups of the population with the need and the desire to reenter schooling.

The case study findings were as follows:

Community organizations. Four distinctly different forms of community organizations were found to be working for the local expansion of continuing education opportunities for mid-career citizens. (1) Lay citizen councils, wherein local community leaders had banded together to rally support for increasing education opportunities and to offer support services for adults who needed and wished to reenter schooling. (2) Consortiums of educational institutions which were initiated by the institutions themselves in order to cooperatively expand local postsecondary continuing education opportunities and supply appropriate support services. (3) Community service organizations, both public and private non-profit corporations, which were formed, or which broadened their previous functions to act as "educational brokers" serving to bridge the gap between individuals and educational institutions as well as to help increase the availability of needed services for adult mid-career students. (4) Institutionally-sponsored educational brokering organizations wherein one institution assumes the community-wide function of providing information, career counseling, and guidance to appropriate education/training opportunities for individual mid-career clients.

Key: Each of these organizations was successfully creating a new environment in which continuing education opportunities could thrive.

Methods of education delivery were found to vary from traditional classroom instruction to most of the generally approved and accredited "nontraditional" teaching and learning methods. Most unusual were the "multi-subject learning centers" established in two of the rural areas where it was difficult to fill separate classes for each course offered. Students taking courses in three or four different (though usually related) subject areas met as a single class on one or two evenings a week with an instructor-tutor who helped each student with his or her studies. The courses were otherwise self-instructional, with programmed textbooks and other aids such as audio or visual cassettes which the students used at home.

Key: A wide variety of educational delivery systems was used to accomodate the study patterns of adult working students, or to make requested instruction available under limiting local circumstances.

Student support services were found to be available to mid-career students in every community, though the delivery and the availability of them to all persons varied by method and by degree. Career counselling, independent of institutional program counselling and guidance, was found to be particularly effective in the "educational brokering" organizations. These offered personal career counselling and individual advice and guidance to the most appropriate education or training provider and advocacy of the students' interests throughout the process. This type of career counselling and guidance was also found in two other forms: an area-wide, toll-free telephone counselling service, and a career counselling service based in the public libraries. Counselling and information systems using remote computer terminals were available as ancillary services supplementing personal counselling in two of the case study communities. In other communities all or most of the available career counselling was that offered by institutions in conjunction with their regular education program counselling.

Key: In the communities where independent career counselling services were available, students were found to be best informed of career options and usually had done the most detailed planning for their career goals.

Outreach centers, extensions of classroom and other learning resources into locations remote from collegiate campuses were found in both inner-city locations and in isolated rural communities some distance from institutional campuses.

Key: In the rural areas and in the major metropolitan cities, outreach centers were the only means of making continuing education opportunities available to mid-career persons who, because of economic disadvantage or inability to commute difficult or long distances, would not otherwise have these resources available to them.

Problems of financial stability were found among many if not most of the community organizations. No general solution to these problems was found. However, it was observed that the most financially secure organizations were those whose basic operations were funded through public resources primarily those of state governments. These came in the form of direct legislative appropriations or through state-sanctioned expenditures by institutions which were operating in consortium organizations. Special state and federal educational programs, such as Title I, HEA, as well as public and private foundations supplied funds for specially designated uses or programs. These were generally for specific programs and for limited time periods. Locally-generated sources of income, such as fees for counselling services or extra registration fees for adult students were in no cases able to completely support the local organizations.

Key: Public moneys from state or federal funds appeared to be a necessary source of continued financial stability of community organizations.

The underlying purpose of this project was to search for, describe, and explain the "transportable" ideas discovered in the case study communities. In order to clarify the conditions of transportability and establish a basis for community planning, a set of alternative models of "ideal" types of community organization was constructed, and a list of basic elements of community support services was developed for use as a checklist to evaluate the probable effectiveness of existing or proposed community organizations. This check list reviews such elements as goal orientation, basic services, responsibilities of community organizations, and responsibilities of the education and training institutions.

Key: Each of the organizational models is conceived as being strongly consumer-oriented, that is, oriented to the needs of the consumers of educational services rather than primarily to the needs and interests of the providers of these services.

Model #1 specifies an organization of a Community Council composed of lay citizens broadly representative of the community in the majority, plus representation of each education/training/learning resource.

Key: This organization is linked to the community by two advisory committees, one on manpower needs and employment opportunities, the other on educational needs and programs.

Model #2 is built on the foundation of an existing consortium of all of the education/training providers in the community area.

Key: A necessary linkage for this type of organization is with the business and civic life of the community through a broadly representative Community Advisory Committee.

Model #3 is an independent educational brokering agency model. It specifies a service organization providing widespread information dissemination and offering individual clients career counselling, educational program planning and guidance to the most appropriate educational institution.

Key: In order to not become isolated from or competitive with the educational institutions, it must have a strong linkage with them through an Advisory Committee of Educational Providers. In order to be closely attuned to community needs it must have a Community Advisory Committee.

Model #4 specifies a network of all support services in the community that provide education and training as well as those which serve the adult population of prospective students, such as welfare and employment agencies, CETA, OEO, the regional economic planning commission, and industrial and labor councils.

Key: This type of organization has advantages for the small community with a limited number of citizens willing and able to serve on boards of the several support service agencies and for communities with severe problems of unemployment or general economic distress. However, the organization must be careful not to dissipate its efforts through attention to too wide a variety of social concerns.

It is the hope of the authors that these findings will stimulate an interchange of ideas for successful community organizations and for successful education/training programs. If these ideas, plans, and programs can be successfully transported from one community to another, improved opportunities for continued education and retraining of mid-career people should result.

ACKNOWLEDGEMENTS

The Project Staff, after accepting low bows from each other in acknowledgement of the contributions each made from his or her separate discipline and unique experience, turns outward to bow to the many persons whose contributions of advice and services added greatly to the successful conduct of the project.

A special debt of gratitude is owed to many persons in each of the case study communities who patiently submitted themselves to several interviews in which they shared, for the benefit of others, their experiences, successes, failures, and much supportive data. These were the directors of the community organizations and their staff members, civic leaders, education officials, and state education administrators.

Over one thousand mid-career students engaged in continuing education or training programs in these seven communities responded in complete detail to a 44-item questionnaire. To each of these, whose identities are now lost, our heartfelt thanks for nearly two hours work each in providing thoughtful responses.

The Project was exceptionally well served by an Advisory Committee of experts who gave liberally of their time to reviewing periodic reports and summaries and offering advice and suggestions on matters ranging from selection of case study sites to theoretical concepts related to the study. The Project Staff bows low and expresses its gratitude to Dr. Solomon Arbeiter of College Entrance Examination Board, New York; Professor James A. Farmer, Jr., of the University of Illinois at Urbana-Champaign; Dr. Francis U. Macy of the National Association for Educational Brokering, Washington, D.C.; and Dr. George Nolfi of University Consultants, Inc., Cambridge.

During the early planning stages of the Project, Professor Regan spent her sabbatical leave at the Harvard Graduate School of Education, and many of her colleagues there contributed valuable advice to the project. Dr. Edward St. John assisted during these planning months, and later, just prior to accepting the post of Associate Director of the Missouri Coordinating Board for Higher Education, served as a consultant on analyses of the student survey data. Dr. Rita Weathersby contributed much to the development of the questionnaire instrument. Dr. George Weathersby and Dr. Frederick Jacobs were at the time interested in subject areas closely related to this project and offered valued advice to its planning.

Ms Leanne Friedman and Ms Kim Voss, of the University of California-Davis, Department of Applied Behavioral Sciences lent valuable assistance to the computer programming and data extraction processes.

We are greatly indebted to Dr. Eugene Welden, Chief of the Community Service and Continuing Education Program of the Bureau of Postsecondary Education of the U.S. Office of Education for his continuing interest in the adult mid-career student and for his direction of the Program and of this project.

The co-authors of this Report bow particularly low to Ms Linda Fleming, Secretary of the Project, who typed all manuscripts, supervised production of the Report as well as visual aids to be used in later oral presentations, and otherwise administered the Project efficiently and graciously.

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CHAPTER I

COMMUNITY SUPPORT FOR MID-CAREER CHANGES

America has become an occupationally mobile society.

Within the current decade, wage earners have found that occupational mobility is an expected condition of work life. According to one recent national study, one third of all adults between 16 to 65 years of age who are not in school full time, are currently either making or anticipating a job or career change (Arbeiter, 1977).

The "back-to-school" movement embraces aerospace physicists, engineers, and technicians who are changing their career-lines to business, industry, or the academic world. Accountants are changing to computer specialists. Schoolteachers are changing to other public service careers. Lumberjacks are going back to school to get high school diplomas and a year or two of college so that they can qualify for a job in law enforcement. Women who are thirty and over are preparing themselves for reentry into careers in business, health services, and a broad range of professional and para-professional occupations. Thousands more are returning to educational institutions to fulfill their desire for a more informed understanding of themselves and the environment in which they live.

Mid-career change may be the best, and perhaps the only, solution for unemployment crises induced by technological and economic changes in the workforce requirements of industry (O'Toole, 1973). It is seen, as well, as a solution for the socio-psychological "mid-career crises" induced by personal discontent with career-lines and life styles that do not fulfill expected satisfactions in daily living (O'Neill and O'Neill, 1974).

Commitment to one lifelong occupation is no longer as feasible --- nor, perhaps, as desirable --- as in the past. "Once a coal miner, always a coal miner" is no longer a valid description in an age when the mine is likely to close down and "hard-rock miners" will no longer be needed because future sources of coal will come from strip mines which employ engineers, earth-moving equipment operators, and truck drivers instead of "miners". New public priorities such as improving health care, increasing efforts to clean up the environment and rebuild cities, create demands for people with new skills. These changes are rapid. The economy's need for a particular skill can double or be reduced by half in twenty years --- about half the length of an average career (O'Toole, 1973).

The number of workers undergoing mid-career changes is likely to increase for the remainder of this century. For one thing, workers are living longer and therefore can be expected to have a longer working life. A forty year working life is a great amount of time to devote to a single career. With slow-down of the birthrate, the median age of Americans is advancing. According to the Federal Bureau of the Census, it has increased from 20.0 to 29.4 in the last six years, and it will reach 32.5 before the year 2000. Likewise, the number of workers in their 40s and 50s is increasing and will continue to increase. The number 65 years of age and over is already up to 10 percent, more than triple what it was at the opening of this century. Already, laws eliminating mandatory retirement and outlawing age discrimination have been embodied in the federal and state laws.

The rising general level of education of the American population and the increased interest in public issues related to the environment, physical and mental health, and social problems of the cities has increased aspirations for changes to careers more related to public service. The frustrations of people over the quality of working life, particularly among workers with high aspirations who are in low-level jobs, is resulting

in voluntary efforts to improve one's lot through change of careers. For such persons a career change can be an avenue to social mobility, job satisfaction, and self-actualization. In one study of blue collar workers 40 and over, it was found that nearly 40 percent have thought seriously about making an effort to enter a different occupation and they would enter an education program to acquire new skills if such a program were available that promised a reasonable living allowance (Sheppard and Herrick, 1972).

There are several ways occupational mobility can be made easier and less traumatic. Making private pension plans more easily portable from one occupation to another can help to some extent. For people who are blocked as a consequence of sex or race discrimination, mobility can be facilitated by affirmative action programs. But continuing education and training for advanced skills or new skills remain the principal avenues for occupational mobility, thereby enhancing the welfare and the satisfactions of persons in mid-career who by reason of job circumstances or other personal decisions desire to make either a shift or a major change in their career line.

Valid justification can be advanced for the thesis that the welfare of the general society can be served if society assumes the responsibility for making sure that continuing education and job training programs are continuously available to all citizens of all ages (Wirtz, 1975). The economy of the marketplace can be improved during times of economic distress by decreasing unemployment. Local industry can prosper if it has available a pool of trained and experienced persons for employment. People will be more content with the course of their lives and more willing to stay in their community and support its business and cultural life. The civic life of the community will benefit from a better-educated and more responsible citizenry. The quality of life, which sets the tone for the community as a whole, can be enhanced.

The local community is the focal point for the development of a mid-career program and for making certain that there is ample opportunity for all citizens seeking the opportunity for more education and training. This education and training service cannot be provided by institutions distant from the home or work place by more than 30 to 50 minutes of commuting time. If mid-career people are to take advantage of these opportunities, they must be available at times and places that are convenient to their work schedules, homes and family responsibilities. Thus, the responsibility falls on the community-based organization to make certain that adequate resources are present, that information is widely disseminated, and that adequate support services --- such as career and financial counselling --- are available.

If this responsibility is taken to be that of the community as a whole, adequate organization for this effort must be present. The citizens of the community themselves must initiate the organization or see to it that such organization is otherwise present. In either event, responsible leaders of the community must participate in order to assure the local citizenry, business, and industry that all types of needed educational and support resources are generally available.

It is rarely the case, through certainly not beyond possibility, that a single educational resource can supply the entire need. In many instances two-year community colleges are programmed broadly enough that they can supply a large portion of the education and training needs of their community's mid-career adult population. But in most cases, local four-year institutions and graduate professional school opportunities are needed for adults, particularly in the fields of health care, business, and public administration. Technical institutes and other specialized training schools in specialized fields or occupations are frequently needed to fulfill particular training requirements of local industry and to meet the education needs of local citizens.

In most communities of any size, some or all of these resources are available. In these cases, cooperative efforts in the form of a consortium organization of some type can insure widespread public information dissemination, reduction of expensive program duplication, and broad-scale planning to be sure that all necessary services are provided. If very few or none of these educational and training resources are available in a community or its immediate environs, local organizations can be created to "import" needed services through "outreach programs", self-instruction programs, or external-degree extensions of institutions in other communities.

The concept of lifelong learning and the need for educational and training programs that continue through a life of productive work is gaining a strong foothold in this country, as it is in other industrially-developed nations of the Western world. While many education and training institutions are actively promoting this movement as an opportunity to recoup losses caused by declining enrollments of traditional age students, it is nonetheless a grass roots consumer-oriented movement. Millions of adults at mid-career in most every community across the country are actively seeking the opportunity to reenter the world of education.

In many communities, there are postsecondary educational institutions that are now enrolling --- many for the first time --- adult part-time students. Many are constructively developing programs designed to meet the needs of this new clientele; some of these are truly innovative and worthy of replication in other settings. Some communities and institutions are still searching for ideas on how to better serve this clientele. These are being encouraged and aided by agencies of federal and state governments. This, in turn, has created a need for communicating knowledge of successful organizations and successful programs, exchanges of experiences, and guidelines for instituting new programs in new communities.

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CHAPTER II

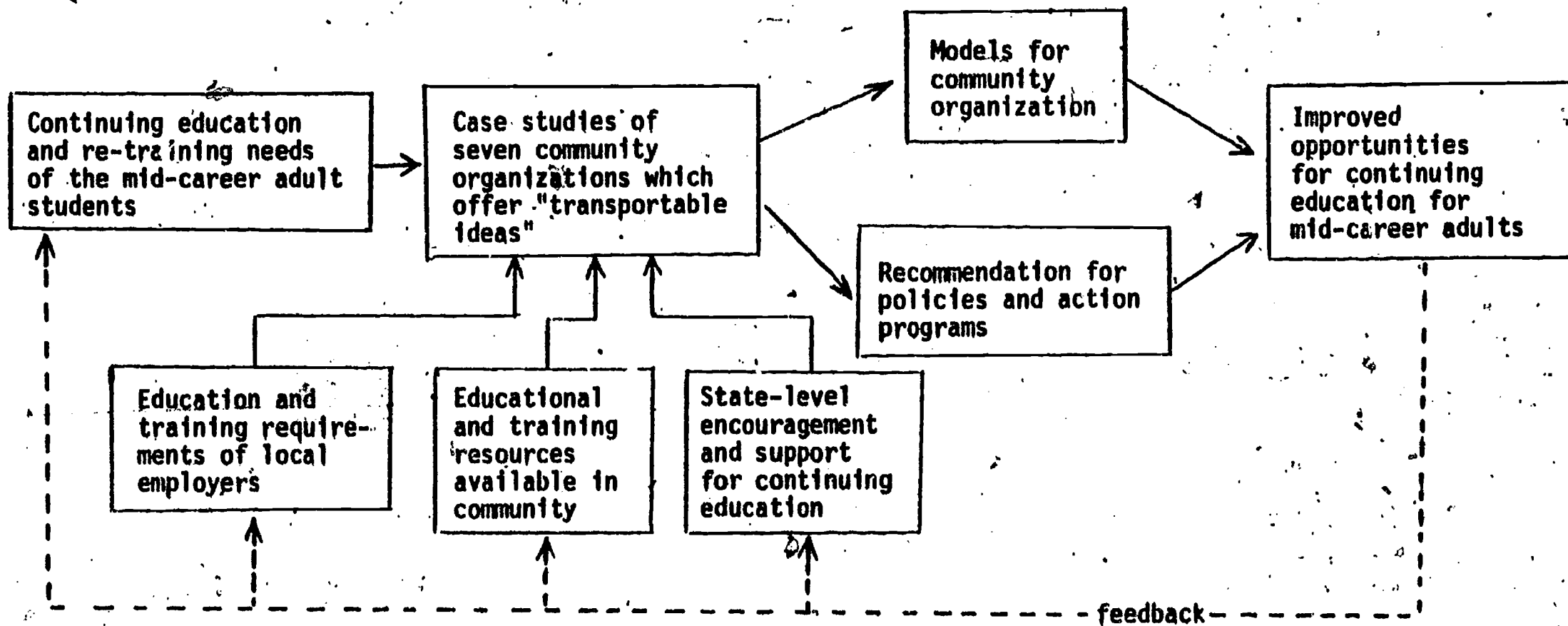
OBJECTIVES, PLAN AND METHODOLOGY

The overall purpose of this developmental study may be stated in three closely related objectives: (1) to study the needs, life and career goals, and the experiences of mid-career persons who are now adult students in some form of continuing education or training; (2) to discover ideas for community-based continuing educational programs that are working successfully and are "transportable" to other community and institutional settings; and (3) to develop this information into models which other community-based organizations might adopt.

The basic plan of the study was to conduct a series of seven comparative case studies of communities in which organized and cooperative effort was being made at the community level to improve the availability of postsecondary continuing education for mid-career adults. The strategy employed is diagrammed in Figure 1, following page.

The procedure for each community case study was to investigate the characteristics, personal goals, and needs of those adults who had taken the first steps toward either a mid-career change or realization of some other personal goals and had enrolled in a class or a program of continuing education. The communities themselves were studied, with particular emphasis on the form and activity of the local organization, the educational resources and institutional delivery systems, as well as the apparent interest in adult continuing education and the support given this movement by the legislature and educational agencies of the state.

FIGURE 1
PLAN OF THE STUDY



The "transportable ideas" --- those features of each community activity which might be utilized to advantage in other community organizations --- were identified and synthesized into a series of models. These models depict "ideal" community organizations in alternative forms, as well as a list of the responsibilities each should assume and the services each should render.

These models, together with recommendations for basic policies and action programs, will hopefully enable other communities in the same and other states to more effectively organize their efforts to improve the availability of postsecondary continuing education opportunities.

The first step in the project was to identify community organizations comprised of local people and local institutions dedicated to the purpose of providing educational and training opportunities for local mid-career adults. Such organizations were found to exist in several forms. Some were founded by groups of concerned civic leaders who recognized the need for more local opportunities for continuing education or training. Some were "educational brokers" who brought together individual persons with institutions which offered programs appropriate to their educational or training needs. Some were consortiums of all of the postsecondary educational resources in a community which had combined their efforts to better serve the mid-career student clientele. Others were various combinations of these organizational forms.

Twenty-seven different community-based organizations in nearly every section of the country were investigated, most of them in personal visits and interview with their program staff. Many were fledgling organizations whose ultimate success had not yet been assured. Others were primarily institutionally oriented and with little or no community participation. In most cases these offered few ideas that could, with confidence, be recommended to other community organizations. However,

many of these organizations were associated with successful educational programs. They offered a variety of ideas for the form of an organization, strategies of planning, and quality of programs that appeared to be transportable, i.e. adaptable, to other communities.

From these preliminary investigations, seven community organizations were selected for detailed case studies. Three are in rural areas that are very different in the nature of their local problems, educational opportunities and as geographically separated as Vermont is from the State of Washington. Three are in heavily populated urban and suburban areas, but quite different from each other in many of their characteristics. One is a medium-sized metropolitan center, reasonably affluent, and with the strongest community leadership found in any area.

The Project Team spent several days in each of these seven communities conducting structured interviews and gathering data on the history, form, membership, and activities of the local community organization, investigating the educational and training resources and facilities which offer programs for mid-career persons, and making arrangements for the later mailed questionnaire survey of a sample of the mid-career students enrolled in educational or training programs in the area. In each case, the state capitol was visited to conduct further inquiries about the nature of state policies supportive of continuing education for adults.

The survey of mid-career students was designed to serve three purposes:

- (1) To gather descriptive information on the students in each area --- their personal characteristics, their present occupations, their educational goals, and their career goals.
- (2) To evaluate their personal experiences as "reentry students", the accommodations they found to their needs for part-time programs, the days and hours of class schedules, financial aid, and educational programs tailored to their needs, and the availability and value of counselling services.
- (3) To add to previous research on mid-career students, and institutional accommodations to these students' needs.

The questionnaire instrument (Appendix C) was developed in collaboration with members of the project's advisory committee and faculty members and other associates of the project's co-directors at the University of California at Berkeley and Davis, and colleagues at the Harvard Graduate School of Education where Professor Regan spent a sabbatical leave during the planning stages of the project. The instrument was pre-tested in two very different settings --- in a rural area in Northern California and with a group of adult graduate students in business administration in downtown San Francisco. After final revisions had been made, the instrument was mailed to between 300 and 400 adult students in each of the seven case study communities. Approximately 42 percent of the total sample was returned as completed responses.

The student data were first analyzed for descriptive and demographic information for the case studies and for feedback reports to each of the seven community organizations. The findings were then analyzed for types of changes experienced by the mid-career population and for evidence of satisfaction with programs, counselling, and other assistance.

Each of the seven case studies disclosed a number of plans and programs which the Project Team regarded as transportable to other, probably somewhat similar, community areas. Yet each study also discussed some inadequacy which, if it had been included or more fully developed, might have improved its overall effectiveness. While the transfer of one community's entire plan and program to another community was never considered feasible, a device was needed to illustrate how different organizational structures might be advantageously adopted in different community settings. For this reason models were constructed in order to illustrate the important features of community-based mid-career programs. These include organizations formed around a community council (community leaders and others), organizations which originate from institutional

consortiums, independent educational brokering enterprises, and organizations which are formed of a network of all local agencies concerned with education and training as well as community or regional planning, business and labor councils, welfare and unemployment agencies, the CETA administration, the local Office of Economic Opportunity, and other related groups. These idealized constructions along with recommendations for policies and programs should prove helpful to community organizations which are being newly formed as well as to those who may be seeking a reorganization plan to improve their effectiveness.

CHAPTER III

MID-CAREER CHANGE STUDENTS

The phenomenon of changing careers during adulthood has been recognized only in recent years as a rightful part of the process of continuous growth and development which extends throughout the lifetime. It follows logically that continuing education and training opportunities should be available to mid-career adults as it is to persons of other ages.

As individuals continue to grow, they move through life phases which are age-linked periods of stability and transition (Levinson et al., 1978). For many individuals, a career change constitutes a transition, a turning point or a boundary, between two periods of greater stability. Changes during one of life's phases may foreshadow changes in the life structure, and these changes may continue with various degrees of intensity throughout the adult life cycle. The life structure thus evolves through a sequence of alternating periods. "A relatively stable structure-building period is followed by a transitional structure-changing period. The major developmental tasks of the structure-building period are to make crucial choices, ... to enrich the structure, and to pursue one's goals within it...During the transitional structure-changing period the major tasks are to reappraise the existing structure, explore new possibilities in the self and the world, and work towards choices that provide a basis for a new structure." (pp 317-8) They observed that the structure-building periods ordinarily extend over six to eight years, while the transitional periods are generally only four or five years in duration.

The authors of this report gratefully acknowledge the contribution of Dr. Edward St. John to the analysis and description of the student survey data.

Recent research has also begun to focus on the importance of the environment in facilitating or hindering life and work transitions. Arbeiter (1978) studied an in-transition population and its needs for such support services as career guidance and counselling as well as for information on how and where to obtain assistance in making career changes. In his conclusions, he suggests that further study should be made of certain personality factors (self-regard, ambition, need for security, etc.) and of related environmental factors such as occupational classifications and status, relationship to supervisor, physical setting of the work-place, and underemployment. "A more satisfied labor force", he states, "might be attained, in part, by identifying those types within our society who are motivated to make job or career changes and by facilitating the changes desired."

This project has also surveyed an in-transition population of about one thousand adults who have reentered continuing education programs in seven widely-scattered communities. It studied these persons in communities where local organizations had been formed to create an environment supportive of life and career transition and to supply needed educational services.

These persons were in a wide range of ages and at different life phases in relation to the process of career change and stages of stability or transition. Although of diverse background characteristics, these individuals were all found to be highly motivated to continue their education and their professional growth, and they tended to be optimistic about their futures and the quality of their lives. They were preponderantly satisfied with the programs and the services made available to them in their home communities.

This chapter summarizes the project's student survey data, especially as it defines the mid-career change student population, its characteristics,

aspirations, and attitudes. The next chapter focuses on the environments for education and career development created by various community-level organizations and on the interaction between the individuals in mid-career change and the environments which hinder or support such change. Finally, models are developed which provide individuals and communities with an interaction-influence network to facilitate adult development and mid-career change.

DEMOGRAPHIC BACKGROUND OF THE MID-CAREER STUDENTS

The student survey data reflects the wide diversity of individuals who responded to the questionnaire in the seven case study communities. In most cases, the nature of the diversity within the total student population sample was found to be similar to that in each of the seven communities. A case in point is the age distribution of the student respondents. (Table 1) In the total sample they range from the mid-twenties to the mid-sixties with a few in the early seventies. The largest group is in the thirties age bracket. The average age is 38 years. This range and the approximate average age is common to six of the seven communities. In only one community, Providence, was there a marked difference. The Providence student group was younger than the groups in other areas, and this is explained in the descriptive case study (Chapter IV).

TABLE I
AGE GROUPS
Percentages of Men, Women, and Total Students

	<u>Women</u>	<u>Men</u>	<u>Total</u>
Under 30	20%	25%	22%
30s	36	42	38
40s	26	22	25
50 plus	17	11	15
Average ages:	39 yrs	36 yrs	38 yrs

Significant at .05 level

The Chi Square Test of Significance was applied to data shown in the Tables in this Chapter. Levels are shown with each table.

In the total sample, a larger percentage of the women than men students were in the older age groups, while a larger percentage of the men students were in the younger age groups. This phenomenon is also true of the age distribution data in every one of the case study communities.

In the case of the data distributions according to marital status, Table 2, the predominance of men students who were married over married women students (80 percent vs. 70 percent in the total sample) did not exist in all of the case study communities. For example, in the rural communities of Omak and St. Albans more women students than men students were married, but in the other communities (predominantly urban) a greater percentage of the men students were married.

TABLE 2
DISTRIBUTION BY MARITAL STATUS
Percentages of students by status groups

	<u>Women</u>	<u>Men</u>	<u>Total</u>
Married (or remarried)	70%	80%	74%
Divorced or widowed	19	6	15
Single	10	15	12

Columns total 100% with allowance for rounding numbers

Significant at or beyond .01 level

There was considerable diversity in the levels of education attained by these mid-career students as well as in the education levels which had been attained by their spouses. (Table 3) There was also considerable diversity in these data between the various communities, as will be seen in the individual case study reports.

These data must be analyzed with care to avoid incorrect implications. All of the persons invited to respond to the questionnaire were students.

enrolled in some form of continuing education or training. Most of these persons were enrolled in postsecondary institutions. Therefore when asked to indicate the highest level of attained education, they could correctly respond "some college or other postsecondary training," even though they may have been enrolled for only a week, and prior to that would have had to respond, "high school diploma," or "some high school." This will account for the larger percentages of students counted in this group. On the other hand, there are some students in several of the case study communities who are working on high school diploma equivalency programs and secondary school level adult evening occupational programs. Also, as is evident in the data, there are students with graduate collegiate backgrounds who have reentered postsecondary or other graduate programs (Business Administration is the most common in order to change or upgrade their careers).

TABLE 3
EDUCATION LEVELS OF STUDENTS AND SPOUSES
Percentage of all students and their spouses
by highest level of education attained

	Students		Spouses of	
	<u>Women</u>	<u>Men</u>	<u>Women Students</u>	<u>Men Students</u>
Elementary School or less	0%	1%	2%	1%
Some high school	2	2	6	5
High school diploma	14	5	16	29
Some college or training	40	33	20	23
Associate degree	18	29	3	10
Bachelor's degree	11	16	12	6
Some graduate school	6	8	8	4
Master's degree	3	3	8	4
Doctoral or professional degree	0	1	6	0
Other	6	3	3	2
Does not apply (not married)			16	17
Significant at or beyond .01 level				

The gross family incomes of the student respondents as a whole vary greatly --- from below the poverty level (\$5,000) to comfortably above it --- as shown in Table 4. The average gross family income of all students is in the neighborhood of \$18,500.

TABLE 4
TOTAL FAMILY INCOME FROM ALL SOURCES
Percentages of all students by income groups

	<u>Women</u>	<u>Men</u>	<u>Total</u>
Under \$3,000	8%	1%	5%
\$3,000 - 4,999	6	3	5
\$5,000 - 6,999	6	2	5
\$7,000 - 8,999	5	5	5
\$9,000 - 11,999	9	6	8
\$12,000 - 14,999	12	14	13
\$15,000 - 19,999	14	20	16
\$20,000 - 29,999	24	32	26
\$30,000 or more	16	16	16

Significant at or beyond .01 level

These data vary considerably among the case study communities. The gross family income of the students in Providence, for example, was only \$8,500 annually, while the average for students on Long Island was nearly \$23,000. In the student population as a whole --- as was the case in most of the case study communities --- there were larger percentages of the women students than of the men students in the lowest income groups, and generally more men students in the higher income groups.

Although the majority of the respondents were employed full-time, the statistics varied considerably for men and women: 86 percent of the men and 47 percent of the women worked full-time, while 23 percent of the women and 6 percent of the men worked part-time (Table 5). In addition, slightly over half of the women considered themselves homemakers.

TABLE 5
PRESENT WORK STATUS
Percentage of students by work status categories

	<u>Women</u>	<u>Men</u>	<u>Total</u>
Employed full-time**	47%	86%	60%
Employed part-time**	23	6	17
Unemployed	6	4	5
Homemaker**	51	1	35
Volunteer**	14	1	10
Welfare Recipient*	3	1	2
Retired person	1	2	1
Student**	29	13	24
Looking for work	6	4	5
Laid off	1	2	1

Because of multiple responses, percentages total more than 100%

**Significant at .01 level

* Significant at .05 level

These data were remarkably consistent in all case study communities, except Providence, where the percentages of employed persons were lower, and the unemployed and welfare recipient figures higher.

By the time they had reentered education to prepare themselves for a career change or some other transition in their life's work or personal development, these mid-career people were found to be already highly mobile in their occupational patterns (Table 6). Fully half of the students surveyed had already changed jobs three or more times and nearly one-fourth of them had changed jobs five or more times.

TABLE 6
TIMES CHANGED JOBS SINCE LEAVING SCHOOL
 Percentage of all students, by number
 of times they have changed jobs

	<u>Women</u>	<u>Men</u>	<u>Total</u>
None	18½	16%	17%
Once	13	16	14
Twice	15	17	16
Three times	18	20	19
Four times	13	9	12
Five or more	22	22	22

Data is not available to compare this group of students with the general population in relation to the number of job changes. These students were of an average age of 38 years (Table 1) and more job changes can be expected in their work lives. It is not known, either, how many of these job changes represented career changes.

OCCUPATIONAL AND EDUCATIONAL GOALS

In the mid-career student survey, persons were asked a number of questions related to their present occupations, the occupation they would like to change to, their educational preparation (in high school or the first time they went to college), their first jobs, their first adult career goals and their present career goals. In each case, these were "open-ended" questions allowing the respondent to answer in his/her own words. In order to codify these replies into standard nomenclatures, the Dictionary of Occupational Titles (DOT), Fourth Edition, 1977, U.S. Department of Labor, was employed. This compendium lists, codifies, and defines most jobs and areas of specialization extant in the United States. This instrument lent itself to codifying the areas of educational preparation (major study in high school or college). If a person "majored" in forestry or business or agriculture, the classification was obvious; if the respondent replied that the major was social sciences, this was found as a division listing Occupations in the Social Sciences under Professional

Occupations (see below). While such a respondent may take a job in Clerical and Sales Occupations, the intent of that major can only be judged as preparation for one of the many jobs listed under Occupations in the Social Sciences.

Certain of the occupational categories in DOT were combined into a single category labeled, Craftsmen and Non-Farm Occupations, as indicated below.

So that a reader will be familiar with the terminology used in these occupational descriptions, the following are the categories (first digit), along with examples of some of the divisions (second digit), and some of the groups (third digit).

1/ PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS

-/01 Occupations in architecture, engineering, surveying

/005 Civil engineering occupations

-/05 Occupations in the social sciences

/050 Occupations in economics

-/07 Occupations in medicine and health

/075 Licensed nurses

-/16 Occupations in administrative specializations

/160 Accountants and auditors

01/19 Miscellaneous professional, technical, managerial occupations

/193 Radio operators

/195 Probation officers

/197 Ship captains, mates, pilots, engineers

/198 Railroad conductors

2/ CLERICAL AND SALES OCCUPATIONS

-/20 Stenography, filing, and related occupations

/206 File clerks

-/26 Sales occupations - consumable commodities

/261 Sales of textiles, apparel, notions

3/ SERVICE OCCUPATIONS

-/31 Food and beverage preparation and service

/312 Bartenders

-/35 Miscellaneous personal service occupations

/354 Unlicensed birth attendants and practical nurses

- 4/ ("FARMING") AGRICULTURE, FORESTRY, AND RELATED OCCUPATIONS
 - /40 Plant farming occupations
 - /45 Forestry occupations
- 5/ CRAFTSMEN AND NON-FARM OCCUPATIONS

(Consolidation of categories for Processing Occupations, [e.g. electroplating], Machine Trades [e.g. metalworking], Benchwork [e.g. assembly, fabrication], Structural Work [e.g. welders, carpenters], and Miscellaneous Occupations [e.g. transportation and freight-bus and truck drivers, motion picture projectionists, photoengraving, etc.])

On the basis of the student response data, it is clear that the mid-career student population is upwardly mobile and that their ambitions point them towards the professional, managerial, and technical careers. (Table 7) For example, 33 percent of the women students had their first jobs in the professional-technical-managerial career line (perhaps as teachers or nurses). Fifty-five percent of the women are now in this career line, and 88 percent want to continue in it or change to it. On the other hand, 19 percent of the men started out in a sales or clerical position; only 9 percent are still in that career line, and only 4 percent have future plans in that career line.

TABLE 7
FIRST-CURRENT-FUTURE CAREERS
Percentages of mid-career students, by first
and present occupations, and by planned future careers

	<u>First Full-Time Occupation</u>		<u>Current Occupation</u>		<u>Future Career Plans</u>	
	Women	Men	Women	Men	Women	Men
Professional, technical, managerial	33%	23%	55%	59%	88%	84%
Clerical, sales	47	19	22	9	7	4
Services	14	26	20	16	4	6
Craftsmen	5	27	3	12	1	7
Farming	1	5	1	4	1	2

Significant at or beyond .01 level

Most students originally prepared themselves with education in high school or college major subjects that would point them towards careers in the professional-technical-managerial career line. They had this career as their first adult career goal, Table 7. Although their first jobs were in other occupations (Table 7), they have continued to hold aspirations to enter the professional-technical-managerial career line (Tables 7 and 8).

TABLE 8
EDUCATION AND CAREER GOALS
Percentages of students by education/occupation
preparation, first and present career goals

<u>Occupation Category</u>	<u>Educational Preparation</u>		<u>First adult Career goal</u>		<u>Present Career goal</u>	
	Women	Men	Women	Men	Women	Men
Professional-technical-managerial	93%	94%	74%	66%	90%	86%
Clerical, sales	5	1	13	2	7	4
Services	1	1	12	14	2	4
Craftsmen	1	2	0	12	1	2
Farming	0	2	1	8	1	3

Significant at or beyond .01 level

By and large, most of the students in this total population were not long-entrenched in their present occupations. The majority of both women and men students had held their present jobs for five years or less, or they were not presently employed at the time of the survey (Table 9). It should be noted in passing that this "not presently employed" group is probably drawn from several of the (multiple and duplicate) groups indicated under the PRESENT WORK STATUS categories shown in Table 5.

TABLE 9
YEARS HELD PRESENT JOB

Percentages of students by length of employment on present job

	<u>Women</u>	<u>Men</u>	<u>Total</u>
Not presently employed	27%	12%	22%
1 - 5 years	41	41	41
5 - 10 years	18	24	20
10+ years	14	22	17

More than half of the mid-career students indicated satisfaction with the job they are presently holding or the last job they held (Table 10).

TABLE 10
SATISFACTION WITH PRESENT JOB

Percentages of students indicating satisfaction with their present job

	<u>Women</u>	<u>Men</u>	<u>Total</u>
Definitely satisfied	23%	28%	25%
Satisfied	33	37	35
Neither satis/dissatisfied	21	19	20
Dissatisfied	16	11	15
Definitely dissatisfied	7	6	6

Although most of these people desired to change their work situation, either through entering new careers/lines of work or through advancing within their existing job situation, they were satisfied with their work experiences. They were motivated to improve their situations and appeared to be doing this from a base of satisfaction with their present or past work.

CAREER CHANGE PATTERNS

The men and women adults who sought mid-career change opportunities in these seven communities were transition-oriented in both their work and their lives. The majority, 55 percent, considered themselves in transition periods of their work, while 46 percent considered themselves in transition periods of their lives. (See Tables 11 and 12) Women had more of a tendency than men to consider themselves presently to be in transition periods.

TABLE 11
TRANSITION/STABILITY IN WORK

Percentages of students indicating stability or transition in work

	<u>Women</u>	<u>Men</u>	<u>Total</u>
"I am in a period of stability"	40%	55%	45%
"I am in a period of transition"	60	45	55

Significant at or beyond .01 level

TABLE 12
TRANSITION/STABILITY IN LIFE

Percentages of students indicating transition or stability in their lives

	<u>Women</u>	<u>Men</u>	<u>Total</u>
"I am in a period of stability"	48%	65%	54%
"I am in a period of transition"	52	35	46

Significant at or beyond .01 level

The transition orientation of these adult students - their desire to make some changes in their life or work --- shows through again in the responses to the invitation to "describe your overall situation at this point in your life." (Table 13) About half were making changes (right now), and about one-quarter more were "sizing up" their present situation for possible changes.

TABLE 13
DESCRIPTION OF PRESENT SITUATION IN LIFE
Percentage of students responding to the following statements

	<u>Women</u>	<u>Men</u>
"Not much has changed for me in the past several years, and I do not see any reason or circumstances for a change."	7%	14%
"I am definitely making some changes in my life and/or work."	48	43
"I have just come through a major transition period of my life and/or work."	19	16
"I am now making an appraisal ("sizing up") of my present life to see if I should make some changes."	25	28

Significant at or beyond .01 level

The mid-career population was definitely optimistic about the future. Less than 10 percent of the adult students considered the quality of the past five years of their lives to be better than the present. (Table 14) The vast majority believed that the quality of the next five years would be better than the present (Table 15).

TABLE 14
QUALITY OF LIFE - PAST
Percentage of students responding to the following statements

	<u>Women</u>	<u>Men</u>
"The past 5 years of my life were <u>better</u> than the present."	9%	10%
"... the <u>same</u> as the present."	41	41
"... <u>not as good</u> as the present."	50	49

TABLE 15
QUALITY OF LIFE - FUTURE

Percentage of students responding to the following statements

	<u>Women</u>	<u>Men</u>
"I feel the next 5 years of my life will be <u>better</u> than the present."	83%	80%
"...the <u>same</u> as the present."	15	18
"... <u>not as good</u> as the present."	2	2

In addition to being asked if they were in a transition period, respondents were asked to describe their career plans. (Table 16) The questionnaire asked respondents to identify themselves with one of five statements which were designed to classify them either as a present career changer (i.e. now changing or preparing to change to a new line of work with either a new employer or with their present employer), as a potential career changer (a person who would like to change to a new line of work at some future time), as a career upgrader (a person who is working for an advancement in his or her present career/line of work), or as a non-changer (one who prefers to stay on the present job or career for the foreseeable future).

TABLE 16
DESCRIPTION OF CAREER PLANS

Percentages of all men and women students who identified themselves with one of five categories of career change goals

<u>Change Category</u>	<u>Women</u>	<u>Men</u>	<u>Total</u>
1. <u>Presently</u> changing careers	24%	16%	21%
2. <u>Presently</u> changing to new line of work, but with present employer	5	8	6
3. Would like <u>future change</u> of career (Potential changer)	29	17	25
4. Working for advancement in <u>present career</u> with same or new employer (career upgrader)	18	32	23
5. <u>No change</u> of job or career in foreseeable future	24	27	25

Significant at or beyond .01 level

A majority of the women described themselves as present or potential career changers. A smaller proportion of the men (41 percent) placed themselves in these categories. Men were more likely to be trying for advancement while women were more likely to be making or anticipating career changes. Again the general pattern emerged of men tending toward stability while women tended toward career change. Although both groups expressed some preference for changing either to new careers or improving their overall condition within the same career, men tended to make changes that would improve their present career paths while women were more likely to choose a new career path altogether.

The optimism was also evident in the majority's attitudes toward their lives and toward taking new risks. The majority felt they had a good sense of control over their own lives at this point and that a career or job change would be an exciting opportunity. They expected to find a better job and were seeking it because of their own career ambitions; they felt their own talents and abilities would be more appreciated if they moved to new lines of work. The majority did not feel that making a career change would be a financial hardship, although they recognized that it would call for sacrifices. The majority did not anticipate a lack of jobs in the fields they were changing toward, nor were they unable to define their goals. They were not hesitant about taking new risks. Sex, age, and ethnicity did not loom as major barriers to change. (See Table 17)

There were some interesting differences between women's and men's attitudes about these issues that reflected their realistic attitudes about their overall situation. Women were more likely than men to feel lack of experience and credentials were barriers to change. They were also more likely to feel that change would require real sacrifice. (Continued following Table 17)

TABLE 17
ATTITUDES ABOUT CAREER CHANGE

Percentages of all students responding to the following statements

	Great deal like me	Somewhat like me	Not at all like me	Not applicable
I expect to find a better job than the one I have now.	<u>43%</u>	<u>26%</u>	<u>8%</u>	<u>23%</u>
I feel rather apprehensive about making a career/job change.	<u>14</u>	<u>35</u>	<u>35</u>	<u>17</u>
I feel that a career/job change would be an exciting opportunity for me. <u>1/</u>	<u>51</u>	<u>30</u>	<u>7</u>	<u>12</u>
I feel my own lack of experience is a problem in making a career change. <u>1/</u>	<u>16</u>	<u>25</u>	<u>39</u>	<u>20</u>
I feel I lack the credentials necessary for a career change. <u>1/</u>	<u>14</u>	<u>20</u>	<u>19</u>	<u>47</u>
I think I can make more money in the long run if I change my line of work now/soon. <u>1/</u>	<u>16</u>	<u>15</u>	<u>16</u>	<u>53</u>
I am now in a fairly good financial position to go ahead with a change of career/line of work. <u>1/</u>	<u>18</u>	<u>30</u>	<u>27</u>	<u>24</u>
I really do not think I can financially afford to change to a new career. <u>3/</u>	<u>7</u>	<u>15</u>	<u>43</u>	<u>35</u>
It is going to call for some real sacrifices but I want to/need to go ahead to a new line of work anyway. <u>1/</u>	<u>20</u>	<u>24</u>	<u>27</u>	<u>29</u>
I feel my own talents and abilities will be more appreciated if I move to a new line of work. <u>1/</u>	<u>34</u>	<u>25</u>	<u>20</u>	<u>21</u>
I feel my age may be against me when I think about changing careers.	<u>12</u>	<u>24</u>	<u>43</u>	<u>21</u>
I have my doubts about whether there is any job available in the line of work I am thinking about. <u>1/</u>	<u>8</u>	<u>18</u>	<u>43</u>	<u>31</u>
I think because of my ethnic background, a career change would be difficult.	<u>2</u>	<u>2</u>	<u>41</u>	<u>54</u>
I am seeking a better job because of my own career ambitions. <u>1/</u>	<u>45</u>	<u>22</u>	<u>13</u>	<u>20</u>
I feel my sex is a barrier to the kind of career change I would like to make. <u>1/</u>	<u>3</u>	<u>7</u>	<u>48</u>	<u>42</u>
I know about some new career opportunities that are opening up and I feel I am qualified (or can become qualified) to get into them.	<u>27</u>	<u>26</u>	<u>16</u>	<u>31</u>
I feel I need to find a new job or different line of work which offers better job security <u>1/</u>	<u>16</u>	<u>16</u>	<u>35</u>	<u>32</u>
I feel that I ought to change my line of work, but actually I am unable to define my goals.	<u>11</u>	<u>21</u>	<u>42</u>	<u>26</u>
I am hesitant about taking any new risks.	<u>11</u>	<u>28</u>	<u>45</u>	<u>16</u>
I simply got tired of the same old line of work and decided to change it. <u>2/</u>	<u>15</u>	<u>23</u>	<u>28</u>	<u>33</u>
I would like to change to a career/line of work that has more status. <u>1/</u>	<u>23</u>	<u>24</u>	<u>32</u>	<u>21</u>
I feel I have a good sense of control over my own life at this point.	<u>57</u>	<u>36</u>	<u>6</u>	<u>2</u>

1/ Females higher, significant at .01 level

2/ Females higher, significant at .05 level

3/ Males higher, significant at .01 level

They seemed to feel that these barriers could be overcome and that it would pay off in the long run, since they were also more likely than men to feel they could earn more money if they changed careers, to feel that their talents and abilities would be appreciated if they made the change, and to seek job changes that met their own goals. They were also more likely to feel sex was a barrier to change and to fear that jobs would not be available once they made the change. Their motivation to change is clear however, since they are also more likely than men to desire more job security and more status. Men in contrast were more likely to think they could not financially afford to make a career change, which may explain their greater interest in advancement in their present careers rather than change to new lines of work. This interpretation fits with the overall view of the men mid-career changers as tending toward stability in life and work when compared to women. In part, this may be because of the financial pressures of supporting their families.

The majority of the students had been actively involved in planning for career change (Table 16). Over half had been planning a career change for some time and had planned additional education to prepare for change. Fifty percent of the women and 44 percent of the men had sought information from people in their career change area; and slightly less than half of both men and women had actually developed systematic plans of courses to accomplish career changes. Women were more likely than men to have thought about a career change for some time, to have sought advice from a career or counselling center at a college or university, to have used a local career planning service, and to have actively sought assistance in making the change. Men, in contrast, were more likely to have done no career planning.

TABLE 18
EXPERIENCES IN PLANNING FOR CAREER CHANGE
 Percentage of students who indicated
 they had undertaken various planning steps

	<u>Women</u>	<u>Men</u>
No planning**.....	11%	19%
Thinking about planning a career change for some time**....	62	52
Looked over lists of jobs that might interest me.....	39	33
Learned about possible new careers through previous work experiences.....	32	37
Sought information from state employment office*.....	14	10
Sought information from people now in chosen career(s)....	50	44
Actively sought to expand my knowledge of different career options**.....	34	25
Looked into agencies that offer job skills training.....	10	8
Sought advice of college in area**.....	43	16
Used local agency offering career planning services**.....	13	5
Planned additional education to prepare for career change..	69	67
Developed systematic education plan to accomplish career change.....	46	44
Presently taking courses which are part of education plan for career change.....	57	58
Filed job applications which should lead to new career.....	19	19

** Significant at .01 level

* Significant at .05 level

The overall pattern for mid-career change that emerges from these data was optimistic. People were not just randomly changing jobs at will, but instead they had actually gone out and done the necessary career planning. It was found that almost the entire population was oriented toward improving their work situations or changing careers. Usually the career changes were for personal satisfaction. Women were more likely than men to be changing careers, but they were also more aware that change involves personal risk; more likely to have been actively involved

in their planning process; and more likely to have been using available human, community, and state resources in making their plans for a career change. Men, in contrast, were less likely to have committed themselves to a career change and to have used local resources in the planning process. They were also more likely to feel financial pressure to remain in the same career area.

EDUCATION AND COMMUNITY RESOURCES

The mid-career population had a variety of reasons for deciding to "go back to school." (Table 19) Three-fourths felt the opportunity to attain greater personal enrichment/development/general knowledge and getting courses to fit their personal time schedules were "very important." Over half also felt that it was "very important" to get courses close to home and work, to study part-time, to satisfy personal desire for a college degree, to study a particular major or group of courses, and to pace their own learning. Factors not considered important were friends taking the program, employer wanted me to go, family wanted me to go, or easy way to get a degree/certificate. The single most important reason for men returning to school was to satisfy personal desire for a college degree while the most important reason for women was the opportunity to attain greater personal enrichment.

Overall, the educational programs being offered in the seven communities appeared to be meeting the needs of mid-career change students. The vast majority, over 75 percent, felt that their education/training objectives had been met "somewhat" or "entirely", while fewer than 10 percent felt their objectives had not been met at all.

Slightly over 40 percent felt they needed counselling, over half of those who felt they needed counselling received help and three-fourths

of those who received help felt they had received good advice. Women were more likely than men to need counselling, to receive counselling help if needed, and to find it helpful when received, although the majority of the men who received help felt they had received good advice. Almost half felt they would be willing to pay for counselling.

TABLE 19

REASONS FOR DECISION TO REENTER SCHOOLING

Percentage of students indicating various reasons that were "Very Important" or "Somewhat Important" in their decision to "go back to school"

Opportunity for personal enrichment/development/general knowledge ^{1/}	94%
Could get courses that fitted personal time schedule.....	91
Could get courses near to home/work place ^{2/}	89
Opportunity for part-time study ^{1/}	84
Courses (or major) I wanted were offered ^{1/}	80
To satisfy personal desire to have a college degree ^{4/}	77
Could pace my own learning ^{1/}	71
Good reputation of school or a particular program.....	66
Opportunity to get credit for life/work experiences ^{1/}	64
Low tuition (cost) ^{1/}	64
Availability of financial support ^{1/}	44
The way to meet job requirements ^{1/}	42
My family wanted me to go ^{1/}	35
Easy way to get a degree/certificate ^{3/}	31
My employer wanted me to go ^{3/}	16
Friends were taking this program.....	16

Because of multiple responses, percentages total more than 100%

- ^{1/} Females higher, significant at .01 level
- ^{2/} Females higher, significant at .05 level
- ^{3/} Males higher, significant at .01 level
- ^{4/} Males higher, significant at .05 level

The mid-career population found out about the educational programs that were available to adults in a variety of ways (Table 20). The largest group found out from ads or stories in the news media and from friends. Men were more likely than women to find out from schools previously attended, while women were more likely than men to find out from telephoning or writing a school in the local area.

TABLE 20
INFORMATION SOURCES

Percentages of men and women students who found out about continuing education opportunities through various channels

	<u>Women</u>	<u>Men</u>
from a friend	35.5%	36.0%
from a member of family	9.0	8.7
from a school previously attended*	19.5	25.5
by contacting the college directly**	32.0	21.1
from ads or stories in newspapers, radio, television	39.9	35.7
from a local community organization*	9.9	5.2
other sources	13.0	15.3

Because of multiple responses, columns total more than 100%

**Significant at .01 level

*Significant at .05 level

The mid-career people seem to have experienced surprisingly few barriers to reentering postsecondary schooling. Over 90 percent felt they had had no trouble in being admitted as students. The most prevalent problems were not having taking a certain (required) course, and the problem of classes offered at inconvenient times. Approximately 10 percent experienced these problems.

Approximately 25 percent of the adult students had applied for financial aid from their school. Slightly over 25 percent received financial aid from

some source (school or other sources). Other sources of aid named most frequently were the students' employers and the Veterans Administration.

In spite of the large range of possible reasons for returning to school, those adults who actually returned to school seemed to decide to do so primarily for personal reasons. Pressure from family, friends, or employers did not seem as important to these students as following their own ambitions for personal growth and for attaining a college degree. These people did not see their programs as an easy way to get a college degree. Once they decided to return to school, they experienced surprisingly few barriers and problems. They were able to obtain needed financial help. Most who felt the need for counselling were able to find counselling services that were satisfactory and seemed willing to pay for these services.

AGE, TRANSITION, AND USE OF RESOURCES

The survey of mid-career change students illustrates the wide range of changes adults are experiencing. People of all ages are undergoing transitions in both their life and work. There is a growth in literature on adult development that theorizes about periods of stability and transition in adult life. (See, for example, Lowenthal et al., 1975; Levinson et al., 1978.) This literature suggests that stability and transition periods are age related and that relatively brief periods of life crisis or transition, such as the age thirty transition, are followed by periods of relative stability. The results of this survey suggest that some types of change are indeed age related. For example, when people were grouped into age-related categories, it was found that middle-aged adults were most likely to consider themselves as being in stable periods of life and work. However, it was also found that people of all ages were experiencing transitions and that their perceptions of the types of

transitions they were experiencing were good indicators of the degree to which they would be actively involved in using community resources in planning for career changes.

Based on the responses to the questionnaire, the authors constructed four categories of stability and transition. The first group of students were those who considered themselves to be in a period of stability in both their lives and in their work. The second considered themselves in transition periods in their work, but in stable periods of their lives. The third considered themselves to be in transition in their lives but to be in stable periods of their work. And the fourth considered themselves in transition periods in both their lives and their work. (See Table 21)

TABLE 21

CATEGORIES OF STABILITY-TRANSITION RESPONSES

Percentage of responses, by age groups and by sex, grouped in four categories

	I	II	III	IV
	<u>Stability in</u> <u>Life & Work</u>	<u>Transition in Work</u> <u>Stable in Life</u>	<u>Transition in Life</u> <u>Stable in Work</u>	<u>Transition</u> <u>Life & Wo</u>
by:				
Age Groups*				
18 - 22	19%	24%	9%	48%
23 - 28	24	22	12	42
29 - 34	30	26	11	33
35 - 43	34	23	10	34
44 - 50	42	15	12	31
Over 50	42	16	15	27
by:				
Sex**				
Women	27%	22%	13%	38%
Men	46	19	9	25

*Significant at .02 level

**Significant at or beyond .001 level

Most respondents to the questionnaire considered themselves to be transitioning in one or both areas (Categories II, III, and IV). However, there were some interesting age and sex related differences in the self-perceptions of men and women and for people in different age groups. Table 21 provides breakdowns for the population by age and sex for each of the four stability/transition categories.*

Women were more likely to consider themselves to be in periods of transition in life and in work than men (73 percent of the women and 54 percent of the men). The over 44 age groups were the most stable overall, but the majority of these age groups considered themselves to be undergoing some type of transition. There was also a tendency for younger adults, ages 20-28, to consider themselves in transition in both life and work.

When people in each of the four stability/transition categories were examined, it was found that those who considered themselves to be in periods of stability in both life and work were the least likely to do any career planning. (See Table 22) They also made less use of all available resources such as counselling or other available information or advice. Those people who considered themselves to be in transition in one or both were much more likely to be actively involved in career planning, to make use of local resources, to apply for new jobs, and to develop systematic plans for their education.

Further, it was found that there was some differentiation within the three transition categories on these same items. Those adults who considered themselves to be in periods of transition in their work (Category II) and in both work and life (Category IV) were more likely to be actively involved in planning for career changes than those who were transitioning only in their life.

*Gould's life phase categories (1972) were used for this analysis. (See Reference

TABLE 22

INDIVIDUAL USE OF RESOURCES BY STABILITY/TRANSITION CATEGORY

Percentages of total students in each stability/transition category who indicated they had taken various planning steps

	I Stability in Life & Work	II Transition in Work Stable in Life	III Transition in Life Stable in Work	IV Transition Life & Work
No planning.....	31%	7%	16%	2%
Thinking about planning a career change for some time.....	35	69	57	77
Looked over lists of jobs that might interest me.....	24	39	36	48
Learned about possible new careers through previous work experiences.....	28	41	34	38
Sought information from state employment office.....	5	17	12	18
Sought information from people now in chosen career(s).....	31	54	50	61
Actively sought to expand my knowledge of different career options.....	16	36	28	43
Looked into agencies that offer job skills training.....	5	11	9	14
Sought advice of college in area.....	21	38	34	45
Used local agency offering career planning services.....	4	12	8	16
Planned additional education to prepare for career change.....	54	79	60	79
Developed systematic education plan to accomplish career change.....	32	60	38	51
Presently taking courses which are part of education plan for career change.....	43	69	51	66
Filed job applications which should lead to new career.....	12	23	16	26

significant at .01 level

These data show that people's perceptions of their situations are important indicators of how active they are likely to be in planning for career changes. Although there are obvious patterns of stability and transition that are associated with movement through the life cycle, there is evidence that people of all ages are experiencing life and work transitions. Further, it was found that people who are in transition, especially those who are in work transitions, are most likely to be actively involved in career planning and to utilize available community resources to facilitate these changes.

CONCLUSIONS

Overall, this mid-career change population is an interesting, highly motivated group of individuals. The diversity of their backgrounds is surprising, especially when compared to the traditional postsecondary education population. Their ages range from the mid-twenties to the seventies --- with significant percentages in the thirties, forties, and fifties. This is far greater than the four to six year range of traditional postsecondary students. These people are diverse in other ways as well. They are from widely different income levels. The amount of their prior education varies greatly.

This population is also highly mobile, with most people aspiring toward jobs in the professional category. They have aimed toward the professions over time, attained their original education in professionally oriented occupations. They took first jobs in other areas, but remained oriented toward professional careers. They had worked toward this goal --- more were presently employed in professional occupations than were originally employed in them. They used educational and training programs to pursue these goals.

The population is also surprisingly optimistic about their lives, the quality of their lives, their futures, the options available to them, and the quality of the education they are receiving. Though economic incentives are important, they are not considered the primary reasons for change. Most have returned to school to achieve their own goals rather than to please family, friends, or employers. They saw education as a way of fulfilling their own goals, of improving themselves and attaining college degrees for their own satisfaction. Most were also trying to find jobs that they considered personally fulfilling, that would use their talents, as well as provide more security and higher pay.

There were also interesting and subtle differences between the men and women students in the sample. The women tended to be slightly older and to be more oriented toward finding a new career than the men. In contrast, the men tended to be oriented towards advancement within an already chosen line of work. The women knew they were taking risks and were aware that change might require sacrifice, although they saw a personal pay-off in the long run. Men had these same tendencies, although they were less likely to have done detailed career planning. Men students were also more acutely aware of the financial barriers to changing careers.

Both men and women in the sample seemed pleased with their education programs. Most felt their programs had met their objectives. Those who had received counseling were pleased with the results. Most have been actively involved in searching and planning for a new career, including talking with people in the chosen field and seeking their advice. These people experienced few barriers to attaining their educational goals once they made the decision to return to school. Even finances appeared not to be a problem. Almost all of those students who applied for financial aid received some support. Sex, race, and current economic status were not perceived as barriers to change.

Most of the people in the study considered themselves to be in periods of transition in their lives and/or work. This self-perception was a significant factor in people's tendency to take advantage of education and planning options. There were some differences in these perceptions between men and women, with women being more transition-oriented than men. Older adults were also slightly more oriented toward stability and security. However, a significant portion of the respondents in every age group were making transitions in life and work and those who were in transition tended to utilize available resources to a greater degree.

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CHAPTER IV.

THE COMMUNITY CASE STUDIES

Seven community areas in widely separate parts of the country were selected for detailed case studies of the manner in which they have organized and are conducting a community-based effort to broaden the opportunities for mid-career continuing education and training and to develop greater access to these opportunities for all citizens.

These communities are:

Rochester, Minnesota
Omak, Washington
Chico, California
St. Albans, Vermont
Providence, Rhode Island
Syracuse, New York
Long Island, New York

Each of these is a distinctly different community. Six of the seven are in different states. The legislature and education officialdom in each state takes a different policy approach to the support of continuing postsecondary education for mid-career adults. Three are rural communities; four are urban and suburban. Each represents a distinctly different economic and cultural environment. They present a variety of circumstances which have influenced the manner in which a community may address the problems revolving around industrial development and change, and the availability of education and retraining opportunities for its mid-career citizens who wish to or need to readjust their lives and livelihood.

Each of these communities has developed a different type of local organization to insure and improve the availability of continuing education resources needed by its mid-career citizenry. Some were initiated by and grew out of community civic organizations. Others were initiated by educational institutions. At least two are organizations formed independently of educational institutions and for the sole purpose of providing support services for mid-career students. One is based in the county libraries, and one is in the form of a network of all social support groups in the community.

Each serves a unique student clientele which is reflective of the different social and economic environments of the communities in which they reside. Yet the similarity of these students in relation to their goals, their ambitions for educational, cultural, and career advancements is remarkable.

Each of these communities has perceived a need for more or different educational and retraining opportunities for its mid-career wage earners and has marshalled local efforts to fulfill the need. Each has developed or seen to the development of an adult career counselling service. Each has created a means of disseminating information about these opportunities and services so that people throughout the community can participate in them.

These particular communities were selected for their differences as much as for their similarities. The purpose of this project --- to discover successful and transportable ideas which can be adopted by other communities --- could be served best if these programs, policies, and organizations were seen working in different community settings.

It was of primary importance to discover how well these community programs were working for the people who were participating in them.

The descriptive profiles of the mid-career students in each community and their experiences in reentering educational institutions both define and evaluate the programs.

In the sections of this chapter which follow are the individual case studies of each community. Following the individual reports is a summary statement (Chapter V) in which the authors analyze the case study findings to draw out ideas seen in each or several communities which appear to be transportable and useable in other communities.

CASE STUDY:

ROCHESTER, MINNESOTA

This is an affluent, medium-sized metropolitan community in a rich farming area. Prior to 1973, Rochester could offer no local opportunity for adults to obtain baccalaureate or graduate degree instruction. The demand for these services was unusually high due to the increasing complexity of agri-business, the presence of the Mayo Clinic and four major hospitals, an expanding technological-industrial complex, and an active retail and wholesale trade. A task force of local citizens initiated a local and statewide effort which brought about an effective solution of this educational problem.

THE COMMUNITY OF ROCHESTER

Rochester is known throughout the country and the world as the home of the Mayo Clinic. With the presence of Mayo and four major hospital complexes, health care services constitute Rochester's leading industry. But it is also a growing business-industrial community, with one of the major International Business Machines (IBM) research, development and manufacturing plants, as well as an expanding industry that supplies and equips one of the richest farming areas of the country.

Although Rochester is a relatively affluent community, it is not without a portion of its population (about 17 percent) living either at or near the poverty level (1970 Census). On the average, it has a more highly-educated population. Yet thousands of its mid-career citizens needed more education and more training if they were to keep up with the advancing technology and the new knowledge requirements of its industrial, agri-business, trade, and public service occupations.

Rochester's local education and training facilities were not meeting this need and its civic leaders recognized this as a major community problem. They worked hard and long seeking a solution, and found one that has proven to be practical, productive of the desired results, and quite apparently successful.

This case was chosen for study because it is illustrative of how the persistent efforts of a community's lay civic leaders, coupled with supportive state-level educational policy, can produce a cooperative organization that supplied educational services that are of immense benefit to the welfare of the area.

SOCIO-ECONOMIC INDICES^{1/}

Population:

Rochester SMSA ^{2/}	<u>88,848</u>
Rochester (city)	<u>53,766</u>

Unemployed as percentages of labor force:

Rochester ^{3/} : high, January 1977	<u>3.5%</u>
low, October 1977	<u>1.7%</u>
State of Minnesota ^{4/} (January 1978)	<u>5.2%</u>
U.S. Average ^{4/} (January 1978)	<u>6.3%</u>

Principal Occupations, as percentage of total employed:

Professional, technical, management	<u>35.2%</u>
Sales and Clerical	<u>22.6%</u>
Craftsmen and operators in industry and transportation	<u>18.2%</u>
Laborers, non-farm	<u>2.1%</u>
Farmers and farm laborers	<u>5.0%</u>
Service workers (includes private household workers)	<u>16.8%</u>

Education levels as a percentage of males and females 25 years old or older in county area, and relationship to total U.S. population at each level. (+ indicates greater than U.S.; - indicates less than U.S.; -o- approximately same as U.S. distributions):

	<u>Males</u>	<u>Females</u>
Less than 8 years elementary	<u>6.1%</u> (-)	<u>3.8%</u> (-)
8 years elementary	<u>17.3%</u> (+)	<u>13.2%</u> (+)
1-3 years secondary	<u>9.4%</u> (-)	<u>10.0%</u> (-)
4 years secondary	<u>31.2%</u> (+)	<u>39.8%</u> (+)
1-3 years college	<u>13.1%</u> (+)	<u>19.4%</u> (+)
4 or more years college	<u>22.7%</u> (+)	<u>13.8%</u> (+)
Median school years completed	12.5 yrs (+)	12.6 yrs (+)

1/ All data unless otherwise indicated is from the U.S. Census 1970

2/ Rochester Standard Metropolitan Statistical Area

3/ State, County, and Selected City Employment and Unemployment January-October 1977, Bureau of Labor Statistics

4/ Employment and Earnings March 1978, U.S. Department of Labor, Bureau of Labor Statistics, Vol. 25 No. 3

PROFILE OF ROCHESTER MID-CAREER STUDENTS

The student group which provided the base for the survey in the Rochester area was drawn from those mid-career persons who had participated in various 1977-78 continuing education programs offered through the Southeastern Minnesota Education Center (SMEC), the Consortium. The descriptive data which follows is based upon 153 completed questionnaire responses from this group.

Forty-three percent of the student respondents were taking courses through Winona State College. Another twenty percent were taking courses through Rochester Community College. Thirteen percent of the respondents indicated that they were taking courses through the University of Minnesota. A similar percentage of students (all of whom were women) indicated that they were enrolled in courses offered by the College of St. Teresa. The remaining student respondents were taking or had recently taken courses offered by Mankato State College, Minnesota Bible College, Rochester Area Vocational Technical Institute, and the University of Minnesota Technical College.

Seventy-five percent of the respondents were women and 25 percent were men. The distribution among age groups was similar for men and women respondents with the largest percentage of students in their 30s.

TABLE 1
AGE GROUPS

Percentage of women and men students

<u>Age Groups</u>	<u>women</u>	<u>Men</u>
under 30	20%	25%
30s	44	51
40s	24	18
50 or over	12	5

Columns total 100% with allowance for rounding numbers

Seventy-two percent of the women and ninety percent of the men were at that time married. Fifteen percent of the women and three percent of the men indicated they were divorced or widowed. Thirteen percent of the women and eight percent of the men students listed themselves as single.

A large majority of the women in Rochester who were enrolled in continuing education programs still had the responsibility of rearing children. Seventy-six percent of the women students had children 17 years of age or under who were currently living at home with them.

Caucasians were represented in the student population (95 percent) slightly lower than in the population as a whole (99 percent). Other ethnic groups, primarily Native Americans, Orientals, and Filipinos were represented in the student population (5 percent) slightly higher than in the population as a whole (1 percent).

The average combined family income of the students was a little over \$20,000, with 53 percent of the students having family incomes of more than \$20,000 per year. There was very little difference in annual family incomes indicated by women students and men students, except that only women students (10 percent) indicated that they had annual family incomes less than \$5,000 per year.

As indicated in Table 2, most of the student respondents were employed full-time. Those employed either full-time or part-time accounted for 72 percent of the women students and 98 percent of the men students.

TABLE 2
PRESENT WORK STATUS

- By percentages of women and men students
within indicated groups

<u>Status</u>	<u>Women</u>	<u>Men</u>
Employed full-time	46%	85%
Employed part-time	26	13
Unemployed	5	5
Homemaker	52	0
Volunteer worker	16	0
Welfare recipient	2	0
Retired person	1	0
Student	33	21
Presently looking for work	5	5
On lay-off from job	0	0
Others	3	0

Because of multiple responses, columns total more than 100%

The adult student population in Rochester apparently differs markedly from the general population in occupational pursuits. There were almost twice as many students in the professional, technical, and management occupations (61 percent) than in the general population (35 percent). Those in clerical and sales occupations were 20 percent among the students, and 23 percent in the general population. Craftsmen and non-farm laborers among students were 3 percent vs. 20 percent in the general population. There were fewer farmers among the student population (1 percent vs. 5 percent), and approximately the same percentage of service workers among students (16 percent) as in the general population (17 percent).

The highest levels of education already attained by students as well as by their spouses was, in general, considerably higher than in the county population as a whole. The education levels of students and the student spouses are shown in Table 3.

TABLE 3

EDUCATION LEVELS OF STUDENTS AND SPOUSES

Percentage of students and their spouses by highest level of education attained

	Students		Spouses of	
	Women	Men	Women Students	Men Students
Elementary school or less	0%	0%	0%	0%
Some high school	0	0	3	3
High school diploma	7	8	12	29
Some college or training	50	40	20	31
Associate degree	12	34	3	10
Bachelor's degree	16	16	15	8
Some graduate school	7	3	6	5
Master's degree	1	0	11	3
Doctoral or professional degree	0	0	9	0
Other	7	0	4	0
Does not apply (not married)			17	11

Columns total 100%, with allowance for rounding numbers

The most important finding of the survey and the one which is most pertinent to the theme of this project is that which relates to students' career plans.

The questionnaire asked respondents to identify themselves with one of five statements which were designed to classify them either as a present career changer (i.e. now changing or preparing to change to a new line of work with either a new employer or with their present employer), as a potential career changer (a person who would like to change to a new line of work at some future time), as a career upgrader (a person who is working for an advancement in his or her present career/line of work), or as a non-changer (one who prefers to stay on the present job or career for the foreseeable future). (Table 4)

About seven out of every ten students identified themselves with one of the career change or advancement categories. Forty-two percent of the women and fifty percent of the men are presently working towards a goal of advancing their career aspirations.

TABLE 4
DESCRIPTION OF CAREER PLANS

Percentages of men and women students who identified themselves with one of five categories of career change goals

<u>Change Category</u>	<u>Women</u>	<u>Men</u>
1. <u>Presently changing careers</u>	23%	13%
2. <u>Presently changing to new line of work, but with present employer</u>	5	8
3. <u>Would like future change of career (Potential changer)</u>	32	21
4. <u>Working for advancement in present career with same or new employer</u>	14	29
5. <u>No change of job or career in foreseeable future</u>	27	29

Columns total 100%, with allowance for rounding numbers

COMMUNITY ORGANIZATION FOR MID-CAREER CONTINUING EDUCATION

In 1962, a task force of civic-minded business and professional leaders in Rochester, including representatives of Mayo, IBM, and other principal employers was formed to do something about the deficiency in opportunity for its citizens to acquire all the postsecondary education and training they desired and needed. They were particularly concerned about the continuing education needs of citizens beyond traditional college-going age. Soon after it was organized, the task force sponsored the first of several studies of postsecondary educational needs in the Rochester and Southeastern Minnesota area.

Illinois School Survey Associates, the independent professional group that conducted this study, concluded that "the rapid growth experienced by the city of Rochester in the past decade strongly suggests that the development of a major concentration of population will justify plans for a (postsecondary) institution of considerable size within a few decades." The study recommended that a new collegiate institution be established in Rochester and that the original curricular offerings be developed in three major areas: (1) a general education program of the liberal arts and sciences, with emphasis on pre-professional preparation; (2) an advanced technical education program; and (3) an adult late-afternoon and evening program providing a "modern continuing education curriculum."

The 1962 study and report convinced the Rochester community that the need for the baccalaureate degree was real. The community struggled with this information for a few years. The next significant step was an effort by the same group of people to bring the University of Minnesota offerings to Rochester. The University responded by establishing a Resident Director of Extension and Continuing Education in Rochester and expanding its local program offerings. The business community raised more than \$60,000 to assist in funding the first two years of operation.

The program went into operation in 1966. During 1967-68, the University provided 34 quarter courses for a course enrollment of 620. The courses were provided either by live, two-way closed-circuit television from the Twin Cities, or by faculty of the Minneapolis-St. Paul campus who offered courses in Rochester. Classes were held in the late afternoons, Saturday mornings, and evenings. Four additional courses were presented by Rochester residents who were endorsed and authorized by University departments to teach their courses.

These community efforts showed the University that there was strong interest and need in the Rochester area and this resulted in two internal University studies -- the "Page Report" in 1968 and the "Kegler Report" in 1970. These studies agreed with previous ones in finding the need for additional educational opportunities to be real, and several alternatives were suggested.

The Page Report recommended: (1) that legislative support be sought for 1969-71 to strengthen the Extension Division program in Rochester; (2) that the University should present to the Minnesota Higher Education Coordinating Commission statistics and observations on the "extent and nature of demands for higher education in Rochester"; and (3) that the University should indicate its willingness to be the "instrumentality of the State in meeting these demands."

The Kegler Report considered the broad needs of higher education in the State, and offered several alternatives for the Rochester area: (1) expand the University's Rochester Extension Center; (2) establish a new upper division college in Rochester; (3) convert Rochester State Junior College into a five-year institution offering baccalaureate and selected graduate programs; and (4) establish a new five-year college and combine the offerings of the Junior College with those of the Area Vocational Technical School in Rochester.

During this same time, Mankato State University and Winona State University, located some 65 and 45 miles distant from Rochester, were developing the capability to grant baccalaureate and graduate degrees by extensions into Rochester. The Rochester community, at the same time, was busy developing its own approach, which resulted in a formal request for the establishment of a branch campus of the University of Minnesota in Rochester. In the process, a statewide committee to rally political support for the University branch campus was developed.

The 1971 Legislature requested the Higher Education Coordinating Commission to make its own assessment of the "possible need" for additional public institutions in the southeastern area of the state and report on the implications of this for existing institutions in the area. The Commission held public hearings on the matter. The testimony presented to the Commission by the citizens of Rochester and by officials of the University of Minnesota indicated the strong desire and the important advantages for establishing a University campus in Rochester. On the other hand, presentations from representatives of other communities and institutions in the area reflected concern that a University campus in Rochester would create an unnecessary duplication of postsecondary programs in the state and the area and this might have a negative effect on existing institutions in or near Rochester.

Following comprehensive study, the Coordinating Commission recommended that the 1973 Legislature establish a consortium of institutions, the purpose of which would be to offer, or arrange to have offered, courses and programs at the upper division and graduate level which could be developed through the cooperation of existing institutions to meet specific needs in the area.

Recognizing that the educational needs of many area residents were not being met, but questioning the feasibility of another major investment in bricks and mortar for higher education, the 1973 legislature responded by establishing and funding the start of three experimental regional centers. This was the founding of the Southeastern Minnesota Education Center (SMEC), frequently referred to as the "Consortium".

Executive authority rests with the Coordinator of the Consortium and the Executive Director of HECB. Autonomy of the institutions and the authority of their governing boards is in no way impaired by this Consortium membership. The Chairman of the Task Force frequently speaks for the Consortium to interpret the goals of the project to other citizen groups, to the Minnesota Higher Education Coordinating Board, and to the Minnesota Legislature regarding the progress and needs of the project. The institu-

tions which participate in the Consortium are: University of Minnesota, Winona State University, Mankato State University, Rochester Community College, Rochester Vocational-Technical Institute, St. Marys College, College of St. Teresa, and Minnesota Bible College.

The state legislature contributes about \$60,000 annually to the funding of the SMEC organization. This amount provides the salaries of the Director, a full-time counselling and advising coordinator, a full-time secretary, and most office expenses. The member institutions pay all costs of the educational and training programs offered through SMEC as well as the time of executive personnel for joint long-range planning. The Rochester Community College contributes classroom space for classes conducted by the non-Rochester-based members. Other instructional classroom spaces are contributed by the Rochester Area Vo-Tech School, local churches, public schools, the YWCA, and business establishments. From time to time, extramural funding is received from foundations and governmental agencies for special needs and special programs.

The Task Force, which acts as an informal board of trustees for the community of Rochester, meets on a regular schedule of seven meetings annually, with special meetings called as necessary. The institutional representatives occasionally meet separately to formulate plans and prepare a joint schedule of course offerings. The Task Force approves the SMEC joint course offering schedule four times a year. The Task Force exercises continuing concern with the elimination of unnecessary duplications in the offerings of member institutions and as a result the institutions in several cases have prepared singular programs jointly offered and administered by two or more member institutions.

The joint schedule of program offerings is published twice each quarter as a full-page paid advertisement in the Rochester Post-Bulletin. Reprints are placed on all bulletin boards of the member institutions; they are distributed to public organizations, libraries, and business and public agency offices; and they are mailed on request to interested persons. It is estimated that each of the announcements reaches between 20,000 and 30,000 households. The member institutions share the cost of this publicity program.

The joint guidance and counselling program is centered in the Consortium Offices and coordinated by a professional counsellor and offers career counselling and advice on the programs offered by the member institutions. A counselling representative of each non-Rochester institution comes to the SMEC Office on a scheduled day each week to meet with prospective new students, as well as continuing students seeking help or advice on financial aids, instructional programs, and other problems.

The Consortium and its institutional members are linked to the Minnesota Interlibrary Telecommunication Exchange (MINITEX) which makes the library of the University of Minnesota, State Agency libraries, and 146 other libraries in the State available through a central service which handles all TWX requests, searches for the requested item, responds to the inquirer, and then sends the requested material via courier or commercial delivery service. MINITEX has a constantly updated union list of library holdings including a list of 85,000 serials on microfiche. This service was originated and is operated by the Minnesota Higher Education Coordinating Board.

In the academic year 1976-77, the Consortium offered a total of 477 classes to a total student-course enrollment through the four quarters of 9,065. The average enrollment per quarter is about 2,500 in the Fall, Winter and Spring, and about 1,800 in the Summer. It has been estimated by admissions officers that between 70 percent and 80 percent of these students are persons who are returning for more education and/or training after having been employed for four or five years, and up to twenty or more years since leaving school or college. Approximately 90 percent are part-time students. About 15 percent to 20 percent are women homemakers, either seeking education or training preparatory to entering (or re-entering) the job market or seeking additional education for personal fulfillment. These, and the other women who are seeking career upgrading or changes, constitute a little more than half of the Consortium student enrollment.

INSTITUTIONAL PROGRAMS FOR ADULT CONTINUING EDUCATION

The joint catalog of courses published by the Consortium institutions in Rochester is an impressive array of offerings to mid-career adults for self-fulfillment, vocational training, and instruction leading to associate, baccalaureate, and masters degrees. It contains lists of degree-credit courses, non-credit courses, seminars, special-interest institutes, and programs of hobbies, crafts, and other personal-interest instruction.

The SMEC as an institution does no teaching; it does not grant degrees. Each of the member institutions performs these functions according to their own academic policies. Tuition and fees vary with different institutional policies and levels of entrance. Individual student records are kept in each of the institutions and only summary reports are made to the SMEC office. Statistical data on the enrollments in the various course offerings and individual classes are kept by this office for use in planning future programs and to reporting the general progress of the effort.

The Consortium's institutional members have agreed upon transfer of credit for each others' courses listed in the joint catalog when those courses are not offered in Rochester by the degree-granting institution. Thus, a student receiving a degree from one institution may actually have taken some of the courses credited towards that degree from some other member institutions. These course interchanges are subject to the approval in each case of the appropriate dean or other official in the degree-granting institution. There are, of course, differences in fees per credit-hour of instruction between the various

institutions, public and private. Fees for courses taken at institutions other than the student's home institution are paid by the student directly to that institution, but without matriculation charges.

The University of Minnesota offers degree programs, a variety of non-credit course offerings, independent study programs, and special community service seminars and institutes through its Continuing Education and Extension Center in Rochester.

Credit, degree-oriented courses comprise about 70 percent of the Center's course offerings. Students taking all of their course work at Rochester may complete degrees of Bachelor of General Studies or Bachelor of Applied Studies through the U.M. General College, or they can complete an M.A. in Educational Administration. Other departments of the University offer credit courses at Rochester, but a Rochester student cannot complete his or her degree in these fields without taking additional course work at the main campus in Minneapolis-St. Paul. A student usually enters the U.M. programs at the junior or senior level, though a limited amount of lower division instruction is offered.

General College students may select majors in the natural sciences, social sciences, humanities, communications, as well as "personal life" courses (for example, applied social psychology), or "people and work" courses (for example, personnel administration). Credit courses in other departmental areas include a wide variety from animal sciences through teacher preparation and counselling to business education and home economics.

Non-credit course offerings also cover a broad field of instruction including health education, agriculture and agri-business, social work and a variety of non-credit business courses. Offerings in Continuing

Education for the Professions include dentistry, law, nursing, and real estate. While the number of non-credit courses is much smaller than the number of credit course offerings, the non-credit courses attract nearly two-thirds of total enrollments. This is due to several reasons, such as shorter courses, conference seminars or institutes in areas of personal interests or self-fulfillment, the direct applicability of many courses to career-related employment, and the need in the professional fields for continuing education and, in some cases, recertification.

The University of Minnesota offers a Masters Degree in Computer Science and Electrical Engineering to employees of IBM in Rochester. The courses are taught via live televised lectures with audio feedback facilities from its classrooms in the Engineering Department on the Minneapolis-St. Paul campus. The lectures are received in classrooms in the IBM plant and these students participate in classroom discussions through the return audio facilities.

IBM teaches several other courses at its Rochester plant in technical areas and personal career management. These are available only to IBM personnel. The firm offers their employees the opportunity to take credit and non-credit courses through the Consortium, refunding to them the tuition and fee costs of the programs if they are related to the employee's work.

Since 1973, Winona State University has offered an External Studies Program patterned somewhat on the program of Metropolitan State College in Minneapolis-St. Paul and that of Empire State College of New York. It operates through centers established in several communities in southeastern Minnesota, but the program in Rochester is its focal point.

This is a baccalaureate degree program designed for adults over twenty-five years of age whose family or employment commitments preclude full-time college attendance. The average age of students in the program is 37; about 51 percent are women. By evaluating or testing, and awarding credit for previous experiential learning, the program eliminates the necessity for adults to take courses which cover learning material they have already acquired. Participants entering the program define their particular needs, and with the assistance of the External Studies staff implement an individualized curricular program. Participants may undertake any combination of traditional classes, internships, independent studies, and challenge examinations. Eleven courses offered at Rochester are delivered through video and audio tape cassettes. A cassette listening area at Rochester Community College is available to students from 8:00 a.m. to 10:00 p.m., Monday through Saturdays.

Winona State University students in Rochester may take majors in business administration, education, chemistry, and several of the social sciences. Non-degree courses are also available in education and nursing for practitioners in these fields seeking professional recertification.

Mankato State University offers, through the Rochester Consortium, Masters degrees in Business Administration, Public Administration, and in Instructional Media and Technology.

The wide variety of academic courses that Rochester Community College offers through the Consortium relieves the four-year institutions of the necessity of offering many lower division courses, most of which would be duplicative of the College's general education program or associate degree majors. The College's vocational program offerings supplement the offerings of the Rochester Area Vocational Technical

Institute by concentrating on such special fields as emergency medical care and law enforcement. Its courses in nursing fulfill their own requirements for the associate degree and provide the basic work for students who wish to continue to other certificated or degree work through the Mayo Clinic programs or those at Winona State University. The Community College's Consortium offerings also include programs in physical education and recreation.

The Rochester Area Vocational and Technical Institute offers part-time day and evening programs designed for training, re-training, and upgrading of occupational skills for adults. Its major programs include farm management, consumer homemaking, occupational first aid, courses for nursing home employees, office occupation, distributive occupations (banking, insurance, sales, retail management), and a variety of courses in trade, industrial and technical occupations. Credit for some of these programs is transferable to the Community College for their associate degree programs.

Through its Women's Institute for Lifelong Learning, the Rochester Campus of the College of St. Teresa offers daytime and early evening courses aimed at providing experiences for women to broaden their career and life goals. Some nine or ten courses offered for college credit for a degree through St. Teresa are transferable to the baccalaureate degree program of Winona State University, as well as other institutions. These are in a variety of fields such as business and home management, history, English, education, and religion. They also offer Continuing Education Units (CEU's) for a number of courses in self-awareness, assertiveness training, and career and life planning.

The Minnesota Bible College offers Consortium students three evening courses in religion and philosophy which are applicable to their own degrees or acceptable for transfer credit to degree programs of other Consortium member institutions.

The Women's Resource Center of the Rochester YWCA has an active program of instruction, conferences and seminars for women in subject areas ranging from problems associated with divorce, to inter-personal communications, alcohol and chemical dependency, and problems in the home and child rearing. This program is a valuable supplement to the instructional work of the Consortium because it gives women who are preparing to re-enter the job market a non-institutional setting for discussing and solving the personal problems which frequently present barriers to continuing their education and training.

STUDENT EXPERIENCES WITH CONTINUING EDUCATION

Students were questioned in detail about their instructional program and their experiences as adult students reentering education. Their responses indicate the goals they are pursuing and their needs as students. They also offer some indications of how well their needs are being met.

We have seen (Table 4) that approximately 70 percent of the mid-career student respondents have personal ambitions related to career change or advancement. Yet apparently they regard a higher level of general education as more important to their advancement than training in a specific field. Practically all of the Rochester students indicated they had entered or reentered college to increase their general knowledge and to take advantage of the opportunity for personal enrichment and development. They appear to have entered their education programs after some calculated

planning. However, they did not appear overly interested in professional counselling. The respondents seemed reasonably satisfied that their education program was meeting the objectives they had in mind when they enrolled.

When the Rochester students were asked to indicate the importance of each item in a long list of possible reasons for their reentry into formal education (Table 5), the responses reflect both their educational ambitions and the degree to which the programs in Rochester accommodated to their personal needs.

TABLE 5
REASONS FOR DECISION TO REENTER SCHOOLING

Percentage of students indicating various reasons that were "Very Important" or "Somewhat Important" in their decision to "go back to school"

Opportunity for personal enrichment/development/general knowledge.....	98%
Could get courses near to home/work place.....	93
Could get courses that fitted personal time schedule.....	90
Opportunity for part-time study.....	84
Courses (or major) I wanted were offered.....	83
To satisfy personal desire to have a college degree.....	81
Opportunity to get credit for life/work experiences.....	69
Good reputation of school or a particular program.....	66
Could pace my own learning.....	62
Low tuition (cost).....	59
My family wanted me to go.....	40
The way to meet job requirements.....	35
Availability of financial support.....	35
Easy way to get a degree/certificate.....	31
Friends were taking this program.....	17
My employer wanted me to go.....	15

Because of multiple responses, percentages total to more than 100%

In order to assess the amount of thought mid-career students had given to their career and education planning, respondents were asked to indicate which of a series of planning steps they had taken (Table 6).

About three-fifths of the Rochester students indicated that they had done some thinking about a career change and about the same number had planned on additional education as a means of preparing themselves for a new career. Somewhat fewer, however, had developed a systematic education plan and about half were taking courses which were part of a planned program.

TABLE 6
EXPERIENCES IN PLANNING FOR CAREER CHANGE

Percentage of students who indicate
they had undertaken various planning steps

No planning.....	11%
Thinking about planning a career change for some time.....	62
Looked over lists of jobs that might interest me.....	39
Learned about possible new careers through previous work experience.....	35
Sought information from state employment office.....	13
Sought information from people now in chosen career(s).....	53
Actively sought to expand my knowledge of different career options...	33
Looked into agencies that offer job skills training.....	8
Sought advice of college in area.....	38
Used local agency offering career planning services.....	8
Planned additional education to prepare for a career change.....	68
Developed systematic education plan to accomplish career change.....	42
Presently taking courses which are part of education plan for career change.....	52
Filed job applications which should lead to new career.....	17

Because of multiple responses, percentages total more than 100%

Forty-seven percent of the women and 31 percent of the men respondents felt the need for some counselling about the job or line of work they should try to get into. Of these, 57 percent of the women and 62 percent of the men stated that they had received this help. They named the Rochester Consortium, Winona State College, the College of St. Teresa, the University of Minnesota, their employers and others as the source of their counselling help. Seventy percent of the women who received counselling felt that they had received "good advice". Seventy-five percent of the men felt that they had received "good advice". Asked if they would be willing to pay for career counselling services, 52 percent of the women and 26 percent of the men responded affirmatively.

In order to provide some indication of the effectiveness of various channels for disseminating information about continuing education opportunities, respondents were asked "how did you find out about the education/training opportunities that were available to you?" The largest percentage of both women and men students learned of these opportunities through ads or stories in newspapers, radio, and television.

TABLE 7
INFORMATION SOURCES

Percentages of men and women students who found out about continuing education opportunities through various channels

	<u>Women</u>	<u>Men</u>
from a friend	32%	30%
from a member of family	9	5
from a school previously attended	22	24
by contacting the college directly	42	38
from ads or stories in newspapers, radio, television	46	43
from a local community organization	12	5
other sources	8	3

Because of multiple responses, percentages total more than 100%

Twenty-one percent of the mid-career students in Rochester (21 percent women and 21 percent men) indicated that they applied to the school or college for financial aid. Of those who applied, 16 percent of the women and 14 percent of the men indicated that they had received some financial aid. An unusually large proportion, 63 percent of the students, reported receiving aid in the form of tuition or other cost-reimbursement from their employers. Thirteen percent were receiving aid in the form of Veteran's benefits.

When asked the general question as to whether they found that the courses that they wanted to take were available to them, over three-fourths of the students indicated that all or most of them were available. Twenty-eight percent of the women and 16 percent of the men indicated that few or none of the courses they wanted were available (Table 8).

TABLE 8
AVAILABILITY OF DESIRED COURSES OF INSTRUCTION
Percent of respondents who found that
courses they wanted were available

	<u>Women</u>	<u>Men</u>
All courses wanted were available	30%	37%
Most courses wanted were available	42	47
A few courses wanted were available	25	16
None of courses wanted were available	3	0

Of all the students in Rochester who responded to the questionnaire, eleven indicated that they felt that they would be "bothered" if most of the students in a particular class were younger than they. All of the students taking courses were returning adult students though they did range in ages from mid- or late-twenties to the late fifties.

In a summary questionnaire, the respondents were asked to indicate the extent to which they felt that their education or training program

had met the objectives they had in mind when they enrolled. About 87 percent of the students felt that some or all of the objectives they originally had in mind had been met by the programs they had taken or were taking. Approximately two-fifths of both men and women students felt that their objectives had been met completely.

TABLE 9

EDUCATIONAL OBJECTIVES

Percentage of men and women students, by degrees to which their education/training programs had met the objectives they had in mind when they enrolled

	<u>Women</u>	<u>Men</u>
Education program met objectives <u>completely</u>	41%	39%
Education program " <u>somewhat</u> " met objectives	45	54
Education program <u>did not</u> meet objectives.	7	5
"I am <u>too new</u> in the program to respond"	7	3

STATE POLICY RELATED TO
CONTINUING EDUCATION

Historically, support for postsecondary education in Minnesota, as in most states, has been focused on regular academic programs at undergraduate and graduate levels, and on research. Except for funds that were provided to the Agricultural Extension Service of the University of Minnesota, and to the Vocational-Technical Division of the State Department of Education, relatively few support dollars had been made available to adult or continuing education at the postsecondary level. However, during the past ten years the State's interest and concern about the role of continuing and adult education has grown. This has been reflected in the biennial Reports to the Minnesota Legislature of the Minnesota Higher Education Coordinating Board.

In its 1969 report, the HECB stated that continuing and adult education was an increasingly important form of public service and had an important role to perform in the future progress of Minnesota. The report made clear that "every public institution should be expected to maintain a significant program of public service which... has as its core a suitable program of continuing education."

The evolution of state policy supportive of continuing education for adults in the 1970's is reflected in the history of the development of the Rochester Consortium as this was recounted in a previous section of this case study report. However, the following review, from the state-wide perspective, is of value.

The 1971 Biennial Report of HECB called for the need to develop a comprehensive, coordinated statewide plan for the development of adult and continuing education and community service. It urged the legislature to fund programs in these areas at levels commensurate with programs of regular academic courses, thereby eliminating the cost differentials to students for day and evening classes. It requested appropriation of state funds which could be used as matching funds for Title I HEA grants to institutions to support continuing education and community service programs. It also urged that particular attention be given to the development of technologies for statewide networks of library, computer, radio, and television facilities. The 1971 Report also proposed establishment of an Interinstitutional Advisory Council on Community Service and Continuing Education as well as a Public Advisory Committee to maintain continuing review of the efforts of postsecondary educational institutions to meet the needs of the state's adult population.

By 1973, the pressures on the legislature from citizens in Rochester for a new university or a branch campus of the University of Minnesota

had been set aside because of the reluctance to make sizeable investments in new buildings for new campuses. But the pressures for additional postsecondary opportunities for adults in Rochester and other areas continued. The 1973 Legislature issued a challenge to the HECB and to institutions of postsecondary education to determine whether improvements in efficiency and effectiveness in meeting regional needs could be accomplished through increased cooperation and coordination of programs and inter-institutional planning within a specific geographical region. In response to the legislative mandate, three experimental regional postsecondary planning and coordination projects were established in Rochester, Wadena, and the Iron Range. In each case, the projects were funded under Title I HEA allocations with matching state funds. All became operational between September, 1973 and May, 1974, and they have continued their activities with the cooperation and participation of nearly all of the postsecondary institutions in each of these regions.

The 1975 Legislature appropriated \$150,000 for 1976 and a similar amount for 1977 to sustain the planning and coordination activities at these three regional consortium centers. This policy of providing modest amounts of state funding to support the staff planning and coordination work at these centers has continued and in 1977, a fourth regional consortium, in the southwestern portion of the state, was funded.

As currently organized and funded, the regional consortiums functioning as catalysts are working with the communities and the institutions in planning programs for the adult student clientele and also functioning as brokers and advocates for the adult students in their search for educational and training programs that fit their needs and desires. In order to offer the opportunity for enhanced planning and

programming, some incentive funds are needed. Developmental funds in institutional budgets are in short supply and competition for them is increasing. Within existing budgets, the regional projects have no risk capital. As a result, a number of worthwhile program experiments are delayed or not conducted. For example, there is no way to experiment with varying tuition schedules, and there is no way to contract for unique or special services even when the need is clearly identified. Furthermore, the ability to attract public and private grants is impaired by the unavailability of matching funds.

The HECB recommended that a discretionary development fund be established for the purpose of making selective investments through the regional projects in the following: program experimentation, equalization of student costs, contracting for special or unique services, development of inter-institutional programs, and meeting matching requirements for public and private grants. An appropriation of \$25,000 in 1976 and \$25,000 in 1977 was requested and funded.

Within each of the three regions served by regional consortium projects, significant progress has been made in the transfer and acceptance of (instructional courses) credit among participating institutions. The Commission recommended that "institutions participating in regional experimental projects be encouraged to continue expansion of the transferability and acceptance of credits earned from offerings under the aegis of the projects."

In its 1977 report to the Legislature, the HECB reported that after a careful examination of the available data and discussion with representatives of citizens in the regions (Rochester, Wadena, and Iron Range) in which the consortiums are located, it was convinced of the merits of the activities to date and the desirability of continuing them. Based

upon the experience of the past three years, it was apparent, however, that continued improvement was dependent upon the availability of at least minimal staffing for each of the centers (a coordinator, a student advisor, and secretary) and that continued support for the related aspects of participating institutions was needed, as well as the continued availability of minimal discretionary funds for each regional center. The Legislature appropriated the requested amounts of \$189,071 for 1978 and \$197,148 for 1979 for the four regional centers and acknowledged that institutional costs of participation in the consortiums (including costs of donated space) could be included in institutional budget requests.

* * * *

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-R28-

CASE STUDY:

OMAK, WASHINGTON

This community is nestled in a remote, mountainous region. It does not have ---and does not particularly want---a reputation for population expansion and precipitous industrial/technological change. But the people of the region, including residents of the Colville Indian Reservation, do want the opportunity for adult education and training that will improve their lives and economic well-being. There is no institution of postsecondary education within nearly 100 miles. Yet they have developed a local educational service which has enrolled nearly one in every twenty-five adults into college degree or occupational training courses.

THE COMMUNITY OF OMAK-OKANOGAN COUNTY

Located in the north central part of Washington, Okanogan County is the largest county in the state, containing 5,300 square miles (about the size of Connecticut) but only 26,400 population. That population is clustered in small communities in three major river valleys --- the Okanogan, the Methow, and the Columbia. The local population includes over 2,000 Native Americans living on the Colville Reservation, which occupies roughly 1.3 million acres in the southeastern quarter of Okanogan County.

The principal industries in the county are timber and agriculture --- orchards, hay, and cattle ranches. Crown Zellerbach is the single largest private employer. A large professional and paraprofessional staff is maintained by the forest service. Another major source of employment to county residents is provided by various government entities.

This county is considered to be economically disadvantaged. It usually has one of the highest unemployment rates in Washington State, and the mean average income is below the national average. However, many people willingly trade higher incomes for what they consider the quality of life in this area of towering mountains and fertile valleys where excellent hunting and fishing areas abound.

Prior to the establishment of the Okanogan County Educational Service, residents of the county had no local opportunity to obtain postsecondary education of any kind. Even the high schools did not offer evening adult classes. From the center of the county to the nearest postsecondary institution, Wenatchee Valley College a two-year

community college, is ninety-four miles. The nearest four-year college or technical/vocational school is one hundred and forty miles over a mountain pass with seasonally hazardous driving conditions four months of the academic year. These conditions made it impossible for county residents and members of the Colville Indian Tribes who could not leave the area to earn the benefits of postsecondary education.

The Okanogan County Educational Service is an educational brokering service in that it provides a professional career counselling service free of charge to anyone who comes to the front door. It advises them on the educational and vocational opportunities that are available to them for particular skills training and for two-year or four or more years of college degree work. It helps them obtain the financial aids to which they may be entitled, and it encourages and instructs mid-career adults in how to successfully reenter the process of education and learning. It is also the outreach branch of Wenatchee Valley College. In this capacity, it offers lower division collegiate instruction in Omak and in four other surrounding towns, as well as independent study programs via correspondence, radio and television.

Because this experience may offer a pattern for community action to many other parts of the country where local postsecondary educational opportunities are non-existent or insufficient, the community of Omak was selected for case study.

SOCIO-ECONOMIC INDICES^{1/}

Population:

Okanogan County	<u>26,900^{2/}</u>
Omak	<u>4,164</u>

Unemployed as percentages of labor force:

Okanogan County ^{3/} : high, February 1977	<u>16.1%</u>
low, October, 1977	<u>5.5%</u>
State of Washington (January 1978) ^{4/}	<u>7.7%</u>
U.S. Average (January 1978) ^{4/}	<u>6.3%</u>

Principal Occupations, as percentage of total employed:

Professional, technical, management	<u>19.7%</u>
Sales and Clerical	<u>15.2%</u>
Craftsmen and operators in industry and transportation	<u>23.3%</u>
Laborers, non-farm	<u>7.1%</u>
Farmers and farm laborers	<u>18.4%</u>
Service workers (includes private household workers)	<u>11.9%</u>

Education levels as a percentage of males and females 25 years old or older in county area, and relationship to total U.S. population at each level. (+ indicates greater than U.S.; - indicates less than U.S. ; -o- approximately same as U.S. distributions):

	<u>Males</u>	<u>Females</u>
Less than 8 years elementary	<u>11.4% (-)</u>	<u>9.0% (-)</u>
8 years elementary	<u>17.8% (+)</u>	<u>14.5% (+)</u>
1-3 years secondary	<u>19.0% (+)</u>	<u>22.0% (+)</u>
4 years secondary	<u>32.2% (+)</u>	<u>36.5% (+)</u>
1-3 years college	<u>9.6% (-)</u>	<u>11.1% (+)</u>
4 or more years college	<u>10.1% (-)</u>	<u>6.9% (-)</u>
Median schools years completed	12.1 yrs (o)	12.1 yrs (o)

1/ All data, unless otherwise indicated, is from the U.S. Census 1970.

2/ State of Washington Population Trends, April 1976.

3/ State, County, and Selected City Employment and Unemployment January-October 1977 Bureau of Labor Statistics

4/ Employment and Earnings March, 1978, U.S. Department of Labor, Bureau of Labor Statistics, Vol. 25, No. 3

PROFILE OF OMAK MID-CAREER STUDENTS

In the early months of 1977, there were approximately 350 adult residents of Omak and Okanogan County enrolled in continuing education programs offered through the Okanogan County Education Service (OCES).

The information on mid-career students in this community is based on ninety-six completed questionnaires which were returned from students in this area. This sample is equal to about one in every four students.

Eighty-one percent of the student respondents were taking courses through Wenatchee Valley College. Another eleven percent were taking courses through Ft. Wright College of the Holy Names, a four-year denominational college in Spokane. The remaining student respondents were taking or had recently taken courses offered by Central Washington State University, Eastern Washington State University, the University of Washington, and the Washington State University.

Sixty-five percent of the respondents were women, 35 percent men --- which approximates the division of enrollments at OCES.

TABLE 1
AGE GROUPS

Percentage of women and men students

<u>Age Groups</u>	<u>Women</u>	<u>Men</u>
under 30	21%	27%
30s	27	42
40s	24	21
50 or over	27	9

Columns total 100% with allowance for rounding numbers.

Seventy-seven percent of the women and seventy percent of the men were married. Thirteen percent of the women students and 12 percent of the men indicated they were divorced or widowed. Ten percent of the women and 18 percent of the men students listed themselves as single.

Eight-one percent of the women students had children 17 years of age or under who were living at home with them.

Native Americans were represented in the student population (12 percent) slightly higher than in the population as a whole (8 percent). Eighty-seven percent of the students were Caucasian as compared to 92 percent in the whole population of the county. Other ethnic groups in the student population, as in the general county population, accounted for less than one percent of the population.

The average combined family income of the students was a little over \$15,000, with 17 percent of the students have family incomes of less than \$5,000 per year. There was very little difference in annual family income indicated by women students and men students, except that the percentage of women students whose family incomes were in excess of \$20,000 was appreciably higher than the percentage of men students with family incomes in these brackets.

Most of the students pursuing education and training courses through OCES were employed full-time, as indicated in Table 2. Those employed either full-time or part-time accounted for 71 percent of the women students and 83 percent of the men students. The 20 percent of the students who indicated their work status as "student" undoubtedly included only those who consider their principal occupation as that of a student, even though they may be holding part-time or temporary jobs.

TABLE 2
PRESENT WORK STATUS
By percentages of women and men students
within indicated groups

	<u>Women</u>	<u>Men</u>
Employed full-time	48%	73%
Employed part-time	23	10
Unemployed	3	9
Homemaker	58	3
Volunteer worker	13	3
Welfare recipient	5	0
Retired person	3	3
Student	21	18
Presently looking for work	2	9
On lay-off from job	2	6
Others	5	3

Because of multiple answers, columns total more than 100%

The adult student population in Okanogan County apparently differs markedly from the general population in occupation pursuits. The percentage of students in the professional, technical, and management occupations (39 percent) was nearly twice the percentage in the general population (20 percent). Those in clerical and sales occupations were 22 percent among students and 15 percent in the general population. Craftsmen and non-farm laborers among students were 12 percent versus 30 percent in the general population. There were fewer farmers among the student population (8 percent vs. 18 percent), and a few more service workers among students (17 percent) than in the general population (12 percent).

The highest levels of education already attained by students as well as by their spouses was considerably higher than in the county population as a whole. The educational levels of students and of the students' spouses are shown in Table 3. The principal difference between the education levels of the students and those of their spouses is in the number of students who have associate degrees (or presumably expect shortly to receive them). This is because most of the degree-oriented courses taken through OCES are oriented to the associate degree. Other than this phenomenon, it is interesting to note that the highest education levels attained by women students is approximately the same as that of their spouses, though seven percent of the male spouses of women students have doctoral or professional degrees. In contrast, the spouses of men students have considerably lower educational levels. Only 17 percent of the men students have only a high school diploma or less, yet 43 percent of their spouses have high school diplomas or less. Seventy-eight percent of the men students are in educational levels from "some college" through the master's degree. While only 26 percent of their female spouses have attained education levels in these ranges.

TABLE 3
EDUCATION LEVELS OF STUDENTS AND SPOUSES

Percentage of students and their spouses by highest level of education attained

	Students		Spouses of	
	Women	Men	Women Students	Men Students
Elementary school or less	2%	0%	2%	3%
Some high school	0	7	3	13
High school diploma	16	10	14	27
Some college or training	36	32	37	20
Associate degree	23	36	3	3
Bachelor's degree	12	7	12	3
Some graduate school	7	0	3	0
Master's degree	3	3	0	0
Doctoral or professional degree	0	0	7	0
Other	2	6	3	3
Does not apply (not married)			15	27

Columns total 100%, with allowance for rounding numbers

(30 percent) than in the general population (12 percent). Those in the professional, technical, and management occupations were 28 percent among students and 20 percent in the general population. The number of student respondents engaged in clerical and sales occupations (33 percent) was slightly higher than in the general population (26 percent). There were markedly few craftsmen and non-farm laborers among the student population (5 percent vs. 44 percent).

The highest levels of education already attained by students as well as by their spouses was generally higher than in the two-county area population as a whole. The educational levels of students and of the students' spouses are shown in Table 3. The principal difference between the education levels of the students and those of their spouses is in the number of students who have some college training. It is interesting to note that the highest education levels attained by both men and women students is considerably higher than those of their spouses. Fewer than one-third of all student respondents have a high school diploma or less, yet about 40 percent of their spouses have high school diplomas or less.

TABLE 3

EDUCATION LEVELS OF STUDENTS AND SPOUSES

Percentage of students and their spouses by highest level of education attained

	Students		Spouses of	
	Women	Men	Women Students	Men Students
Elementary school or less	0%	0%	6%	0%
Some high school	2	0	4	22
High School diploma	25	30	30	22
Some college training	52	50	11	11
Associate degree	0	0	2	0
Bachelor's degree	4	10	4	0
Some graduate school	5	10	4	0
Master's degree	5	0	4	0
Doctoral or professional degree	2	0	6	0
Other	4	0	4	0
Does not apply (not married)			26	44

Columns total 100%, with allowance for rounding numbers

The most important finding of the survey and the one which is most pertinent to the theme of this project is that which relates to students' career plans.

The questionnaire asked respondents to identify themselves with one of five statements which were designed to classify them either as a present career changer (i.e. now changing or preparing to change to a new line of work with either a new employer or with their present employer), as a potential career changer (a person who would like to change to a new line of work at some future time), as a career upgrader (a person who is working for an advancement in his or her present career/line of work), or as a non-changer (one who prefers to stay on the present job or career for the foreseeable future).

More than three out of five men students and more than half of the women students identified themselves with one of the career change or advancement categories. Thirty-one percent of the women and forty-three percent of the men, are presently working towards a goal of advancing their career aspirations.

TABLE 4
DESCRIPTION OF CAREER PLANS

Percentages of men and women students who identified themselves with one of five categories of career change goals

<u>Change Category</u>	<u>Women</u>	<u>Men</u>
1. <u>Presently changing</u> careers	14%	26
2. <u>Presently changing</u> to new line of work, but with present employer	7	7
3. Would like <u>future change</u> of career (Potential changer)	24	23
4. Working for advancement in <u>present career</u> with same or new employer	10	10
5. <u>No change</u> of job or career in foreseeable future	46	36

Columns total 100%, with allowance for rounding numbers

COMMUNITY ORGANIZATION FOR MID-CAREER CONTINUING EDUCATION

In the late 1960's, a few of the citizens of Omak indicated their interest in continuing education and enrolled in some extension courses offered by Wenatchee Valley College.

In 1971, a group of civic leaders, educators, businessmen, and church leaders from small towns throughout the Omak-Okanogan County area gathered at a mountain retreat for a three-day workshop-conference which was sponsored by Wenatchee Valley College (WVC). Twenty-two WVC officials and two representatives of the University of Washington in Seattle met with the group to discuss the educational interests and needs of the people and the community's needs for educated and occupationally trained mid-career citizens. Among the outcomes of the conference were decisions to: (1) develop a community liaison group to facilitate communication with Wenatchee Valley College; (2) formalize and coordinate a community action group of representatives of the various communities, industries and existing agencies; and (3) hold periodic local conferences to review needs and give priorities to educational programs. Funds were secured later that year from Title III, HEA, to inaugurate a career counselling program; the major emphasis of which was to encourage the Indian people to go to college.

The strongest impetus to the adult postsecondary continuing education effort in Omak came with the return of Vietnam veterans who wanted to use their Veterans Educational Benefits. In 1973, a Veterans representative was hired to work in the Omak area, and a WVC faculty person began conducting multi-class courses on Friday evenings and Saturdays in book-keeping and accounting. But the veterans wanted more. They wanted occupational and academic programs that would lead to an associate degree.

In 1974, the Okanogan County Education Service (OCES) got off to a major start with a three-year grant from the Fund for Improvement of Postsecondary Education (FIPSE) which enabled Wenatchee Valley College to greatly expand its offerings to degree programs in Omak. The OCES counsellor that year travelled approximately 1,100 miles a month, visiting communities in a 60-mile radius of Omak and recruiting students --- practically all of them veterans and other adults. From an initial enrollment of 110, the program has grown in four years to over 400 students. Nearly half of these now look beyond the two-year associate degree program and express goals of obtaining a four-year baccalaureate degree.

The Okanogan County Education Service now operates from a building in Omak. (a former convent facility) to which have been added a row of four modern classroom-laboratories. It has organized outreach classes which are offered in surrounding communities, including two on the Colville Indian Reservation. They meet in schoolhouses, churches, local machine shops, and other locally-available spaces.

Title III, HEA, provided the original funds to expand the OCES career counselling center and to install a computer connection with the Washington Occupational Information System (WOIS). However, the counselling activities are now funded by the State through WVC, and Title III funds are used for vocational and other instructional activities. With a staff of full-time and part-time counsellors, it now interviews about 1,500 persons a year, encouraging people to further their education or training, offering professional counselling, education planning, aptitude and interest testing, as well as assistance on financial aids and application procedures.

Finding four-year college degree opportunities for people bound to their homes in this region has not been easy for OCES. Fort Wright College of Holy Names, a four-year Catholic liberal arts college located in Spokane, 140 miles east of Omak, became interested in offering degree

courses to members of the tribes on the Colville Reservation. Residents of the Reservation are assisted in their college education ambitions by a variety of financial aid programs ranging through the regular state and federal aid programs to funds from the Bureau of Indian Affairs and the local tribal treasury. These are administered by a highly organized tribal educational council.

The Fort Wright external degree offerings are taught by OCES at facilities on the Reservation. The two major areas of emphasis are teacher education and wild life management. Many of the courses are taught by OCES-WVC faculty who are hired as adjunct faculty and supervised by Fort Wright College, which also sends one member of its own faculty to Omak each semester to offer courses in his or her specialty. The College also offers limited degree credit for experiential and prior learning.

The Fort Wright program presently enrolls about 40 students. Most of these are Indian tribal students, but the program is open to others as well. However, the tuition costs of this private college (\$60 per semester unit) make the program prohibitive for many local people.

Okanogan County Education Service has made strong efforts to bring four-year programs to Omak from the Washington public colleges and universities with only limited success. A few students have been enrolled in the external degree program of Eastern Washington State University. These are largely self-instruction programs with summer school residency requirements. From time to time other students have been enrolled in external degree programs of other state public institutions. The different institutional policies of each institution, such as a minimum class enrollment of twenty students in each course or insistence upon traditional modes of teaching, make sustained programs through OCES in Omak nearly impossible. However, OCES and WVC are currently working with the

Washington State University in Pullman to extend their instructional television network to the Okanogan area. This may eventually make baccalaureate level credit courses more available to students in this area.

INSTITUTIONAL PROGRAMS FOR ADULT CONTINUING EDUCATION

Wenatchee Valley College offers a variety of services in Omak and Okanogan County. Individuals may take courses which will lead to a number of two-year degrees: (1) Associate in Arts (AA) degree; (2) Associate in General Studies (AGS) degree; (3) Associate in Applied Arts (AAA) degree; and (4) Associate in Applied Arts Certificate. The program is designed to enable individuals to earn college credit by means of:

Classroom Teaching - The college faculty or adjunct faculty teaches fully accredited courses offered in the WVC college catalog in regular classrooms, occupational laboratories, or shops. However, several of the catalog courses are not taught in Omak because of the lack of technical facilities or lack of local interest.

Credit-by-Examination - WVC is a testing center for the College Level Examination Program (CLEP). An individual may earn up to a year's credit for knowledge and skill acquired outside a college classroom. A student may also challenge individual courses by examination.

Certification - In some cases, an individual may be granted college credit for knowledge acquired in his/her occupation. WVC faculty, upon examination of work experience records and by personal interview, may certify that the individual already knows the material of a course and may recommend that course credit be granted.

Supervised Study - An individual may enroll in courses offered in the WVC catalog and complete the work through individual study and regularly scheduled conferences with an instructor or OCES staff.

Internships - An individual may receive credit for skills learned through on-the-job training, by "contracting" with OCES and the employing agency. An OCES staff person is responsible for assisting the individual to analyze his/her learning and to communicate and evaluate it.

Independent Study - An individual may enroll in a class, obtain the syllabus, outlines, and reading lists, and mid-term tests, and by using these, prepare for the final examinations. Or an individual has the option to propose a study program and "contract" for the learning with OCES.

Community Involvement - Another alternative available to students is to perform volunteer work for public or private non-profit organizations and earn up to fifteen credits for the experiences. Credits are given in the related academic field upon fulfillment of the Community Involvement Program (CIP) contract.

Cooperative Education - The college offers a cooperative work-study program which allows individuals to alternate between on-campus study and off-campus work in the field of their choice. Students learn and (earn) for periods of three or six months, then return to the campus. Credit is granted for well-planned experiences with a bonafide employer which fits a student's educational goals.

Individualized Learning Kits - A limited number of courses are available to students to study in their homes via correspondence, radio, and/or television. OCES arranges for tutors and faculty members to lead discussions for students using this method of study.

The OCES-WVC program at Omak also offers a program to those persons who wish to take courses to complete a high school diploma. These individuals may take their classroom instruction and general education

(GED) examinations through the College, or they may take courses at their local high school and at OCES and receive their diploma from the high school.

The administration of vocational-training programs presents some special problems in an area such as this with sparse population and limited demand for particular occupational skills. OCES has developed a concept of "phase in/phase out" in their planning of programs for certain occupations. One example is the training program for law enforcement officers. When first introduced, the program was very popular for about two years, until the local job opportunities were about filled. Then enrollments dropped off considerably until more local job opportunities opened up. Now, the program is back to higher levels. This experience gave rise to the idea of phasing programs in as they anticipate a rise in job opportunities, then phasing them out for a period when the job market is sated and until such time as job opening prospects reappear. The Licensed Practical Nurse program offers another example. This program, financed by CETA funds, was offered in the past until the need for local LPN's was largely filled and the CETA funds withdrawn for other priority classifications. Now, the LPN program is being revived for two 11-month programs of 12 candidates per program. A local hospital again has obtained the CETA funds and these, with some funds provided by the State, are financing the program for this period. After the second year, the program may again be temporarily phased out. The WVC Associate in Applied Arts program in Forestry has recently been installed in Neselem, on the Colville Reservation, to supply a local need for foresters trained in the particular needs of the forest products industry on the Reservation. This program will be phased out when the demand has been met, until such time as new job openings in that area reappear.

This phase in/phase out concept is particularly worthwhile because it allows OCES and the College to rotate available funds among changing

priorities in the occupational training field. It offers problems only when costly teaching laboratory investments are required for courses that do not sustain enrollments on a constant basis. However, in some cases, this can be overcome by renting facilities during off-hours from local businesses or industrial firms.

Currently about 70 WVC courses are offered in the Omak classrooms or in the laboratory and shop facilities of nearby Okanogan High School. Nineteen courses are offered in the OCES program at Brewster (33 miles south of Omak on the Columbia River); 16 courses are offered at Nespelem (40 miles to the east on the Colville Reservation); 14 are offered at Oroville-Tonasket (50 miles to the north, near the Canadian border); and 6 are offered at Twisp (located in the Methow Valley 37 miles to the west).

Continuing education for mid-career adults in the public postsecondary institutions in Washington, as in most other states, is required to be financially self-supporting. The Wenatchee Valley College full-time rate tuition fee (10 or more credits) is \$83.00 per quarter, plus books and incidental fees. Part-time students pay \$10.30 per credit hour. Programs offered by the State Universities (i.e., Eastern Washington, Central Washington, and Evergreen) are \$20.00 per semester quarter hour for undergraduate credit and \$22.00 per semester quarter hour for graduate credit.

STUDENT EXPERIENCES WITH CONTINUING EDUCATION

Students were questioned in detail about their instructional programs and their experiences as adult students reentering education. Their responses indicate the goals they are pursuing and their needs as students. They also offer some indication of how well their needs are being met.

Most mid-career students at Omak are taking courses which will lead them to an associate degree. More are in a general studies curriculum, fewer in the applied fields. In spite of the limited opportunity available to them, many hold the hope of continuing to the bachelor-degree level.

We have seen (Table 4, page 1010) that more than half of the women and two-thirds of the men have personal ambitions related to career change or advancement. Yet, apparently they regard a higher level of general education as more important to their advancement than training in a specific field. Practically all of the Omak students indicated they had entered or reentered college to increase their general knowledge and to take advantage of the opportunity for personal enrichment and personal advancement. They entered into their education programs with less calculated planning, and they seem to have been less interested in professional counselling than is the case in the other communities studied. In spite of the limited offerings, they seem reasonably satisfied that their education program is meeting the objectives they had in mind when they enrolled.

When the Omak students were asked to indicate the importance of each item in a long list of possible reasons for their reentry into formal education (Table 5), the responses reflected both their educational ambitions and the degree to which the OCES programs accommodated their personal needs.

TABLE 5

REASONS FOR DECISION TO REENTER SCHOOLING

Percentage of students indicating various reasons that were "Very Important" or "Somewhat Important" in their decision to "go back to school"

Opportunity for personal enrichment/development/general knowledge.....	96%
Could get courses that fitted personal time schedule.....	90
Could get courses near to home/work place.....	88
Opportunity for part-time study.....	79
Courses (or major) I wanted were offered.....	77
To satisfy personal desire to have a college degree.....	59
Could pace my own learning.....	55
Low tuition (cost).....	52
Good reputation of school or a particular program.....	49
Availability of financial support.....	44
The way to meet job requirements.....	37
Opportunity to get credit for life/work experiences.....	37
Friends were taking this program.....	19
Easy way to get a degree/certificate.....	18
My family wanted me to go.....	17
My employer wanted me to go.....	6

Because of multiple responses, percentages total more than 100%

In order to measure the amount of thought mid-career students had given to their career and education planning, respondents were asked to indicate which of a series of planning steps they had taken (Table 6).

About one-half of the Omak students indicated that they had done some thinking about a career change and about the same percentage had planned on additional education as a means of preparing them for a new career. Somewhat fewer, however, had developed a systematic education plan and about one-third were taking courses which were part of a planned program.

Since all respondents were students, these data seem to indicate that between one-half and two-thirds of them were taking course work while they were still in the process of developing their eventual career plans.

TABLE 6
EXPERIENCES IN PLANNING FOR CAREER CHANGE

Percentage of students who indicated
they had undertaken various planning steps

No planning.....	26%
Thinking about planning a career change for some time.....	50
Looked over lists of jobs that might interest me.....	27
Learned about possible new careers through previous work experience.....	21
Sought information from state employment office.....	11
Sought information from people now in chosen career(s).....	36
Actively sought to expand my knowledge of different career options.....	27
Looked into agencies that offer job skills training.....	7
Sought advice of college in area.....	21
Used local agency offering career planning services.....	1
Planned additional education to prepare for career change.....	54
Developed systematic education plan to accomplish career change.....	33
Presently taking courses which are part of education plan for career change.....	39
Filed job applications which should lead to new career.....	14

Because of multiple responses, percentages total more than 100%

Since, in Omak, the "local agency offering career planning services" and the college counselling office are the same, these totals should be combined.

Twenty-three percent of the women and 42 percent of the men respondents indicated that they had felt the need for some counselling about the job or line of work they should try to get into. Of these, 42 percent of the women and 42 percent of the men stated that they had received this help. They named OCES, WVC, their employers, and others as the source of their counselling help. Seventy percent of the women who received counselling felt that they had received "good advice."

Fifty-seven percent of the men felt that they had received "good advice." Asked if they would have been willing to pay for career counselling services, 35 percent of the women and 39 percent of the men responded affirmatively. Asked if they would have been willing to pay for career counselling services, 35 percent of the women and 39 percent of the men responded affirmatively.

In order to provide some indication of the effectiveness of various channels for disseminating information about continuing education opportunities, respondents were asked "how did you find out about the education/training opportunities that were available to you?" Ads or stories in newspapers, radio, and television attracted the largest percentage of women students, but most men learned of these opportunities by word-of-mouth from friends.

TABLE 7
INFORMATION SOURCES

Percentages of men and women students who found out about continuing education opportunities through various channels

	<u>Women</u>	<u>Men</u>
from a friend	30%	58%
from a member of family	9	5
from a school previously attended	13	23
by contacting the college directly	22	10
from ads or stories in newspapers, radio, television	50	29
from a local community organization	7	3
other sources	12	16

Because of multiple responses, percentages total more than 100%

Eighteen percent of the women and 25 percent of the men indicated that they had applied for financial aid. Twenty-two percent of the women and 44 percent of the men reported that they had received financial aid, thus indicating that some people who did not apply for aid nevertheless received it, presumably from the Colville Tribes, employers or other sources.

When asked the general question as to whether they found that the courses that they wanted to take were available to them, a little over half of the students indicated that all or most of them were available. Forty-six percent of the women and 30 percent of the men indicated that few or none of the courses they wanted were available (Table 8). This information probably reflects the somewhat limited number of courses offered. A number of courses in the Wenatchee Valley College Catalog and many of the Fort Wright College courses cannot be given in Omak or surrounding communities because of the small demand for them or because the technical facilities needed for some requested courses are not readily available.

TABLE 8

AVAILABILITY OF DESIRED COURSES OF INSTRUCTION

Percent of respondents who found that courses they wanted were available

	<u>Women</u>	<u>Men</u>
All courses wanted were available	17%	12%
Most courses wanted were available	36	58
A few courses wanted were available	45	30
None of courses wanted were available	1	0

Of all the students in Omak who responded to the questionnaire, only two indicated that they felt that they would be "bothered" if most of the students in a particular class were younger than they. All of the

students taking courses through OCES are returning adult students though they do range in ages from mid- or late twenties to the late fifties.

In a summary question, the respondents were asked to indicate the extent to which they felt that their education or training program had met the objectives they had in mind when they enrolled. About three-fourths of both the men and the women students felt that some or all of the objectives they originally had in mind had been met by the programs they had taken or were taking. Approximately one-third of the students felt that their objectives had been met completely.

TABLE 9

EDUCATIONAL OBJECTIVES

Percentage of men and women students, by degrees to which their education/training programs had met the objectives they had in mind when they enrolled

	<u>Women</u>	<u>Men</u>
Education program met objectives <u>completely</u>	36%	28%
Education program " <u>somewhat</u> " met objectives	42	47
Education program <u>did not</u> meet objectives	9	13
"I am <u>too new</u> in the program to respond"	14	13

STATE POLICY RELATED TO
CONTINUING EDUCATION

In recent years, the Washington State Senate has expressed its interest in the matter of continuing education for mid-career adults and of off-campus instruction through the adoption of floor resolutions calling upon the Council for Postsecondary Education to review the issues involved. Although adopted two years apart, these resolutions are linked in their intent.

The first senate resolution (SFR 1974-218 adopted February 12, 1974) directed the Council to conduct a review of existing extension and correspondence courses to determine the appropriate roles of the various institutions, to examine newly developed off-campus course offerings and programs, and to prepare guidelines and procedures for the adoption of new programs, giving specific attention to cooperative approaches among the institutions.

Two years after the adoption of the first resolution, a second senate resolution (SFR 1976-221) was adopted. This resolution reflected an evolution of legislative thought on the subject of off-campus instruction. It directed the Council for Postsecondary Education to consider in the general study of off-campus offerings the possibility of requiring that public institutions obtain Council approval before initiating or expanding educational services outside of their primary geographical service areas. It contained statements reflecting a rather clear concern that institutions might seek to off-set declining on-campus enrollments by offering off-campus courses at distant locations and thus incur intramural competition and service overlap. While the apparent emphasis of the 1974 resolution was support for expanded access through off-campus instruction, that of the 1976 resolution was one of concern for coordination and public accountability. Both of these resolutions were oriented more toward potential rather than then-current problems.

Presently, the Council's responsibility with respect to institutions in the matter of the coordination of continuing education and off-campus offerings is confined to reviewing and making recommendations to the institutions, the Legislature, or the Governor. The Council does not regulate such offerings through review of them for its own approval or disapproval. At this time the only real control of institutional programs is through the budgetary process. Even so, institutions are appropriated a specific budget by the State and when unspent budget surpluses can be

projected (as for example an unexpected drop in on-campus enrollments) the institutions are free to use these funds for whatever programs they feel are appropriate. With the slackening of on-campus enrollments, the number of off-campus courses (primarily for adult students) has increased 15 percent to 20 percent each year for the past several years.

The Council is very much aware of the fact that off-campus credit instructional offerings are a growing phenomenon in Washington State. They have addressed this subject and the matter of meeting the educational demands of nontraditional age clientele in Planning and Policy Recommendations for Washington Postsecondary Education: 1976-1982. It addresses itself to four primary goals for Washington Postsecondary Education, in terms of (1) responsiveness, (2) access, (3) diversity, and (4) coordination.

Under *responsiveness*, it states that postsecondary education must respond to the full range of adult educational needs, and points out that program quality standards must be a constant concern. It states that *access* to education for all persons beyond high school age who desire it and can benefit from it is a basic goal. It defines "all persons" specifically in terms of race, sex, ethnic origin, ~~socio-economic~~ status, age beyond traditional high school age, and by geographical isolation. It calls for the reduction of barriers to access for those lacking in prerequisite educational backgrounds or lacking in financial means. In discussing *diversity* it urges the development of a variety of institutions and program options and the utilization of all educational resources. It specifically mentions off-campus facilities, television and other nontraditional delivery systems, credit for experiential learning, life-long learning programs, and the need for expert guidance and counselling services. Under the subject of *coordination* it emphasizes the requirement for coordination of all educational resources to improve program effectiveness and services to the public within a context of financial feasibility."

These statements seem to establish a set of policies supportive of continuing education and occupational training for mid-career adults. Their execution, however, depends upon the persuasive abilities (but not the authority) of the Council on Postsecondary Education. New educational development proposals --- in Washington as in other states --- have to compete for funding priority with other societal needs.

The institutions themselves will have to use their present authorities and establish their policies in many of the suggested areas in a more coordinated manner and in ways that are more responsive to the "nontraditional" mid-career students which throughout the state are seeking accommodations for their continuing education and training needs. The orderly growth of adult and professional continuing education in Washington will depend upon the persuasiveness of the cases made for new programs by the Council and by the institutions to the Legislature.

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CASE STUDY:

CHICO AND NORTHEASTERN CALIFORNIA

This large, sparsely-populated rural area, with many small communities relatively isolated from each other, was demonstrably in need of community services and opportunities for further educating and training its adult population. A strong consortium of public postsecondary institutions centered at Chico developed a network which cooperatively originates and delivers educational and training programs as well as cultural and community welfare services. The network consists of inter-institution, inter-community sharing of instructional materials, programs, and faculty, as well as a television network which is the delivery system for many of these resources.

THE COMMUNITY OF CHICO-NORTHEASTERN CALIFORNIA

The "community" of Northeastern California is actually a network of communities bonded together by the common economic, welfare, and educational needs of four hundred thousand people spread through an eleven-county area which is as large as the whole state of Ohio (39,298 square miles). This study treats the whole area as a single community, both because of the presence of common interests and needs and because a single educational consortium provides a network of social and educational services which reaches into almost every community in the area, giving administrative support and direction as well as assisting in the funding of local and cooperative educational programs and community projects.

The area is predominantly rural. The largest community center, Chico, has a population of about 20,000 people. More than three-fourths of the population resides in very small towns and rural areas. Some of the land area lies in the northern section of California's great Central Valley, where rice and orchard crops predominate, but most of the land in this eleven-county area is mountainous, with small crop-raising valleys and hundreds of small lumber and mining towns, many of them largely isolated from each other by mountain ranges and winter snows.

Through most of this decade this area has experienced economic distress. Per-capita income, for example, is considerably lower than the average for the state as a whole. Lumbering, the manufacture of forest products, and mining have been hard hit, and they account for a high rate of unemployment and underemployment.

Furthermore, the highly seasonal nature of lumbering and farming work causes great fluctuations in employment. For example, in October of 1977, before winter rain and snow halt the harvesting of lumber and agricultural crops, unemployment in these counties was only slightly

greater than the State average (see data on page). However, in the previous January, unemployment had been nearly double the October figures, and in some counties, January unemployment was three times the October rate (e.g. Lassen County 18.1% vs. 5.8%; Plumas 24.1% vs. 7.7%; and Siskiyou 19.0% vs. 7.5%).

In recent years, improved highway systems have made parts of this area more easily accessible to population centers to the south, and this has increased the number and size of resort establishments which operate both summer and winter. A number of new light industries have also developed in some areas, primarily concerned with food and wood products technologies.

A study of this eleven-county area conducted by the California Coordinating Council for Higher Education in 1972 revealed a comparatively low level of educational attainment of adults, however, a key finding of this education-needs survey was that 45 percent of the adult population would be interested in continuing their education somewhere in the area if the opportunity were available. Twenty-five percent of these desired to attend college but could not do so for family reasons (inability to leave the home), or for reasons of distance or because they had to work full-time.

Since the time of the Coordinating Council study, a strong cooperative network of all public postsecondary educational institutions in the area has been formed, and several member colleges have established small networks of outreach educational centers in rural and often remote communities in their outlying districts. They have cooperatively developed community improvement programs and instructional programs that have created new learning opportunities for adults throughout the region. A television network now links many communities and is being expanded as funding permits.

This large community area was selected for study because it offered an interesting model of educational and community service networking which might well be adapted in other areas. The total civic and educational value of this enterprise to the service area is unquestionably far greater than would have been the sum of the individual institutional efforts if they were working alone and in relative isolation from each other.

The study of this community was focused on two areas --- on the city of Chico, where the central office of the consortium organization is located and where California State University-Chico provides an external degree service which is utilized throughout the area --- and in the town of Weed, where the local community college serves adult continuing education students living in and near the town and also serves adult populations through a network of ten outreach education/learning centers in small and often isolated towns up to one hundred and fifty miles distant. This outreach program network at Weed is illustrative of similar outreach networks of other community colleges in the consortium.

SOCIO-ECONOMIC INDICES^{1/}

Population:

Eleven-county area 407,025

Unemployed as percentages of labor force:

Eleven-county area ^{2/} : high, January 1977	<u>14.7%</u>
low, October 1977	<u>7.6%</u>
State of California ^{2/} (October, 1977)	<u>6.1%</u>
State of California ^{3/} (January, 1978)	<u>7.9%</u>
U.S. Average ^{3/} (January, 1978)	<u>6.3%</u>

Principal Occupations, as percentage of total employed:

Professional, technical, management	<u>23.3%</u>
Sales and Clerical	<u>21.8%</u>
Craftsmen and operators in industry and transportation	<u>25.3%</u>
Laborers and non-farm	<u>6.2%</u>
Farmers and farm laborers	<u>8.4%</u>
Service workers (include private household workers)	<u>15.0%</u>

Education levels as a percentage of males and females 25 years old or older in the eleven-county area, and relationship to total U.S. population at each level. (+ indicates greater than U.S.; - indicates less than U.S.; -o- approximately same as U.S. distributions)

	<u>Males</u>	<u>Females</u>
Less than 8 years elementary	<u>12.0%</u> (-)	<u>8.5%</u> (-)
8 years elementary	<u>13.1%</u> (+)	<u>11.5%</u> (-)
1-3 years secondary	<u>18.8%</u> (o)	<u>21.0%</u> (+)
4 years secondary	<u>31.0%</u> (+)	<u>36.4%</u> (+)
1-3 years college	<u>14.5%</u> (+)	<u>14.8%</u> (+)
4 or more years college	<u>10.6%</u> (-)	<u>7.8%</u> (-)
Median school years completed	12.2 yrs (+)	12.2 yrs (+)

^{1/} All data, unless otherwise indicated, is from the U.S. Census 1970

^{2/} State, County, and Selected City Employment and Unemployment: January-October 1977, Bureau of Labor Statistics

^{3/} Employment and Earnings, March 1978, U.S. Department of Labor, Bureau of Labor Statistics, Vol. 25 No.3

PROFILE OF CHICO-NORTHEASTERN CALIFORNIA MID-CAREER STUDENTS

The student group which provided the basis for the survey in the eleven-county area of Northeastern California was drawn from those mid-career persons who were participating or had recently participated in the Chico State External Degree Program, the programs offered by the College of the Siskiyous, or programs at one of the outreach centers operated by COS in small rural communities surrounding the town of Weed. The descriptive data which follows is based upon 148 responses from that group.

Forty-one percent of the student respondents were taking courses through the external degree program of California State University at Chico, and another 41 percent were taking courses through the College of the Siskiyous, either at Weed or at one of the COS outreach centers. The remaining student respondents were taking or had recently taken courses offered by the University of California at Davis, Shasta Community College, Lassen Community College, or Southern Oregon State College.

Respondents were relatively evenly distributed by sex --- 54 percent women and 46 percent men. The women students were somewhat older than the men students (Table 1).

TABLE 1
AGE GROUPS

Percentage of women and men students

<u>Age Groups</u>	<u>Women</u>	<u>Men</u>
under 30	10%	21%
30s	38	50
40s	35	19
50 or over	17	10

Columns total 100% with allowance for rounding numbers

Eighty-four percent of the women and 87 percent of the men were then married. Fourteen percent of the women and three percent of the men indicated they were divorced or widowed. Three percent of the women and 10 percent of the men listed themselves as single.

A large majority of the women in the Chico-Northeastern California area who were enrolled in continuing education programs still had the responsibilities of taking care of children. Eighty-nine percent of the women students indicated that they had children 17 years of age or under who were currently living at home with them.

Native Americans were represented in the student population (3 percent) slightly higher than in the population as a whole (1 percent). Caucasians in the student population, as in the general eleven-county population, accounted for 96 percent of the population. Blacks were represented in the student population (1 percent) slightly lower than in the population as a whole (1.5 percent).

The average combined family income of the students was a little less than \$19,000, with 8 percent of the students having family incomes of less than \$5,000 per year. There was very little difference in annual family income indicated by women students and men students, except that the percentage of women students whose family incomes were less than \$5,000 was appreciably higher than the percentage of men students with family incomes in these brackets.

Most of the student respondents were employed full-time, as indicated in Table 2. Those employed either full-time or part-time accounted for 69 percent of the women students and 98 percent of the men students. The ten percent of the students who indicated their work status as "student" undoubtedly included only those who considered their principal occupation as that of a student, even though they may be otherwise employed.

TABLE 2
PRESENT WORK STATUS
By percentages of women and men students
within indicated groups

<u>Status</u>	<u>Women</u>	<u>Men</u>
Employed full-time	46%	88%
Employed part-time	23	10
Unemployed	6	0
Homemaker	52	2
Volunteer worker	9	0
Welfare recipient	1	0
Retired person	1	0
Student	11	9
Presently looking for work	5	0
On lay-off from job	0	3
Others	3	3

Because of multiple answers, columns total more than 100%.

The student group in the Chico-Northeastern California area apparently differs markedly from the general population in occupation pursuits. There were nearly twice as many students in the professional, technical, and management occupations (55 percent) than in the general population (23 percent). Those in clerical and sales occupations were 16 percent among students and 22 percent in the general population. Craftsmen and non-farm laborers were represented considerably lower in the student group (3 percent) than in the general population (32 percent). There were fewer farmers among the student population (5 percent vs. 8 percent), and a few more service workers among students (17 percent) than in the general public (15 percent).

The highest levels of education already attained by the student respondents as well as by their spouses was considerably higher than in

the eleven-county area population as a whole. The educational levels of the students and of the students' spouses are shown in Table 3.

TABLE 3

EDUCATION LEVELS OF STUDENTS AND SPOUSES

Percentage of students and their spouses by highest level of education attained

	Students		Spouses of	
	Women	Men	Women Students	Men Students
Elementary school or less	0%	0%	5%	0%
Some high school	4	2	11	0
High school diploma	13	2	16	31
Some college or training	27	24	21	15
Associate degree	24	21	7	19
Bachelor's degree	12	12	12	9
Some graduate school	9	26	12	8
Master's degree	3	9	4	2
Doctoral or professional degree	0	3	4	0
Other	8	2	0	4
Does not apply (not married)			5	6

Columns total 100%, with allowance for rounding numbers

The most important finding of the survey and the one which is most pertinent to the theme of this project is that which relates to students' career plans.

The questionnaire asked respondents to identify themselves with one of five statements which were designed to classify them as either a present career changer (i.e., now changing or preparing to change to a new line of work either with a new employer or with their present employer), a potential career changer (a person who would like to change to a new line of work at some future time), as a career upgrader (a person who is working for an advancement in his or her present career/line of work), or as a non-changer (one who prefers to stay on the present job or career for the foreseeable future).

Approximately three out of four men students and more than half of the women students identified themselves with one of the career change or advancement categories. Thirty-two percent of the women students and 47 percent of the men are presently working towards a goal of advancing their career aspirations.

TABLE 4
DESCRIPTION OF CAREER PLANS

Percentages of men and women students who identified themselves with one of five categories of career change goals

<u>Change Category</u>	<u>Women</u>	<u>Men</u>
1. <u>Presently changing</u> careers	15%	10%
2. <u>Presently</u> changing to new line of work, but with present employer	0	8
3. Would like <u>future change</u> of careers (Potential changer)	26	18
4. Working for advancement in <u>present career</u> with same or new employer	17	39
5. <u>No change</u> of job or career in foreseeable future	42	25

Columns total 100%, with allowance for rounding numbers

COMMUNITY ORGANIZATION FOR MID-CAREER CONTINUING EDUCATION

In the late 1960's the community colleges in this area formed an inter-institutional planning council, the purpose of which was to stretch their limited resources, particularly in the planning and provision of vocational and career education programs. Following the California Coordinating Council's study of educational needs in this area, the community college planning council was broadened to include the two universities which offered important educational program resources, the California State University at Chico and the University of California, Davis. In late 1972, the first professional staff was hired and the consortium was reorganized a year later as the Northeastern California Higher Education Council (NCHEC).

Member institutions of NCHEC are six community colleges --- Butte College in Oroville, College of the Siskiyous in Weed, Feather River College in Quincy, Lassen College in Susanville, Shasta College in Redding, and Yuba College in Marysville-Yuba City --- and California State University-Chico and the University of California, Davis. The latter, while not located in the eleven-county area, is nearby and has provided a valuable resource of educational materials and programs to the consortium. These member institutions are the only postsecondary accredited institutions, private or public, in this area.

The primary emphasis of this organization has been that of reaching out to the nontraditional student, particularly the mid-career adults in the remote areas whose prior education was interrupted for personal or financial reasons, or lack of educational opportunities near to their home or place of work.

NCHEC provides a mechanism for promoting inter-institutional cooperation among its member colleges and universities as well as cooperative liaison with county and state governments, and with local and area-wide business, civic, and public welfare organizations. It provides a forum and a clearinghouse for sharing information and ideas and organizing programs in a response to educational and vocational training needs throughout the area. NCHEC provides a number of supportive services to member institutions and provides the means of circulating films, videotapes, and books amongst colleges and outreach learning centers. The Council utilizes a mobile van to transport staff, equipment, and supplies to remote communities to conduct workshops in consumer education and early childhood development.

NCHEC is organized around a Policy Board made up of the presidents and chancellors of the eight collegiate member institutions. It meets two or three times each year to develop policy, review programs, and

provide general guidance to the Council. The NCHEC Executive Committee, composed of academic administrators from each of the member campuses, gives day-to-day direction to the Council's activities and programs, working with the professional staff which is headed by an executive director. There are five standing committees which concern themselves with matters related to continuing education, vocational education, instruction, student personnel services, and learning resources.

The basic operating costs of the Council organization are borne by the members through a dues structure based for the community colleges on average daily attendance and dues for the two university members are assessed as flat sums. Many individual programs are supported by grants from State and Federal agencies. In 1977, for example, these included three in the field of health services and education, two financed consumer education programs, and another aided the rural outreach programs. Most of the operational costs of the outreach programs have now been assumed by community colleges throughout the area.

The NCHEC staff is headed by an Executive Director, assisted by a secretary and one student assistant. Working under the administrative supervision of the Executive Director are the Project Directors (currently three who administer separately-funded project activities). Each of these has one or two staff support persons engaged by the projects as program assistants, research assistants, media specialists, and/or clerical or secretarial support. Basic annual operating costs of the Council run in the area of \$70,000. About forty percent of this amount comes from the membership dues with the remainder supplied by portions of grants and contracts which can be allocated to basic operations. The following review of NCHEC activities and projects is based on their

fiscal year 1976-77. Since the details and scope of the Council's activity changes and progresses from year to year, this review will be generally descriptive of its work.

NCHEC takes a leading role in regional planning through a contract to provide administrative services to five Regional Adult and Vocational Educational Councils (RAVEC's). Each of these was funded by the California Legislature (AB 1821) for the purpose of developing adult and vocational educational programs and avoiding unnecessary duplications of the courses and programs offered by high schools, community colleges, and regional occupation programs. NCHEC activities have included conducting an inventory of all adult and vocational programs and courses, initiating joint inservice training activities for faculty, and draft articulation and delineation-of-function agreements. The intent of these activities is to develop ways of making it easier for students to move from one level to another and build upon prior learning experiences.

NCHEC administers or works with a number of projects related to health services. Its Nursing Subcommittee has existed since 1976 as a part of NCHEC and as a regional "mini-consortium" for the Northern California Consortium for Continuing Education in Nursing which is based in San Francisco. The NCCEN field representative for northeastern California is housed at the NCHEC offices in Chico and serves as staff for the nursing activities of the Council. One of the projects in this program was the design and implementation of a live, interactive television series for rural nurses, funded from a grant from the Vocational Education Act. The aim of this and other programs is to help licensed nurses meet their continuing education needs as required under state law for relicensure.

Another health services project of NCHEC was the preparation of an inventory of ambulatory care settings in the region. Ten students in a health planning class at California State University-Chico were employed to conduct the inventory under the supervision of their faculty.

The Health Manpower Council of Northeastern California acts as an advisory group to NCHEC and has placed a high priority on consumer health education. A joint task force chose for an initial development the organization of health fairs in remote rural locations. Working with regional representatives of Heart, Cancer, Lung, and Diabetes Associations, medical councils, county health departments, and nearby community colleges, health fairs were organized at two demonstration sites and a handbook for planning and implementing future events was prepared.

Another service of particular interest in the field of health care is the development by NCHEC of a Regional Data Bank for Health Manpower. This is a computerized system of maintaining records of all health manpower personnel in Northeastern California. Student assistance was utilized to transfer the data from tapes furnished by the State Department of Consumer Affairs to modes useable by the California State University-Chico's Computer Center and to write the necessary programs for extracting data for any needed use.

Project OPEN is a three-year program funded by the Division of Nursing, Department of Health, Education, and Welfare. It is designed to articulate the nursing training programs at all levels -- nurses' aides, the LVN, the ADN, and baccalaureate programs offered by collegiate institutions in this area. By cooperative agreements amongst the colleges, the project is remodelling the nursing instructional curriculum to train students for the various levels of nursing and to enable practicing nurses to upgrade their skills and progress professionally.

In the remote areas of Northeastern California, the low-density of population makes it nearly impossible to gather enough adults

together at the same time and place to offer conventionally instructed courses in any one subject. Under Title I funding from the California Postsecondary Education Commission, NCHEC organized a Rural Outreach Program. This program enabled the establishment of community-based learning centers in rural communities clustered around each of the community colleges in this area.

Goals of this program are to advise adult persons in rural areas about the educational opportunities that are available to them, to develop information from these remote communities regarding the needs for various programs, and to offer instructional programs. Many of the adult students attracted to these learning centers are working first on a high school equivalency diploma. As the programs have developed, community college courses are being offered.

The Outreach Workers, community resource persons located in the rural communities, operate as two-way channels between the community college and their communities. These individuals relay to the college the various educational, cultural, and assorted personal educational requests and needs of community residents and provide the community residents throughout the county with information, brochures, publicity releases, course schedules, and college activity calendars.

Outreach Facilitators organize class groups and arrange for a local meeting room, which might be a high school classroom, storefront, or any other available local space. Groups of twelve to twenty-five adults gather to study a number of different subjects under the direction of the outreach facilitator, also referred to as a "learning facilitator." The learning facilitators are classroom experienced teachers, generally recruited from the faculties of local high schools, who have concentrated on the learning

process rather than on particular academic disciplines. They assist students in their use of self-paced programmed instruction and help create a supportive learning climate. The programmed instruction is augmented by visiting faculty from the community college. The facilitator functions to a certain extent as a broker between community needs and college resources. Classes usually meet for sixteen three-hour weekly sessions and the whole operation is conducted under the supervision of an instructional supervisor from the nearby community college.

One phase of the Outreach Program has been a special program organized by the NCHEC Task Force on Women's Affairs which has organized a number of regional seminars and training sessions to implement educational programs for women. Each community college in turn organizes its own women's outreach program offering seminars and short-courses for women both at its home campus and at the rural outposts.

When the Title I funding was completed (after four years) four of the six community colleges continued rural outreach programs in their districts using their own resources.

In order to focus this case study on more details of the rural outreach program, a study was made of the programs conducted by the College of the Siskiyous at Weed. These are described in a following section.

For the past two years, NCHEC has conducted a consumer education project on five community college campuses. The interest and needs of rural people were assessed in the consumer home economics classes conducted by the rural outreach program. They identified the need for consumer education instruction in such areas as management of income, utilization of family resources for food, transportation and housing, skills in the use of community resources, and recognition of the need

for planning programs to meet the needs of special population groups such as Native Americans, the elderly, single parents, limited and non-English speaking, and the seasonally employed.

The program included consumer education workshops in thirty remote towns and hamlets, the development of instructional materials needed for rural adults, and updating the professional competencies of the Home Economics staff at participating colleges.

INSTITUTIONAL PROGRAMS AND POLICIES FOR ADULT CONTINUING EDUCATION

The non-consortium programs at the various community colleges and universities throughout this region were not reviewed in detail, other than the Extended Degree Program of California State University-Chico and the on-campus and outreach programs of the College of the Siskiyous in Weed.

California State University-Chico (CSU-C) is one of the major institutions in the chain of nineteen institutions which comprise the California State University and College System. The Chico Campus enrolls about 13,000 students in its baccalaureate and masters degree programs. Another 300 students are enrolled in CSU-C's Extended University which administers its External Degree Program. Approximately 75 percent of these are students returning to college after having worked for four or five years since completing two years of college-level courses.

The CSU-C External Degree Program offers upper division baccalaureate degree work in Public Administration, Social Welfare and Corrections, Social Sciences, Business Administration, Liberal Studies, and Nursing; as well as masters degree programs in Public Administration, Environmental Planning, and Social Sciences. The courses are taught at four of the community colleges in the NCHC consortium by Chico faculty who commute to the community college campus, or by local instructors (usually on the community college faculty) who are selected by the department chairperson at CSU-C. Up to 15 units of college credit may be awarded for experiential learning or other prior learning experiences. Approval of credit for such learning is made after assessments (interviews, examinations, and/or topical essays) made by the CSU-C departments and reviewed by the appropriate Dean and School Curriculum Committee.

CSU-C operates a telephone inquiry and referral service, known as IRIS (Information-Referral-Inquiry-Service). This utilizes an 800-area code toll-free telephone line and extends throughout the eleven-county area. Callers use this line to inquire about CSU-C courses offered, admissions requirements, and other information. NCHC is now expanding this telephone service so that it will provide information about all adult continuing education opportunities in each of the local communities throughout the area.

Typical of other community colleges, the College of the Siskiyous (COS) at Weed is serving an increasingly large number of mid-career adults through its regular day-time class offerings and its "extended day" sessions in the late afternoons and evenings.

The principal areas of concentration of mid-career adult students are in health care services, business administration, real estate

licensure, law enforcement, and forest technology and fire science. In its own program of nursing at Weed and through the consortium programs in health care, COS seeks to bring health care training to men and women in as many of the rural centers as possible. This program, however, is limited to the few larger towns in this rural county which have local hospital facilities where students can get the practical training needed for state licensing examination. There is a great need for rural health care -- particularly the services of practical nurses -- throughout this area and efforts are made through the NCHEC Health Manpower Data Bank to keep in touch with persons with some health care training, and urge them to take periodical training to upgrade their skills so that they can better serve the rural population. The televised health care training modules and tape cassette recordings developed in the NCHEC projects greatly aid this program. The college also offers an emergency medical training program at Weed and at a number of the outlying rural communities. This program has attracted people for training as ambulance drivers, firemen, law enforcement officials and others who can render emergency aid.

Business administration courses leading to the associate degree are offered at Weed. Training courses in office management skills are being extended to outlying communities where they offer courses in typing, shorthand, accounting and other office procedures.

The real estate licensure program has been particularly popular with mid-career adults who are either seeking a career change or adding a second career as an adjunct to their regular employment. This program has been largely concentrated in the extended day (late afternoon and evening) classes at Weed, but plans are now being made to extend these offerings to some of the outlying communities. Interest in this field has been partially the result of unemployment in the forest products industries, but it has been spurred on by the

development in recent years of year-round recreation area homes, resort investments, and businesses related to sports equipment, skiing facilities, and camping equipment.

The college offers three levels of programs in law enforcement, which attract approximately 100 to 150 mid-career persons each semester. There are courses offered to prepare people for entry-level positions which require a high school equivalency certificate. Skills upgrading and retraining courses attract other persons seeking mid-career advancements in law enforcement positions. The college also offers senior-level management training in law enforcement. These courses, particularly those related to the entry level and career upgrading, are extended to outlying communities where there is evidence of demand.

The Rural Outreach Program of the College of the Siskiyous at Weed offers basic education and an increasing number of occupational training courses at ten outlying small towns and hamlets such as Yreka, the county seat of Siskiyou County; Happy Camp, a lumber camp village adjacent to an Indian reservation; and Alturas, a lumber and mining town one hundred and fifty miles away. The outreach groups, in most cases, have been originally developed by the community college coordinator who organizes the project and recruits the students. Outreach workers and facilitators are typically residents of the area acquainted with the local people. The worker may be a local banker, a barber, a librarian, an Indian woman, a retired person, or a Welcome Wagon operator.

A typical outreach class will be made up of persons who dropped out of high school ten to twenty years ago (50 percent or more), workers in the lumber towns and mining operations who are either seasonally or totally unemployed, and housewives who are seeking further education in order to qualify for re-entry into the job market or simply seeking

personal fulfillment. In the towns which are county seats or are near Forest Service or other public service agency offices, the adults are seeking high school equivalency diplomas or occupational training programs to qualify them for civil service jobs. None of the secondary schools throughout this whole region offers adult courses, so these functions have been assumed by the COS outreach staff.

The outreach classes are operated as multi-subject laboratories supervised by a "learning facilitator" appointed by the College. This person is a credentialed teacher (often from a nearby high school) who also acts as career counsellor, tutor, and dispenser of advice and encouragement to the adult students. Instruction is through self-instruction materials -- programmed textbooks, audio and visual tape cassettes and other materials selected or developed by the COS faculty and Outreach Director. Classes generally meet one evening a week, or on Saturdays for a sixteen-week semester. The Outreach Director from COS travels from Weed to meet with the local learning facilitators and visits the classes. When college-level work is offered, a faculty member from COS generally meets with the students for orientation, at least once during the semester, and again to administer final examinations.

STUDENT EXPERIENCES WITH CONTINUING EDUCATION

Students were questioned in detail about their instructional programs and their experiences as adult students reentering education. Their responses indicate the goals they are pursuing and their needs as students. They also offer some indication of how well their needs are being met.

We have seen (Table 4) that more than half of the women and three-fourths of the men had personal ambitions related to career change or advancement. Yet, apparently they regard a higher level of general education as more important to their advancement than training in a specific field. Practically all of the student respondents indicated they had entered or reentered college to increase their general knowledge and to take advantage of the opportunity for personal enrichment. They entered into their education programs with less calculated planning and they seem to have been less interested in professional counselling than is the case in most of the other communities studied. In spite of the limited offerings, they seem reasonably satisfied that their education program is meeting the objectives they had in mind when they enrolled.

When the Chico-Northeastern California student group was asked to indicate the importance of each item in a long list of possible reasons for their reentry into formal education (Table 5), four out of the five most frequently identified responses dealt with accommodations to their personal needs. This seems to indicate that institutions in the area are accommodating such needs as the availability of part-time study and classes being conducted in convenient locations and at times when individuals could attend.

TABLE 5

REASONS FOR DECISION TO REENTER SCHOOLING

Percentage of students indicating various reasons that were "Very Important" or "Somewhat Important" in their decision to "go back to school"

Could get courses that fitted personal time schedule.....	95%
Could get courses near to home/work place.....	95
Opportunity for personal enrichment/development/general knowledge.....	94
Opportunity for part-time study.....	85
Courses (or major) I wanted were offered.....	84
Could pace my own learning.....	63
To satisfy personal desire to have a college degree.....	60
Low tuition (cost).....	55
Good reputation of school or a particular program.....	51
Opportunity to get credit for life/work experiences.....	45
The way to meet job requirements.....	38
Availability of financial support.....	34
Easy way to get a degree/certificate.....	28
My family wanted me to go.....	28
Friends were taking this program.....	24
My employer wanted me to go.....	9

Because of multiple responses, percentages total more than 100%

In order to measure the amount of thought mid-career students had given to their career and education planning, respondents were asked to indicate which of a series of planning steps they had taken (Table 6).

About 40 percent of the student respondents indicated that they had done some thinking about a career change and a little over half of the students had planned on additional education as a means of preparing themselves for a new career. Somewhat fewer, however, had developed a systematic education plan, and about 40 percent of the respondents were taking courses which were part of a planned program.

TABLE 6
EXPERIENCES IN PLANNING FOR CAREER CHANGE

Percentage of students who indicated
they had undertaken various planning steps

No planning.....	26%
Thinking about planning a career change for some time.....	44
Looked over lists of jobs that might interest me.....	26
Learned about possible new careers through previous work experience.....	31
Sought information from state employment office.....	6
Sought information from people now in chosen career(s).....	44
Actively sought to expand my knowledge of different career options.....	19
Looked into agencies that offer job skills training.....	8
Sought advice of college in area.....	16
Used local agency offering career planning services.....	2
Planned additional education to prepare for career change.....	57
Developed systematic education plan to accomplish career change.....	32
Presently taking courses which are part of education plan for career change.....	41
Filed job applications which should lead to new career.....	17

Because of multiple responses, percentages total more than 100%

The perceived need for career counselling was relatively low among the student group. Only 28 percent of the women and 27 percent of the men respondents indicated that they had felt the need for some counselling about the job or line of work they should try to get into. In addition, the amount of counselling actually received was low. Of those who indicated they felt the need for counselling, 60 percent of the women, but only 30 percent of the men stated that they had received this help. They named college counselling services and their employers as the principal sources of this help. Seventy-seven percent of the women who had received counselling felt that they had received "good advice." Asked if they would

be willing to pay for career counselling services, 32 percent of the women and 26 percent of the men responded affirmatively.

In order to provide some indication of the effectiveness of various channels for disseminating information about continuing education opportunities, respondents were asked "How did you find out about the education/training opportunities that were available to you?" Ads or stories in the newspapers, radio, and television attracted the largest percentage of women students, but most men learned of these opportunities from a school or college that they previously attended.

TABLE 7
INFORMATION SOURCES

Percentages of men and women students who found out about continuing education opportunities through various channels

	<u>Women</u>	<u>Men</u>
from a friend	37%	30%
from a member of the family	12	5
from a school previously attended	33	46
by contacting the college directly	28	21
from ads or stories in newspapers, radio, television	43	27
from a local community organization	4	5
other sources	6	13

Because of multiple responses, percentages total more than 100%.

Fifteen percent of the student respondents in the Chico-Northeastern California area (8 percent of the women and 24 percent of the men) indicated that they had applied to the school or college for financial aid. Of those who applied, 7 percent of the women and 21 percent of the men indicated that they had received some financial aid from the institutions. In addition, 3 percent of the women and 15 percent of the men reported receiving aid from either their employers, the armed services, or the Veteran's Administration.

Approximately 3 out of every 4 students indicated that all or most of the courses they wanted were available to them. Twenty-two percent of the women and 33 percent of the men indicated that few or none of the courses they wanted were available.

TABLE 8
AVAILABILITY OF DESIRED COURSES OF INSTRUCTION
Percent of respondents who found out that
courses they wanted were available

	<u>Women</u>	<u>Men</u>
All courses wanted were available	33%	23%
Most courses wanted were available	45	41
A few courses wanted were available	22	30
None of courses wanted were available	0	3

Of all the students in Chico-Northeastern California who responded to the questionnaire, only six (5 women and 1 man) indicated that they felt that they would be "bothered" if most of the students in a particular class were younger than they.

In a summary question, the respondents were asked to indicate the extent to which they felt that their education/training program had met the objectives they had in mind when they enrolled. Approximately one-third of the students felt that their objectives had been met completely and about four-fifths of the students felt that some or all of the objectives they originally had in mind had been met by the programs they had taken or were taking.

TABLE 9
EDUCATIONAL OBJECTIVES
Percentage of men and women students, by degrees to which their education/
training programs had met the objectives they had in mind when they enrolled

	<u>Women</u>	<u>Men</u>
Education program met objectives <u>completely</u>	34%	25%
Education program " <u>somewhat</u> " met objectives	46	61
Education program <u>did not</u> meet objectives	8	8
"I am <u>too new</u> in the program to respond"	13	6

STATE POLICY RELATED TO CONTINUING EDUCATION

To date, the State of California has not articulated a clear set of state-level policies supportive of continuing postsecondary education for mid-career adults. Several bills which would have formed a basis for state policy have been introduced into the legislature, some originating in its education committees and others in response to requests from the institutions and the California Postsecondary Education Commission, but all those of any particular significance have been defeated or vetoed by the Governor.

This situation, however, has not prohibited the development of a great number of programs which have required state or local financial contributions to the Federal programs for adult students which are administered by the California Postsecondary Education Commission. The many innovative and nontraditional programs in Northeastern California as well as in other regions of the state bear witness to the ability of public institutions to mount worthwhile adult continuing education programs. It cannot be denied, however, that if it were not for the availability of Federal funding, particularly that of Title I, HEA, and of other locally available funds, many of these could not have been initiated.

The California State Universities and Colleges (CSUC) have formed a consortium of its member institutions to develop educational services for students who could not be served adequately by existing, on-campus programs or campus-sponsored external degree programs. By utilizing the faculty and other existing resources of the system's nineteen campuses,

the consortium has been able to develop and sponsor several state-wide external bachelor's and master's degree programs. In addition, several individual campuses offer programs in collaboration with the consortium such as a MA in Vocational Education from CSU Longbeach or a BA in Criminal Justice from CSU Sacramento.

The principal funding source for the consortium is the Continuing Education Reserve Fund, created by the excess of income over costs from adult-oriented programs (generated to a large extent by increased fees charged adult students).

Financial aid can be made available to part-time students, and the State Universities and Colleges can offer reduced registration fees to students who enroll for less than full-time course work.

The network of Community Colleges is the only segment of the California higher education system which provides special education and training programs for adults under their standard registration fee structure and using state and local district funds. In every community college, the programs for adults are extensive.

Most of the private universities and colleges in the State offer extensive continuing education programs which cater to the needs of mid-career adults. They provide for most of the needs and conveniences required by adult participants. --- evening and weekend classes, credit for prior learning experiences, course offerings at neighborhood and other off-campus locations, and both credentialled degree programs and special programs and seminars to fulfill specific needs.

The cumulative result is that there is a considerable volume and a great variety of continuing education and retraining offerings available to adults in the state. There are over 380 postsecondary institutions. With 104 public community colleges and 20 four-year institutions in the

in the state university and college system spread through every section of the state, many programs are accessible to mid-career adults who are educationally and economically disadvantaged and in need of further education and training.

* * * *

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CASE STUDY:

ST. ALBANS, VERMONT

This community is an important center of trade and light industry, as well as a railroad center serving the largely rural regions of northwestern Vermont. Prior to 1974 it could offer its mid-career adults only very limited opportunities for continuing education and job training. Local citizens initiated an effort which resulted in attracting new postsecondary educational offerings, expansion of existing programs, and the formation of a strong community organization which combines the educational and training resources into a supportive network with the region's welfare and community planning organizations.

THE COMMUNITY OF ST. ALBANS

St. Albans, like hundreds of other small and medium-sized communities across the nation, has a strong tradition that local problems can best be solved by local people.

St. Albans found itself in a changing world. Its importance as a railroad center declined with the declining fortune of the railroads. Farming became more complicated, both in technology and in business management. St. Albans' importance as a rural trading center continued even as the business methods of "trade" changed and new service and light manufacturing industries developed. But change brought new requirements for both managers and workers. They needed more education and new training in new skills. Many others desired more education as part of their life fulfillment.

People do not move out or move in to these rural communities the way they do in other parts of the country, so it is the local residents, particularly those in mid-career years, that need opportunities for additional education and retraining if they are to keep up with the times and hold their places in the economic as well as the social and intellectual life of the community.

This local need was met by the local civic leaders in Franklin and Grand Isle Counties. They developed a community education program which offers lifelong learning opportunities as well as degree-oriented programs. Thus adults of all ages may enter and reenter schooling at any time in life to continue their education and satisfy their immediate learning needs through existing course offerings, or they may continue to structure an education plan which will lead towards an associate or a bachelor degree.

This is why it seemed important to study St. Albans.

SOCIO-ECONOMIC INDICES^{1/}

Population:

Franklin and Grand Isle Counties	<u>34,856</u>
St. Albans	<u>8,082</u>

Unemployed as percentages of labor force:

Franklin County ^{2/} February 1977	<u>10.7%</u> ; July 1977 <u>6.8%</u>
Grand Isle County ^{2/} February 1977	<u>14.8%</u> ; August 1977 <u>10.7%</u>
State of Vermont ^{3/} (January 1978)	<u>7.4%</u>
U.S. Average ^{3/} (January 1978)	<u>6.3%</u>

Principal occupations, as a percentage of total employed:

Professional, technical, management	<u>21.1%</u>
Sales and Clerical	<u>17.8%</u>
Craftsmen and operators in industry and transportation	<u>33.0%</u>
Laborers, non-farm	<u>3.6%</u>
Farmers and farm laborers	<u>12.9%</u>
Service workers (includes private household workers)	<u>11.6%</u>

Education levels as a percentage of males and females 25 years old or older in two-county area, and relationship to total U.S. population at each level. (+ indicates greater than U.S.; - indicates less than U.S.; -o- approximately same as U.S. distributions):

	<u>Males</u>	<u>Females</u>
Less than 8 years elementary	<u>14.5%</u> (-)	<u>12.1%</u> (-)
8 years elementary	<u>22.7%</u> (+)	<u>19.4%</u> (+)
1-3 years secondary	<u>18.6%</u> (o)	<u>18.2%</u> (-)
4 years secondary	<u>28.7%</u> (+)	<u>34.1%</u> (o)
1-3 years college	<u>7.5%</u> (-)	<u>10.5%</u> (-)
4 or more years college	<u>8.0%</u> (-)	<u>5.7%</u> (-)
Median school years completed	11.1 yrs (-)	12 yrs (-)

1/ All data, unless otherwise indicated, is from the U.S. Census, 1970

2/ State, County and Selected City Employment and Unemployment January-October 1977
Bureau of Labor Statistics

3/ Employment and Earnings March 1978, U.S. Department of Labor, Bureau of Labor Statistics, Vol. 25, No. 3

PROFILE OF ST. ALBANS MID-CAREER STUDENTS

During the winter semester of 1978, there were approximately six hundred adult residents of Franklin and Grand Isle Counties enrolled in the mid-career programs offered by the Adult Education Council in St. Albans and its surrounding communities. The information on mid-career students in this community is based on ninety-four completed questionnaires --- a sample equal to about one in every 6.4 students. In many respects (age, sex, and schools attended) this sample has characteristics that match the student group as a whole.

All but a few of the students were taking courses from Vermont Community College, University of Vermont Extension, and Bellows Free Academy.

Eighty-five percent of the respondents were women and 15 percent were men. More of the men than women were in the age group under 30. Fifteen percent of the women were over 50, but there were no men in this age group (Table 1).

TABLE 1
AGE GROUPS

Percentage of women and men students

<u>Age Groups</u>	<u>Women</u>	<u>Men</u>
Under 30	40%	50%
30s	30	29
40s	15	21
50 or over	15	0

Columns total 100% with allowance for rounding numbers.

Compared with the other groups of mid-career students surveyed, the St. Albans students were younger; the proportion of divorced persons, both

men and women, was considerably higher; and the proportions of married persons was a little lower in spite of the younger ages of the students. The proportion of single persons, particularly among men, was higher.

TABLE 2
MARITAL STATUS

Percentages of men and women students by marital status

	<u>Women</u>	<u>Men</u>
Married (or remarried)	61%	43%
Divorced	24	29
Single	15	27

Columns total 100% with allowance for rounding numbers

Native American students were represented in the student population (10%) much higher than in the general population (less than .1%) All other students were Caucasian (90 percent vs. 99.7 percent in the general population).

Most of the students in the St. Albans area were employed full-time; and 74 percent of the women and 93 percent of the men reported either full-time or part-time employment (Table 3).

TABLE 3
PRESENT WORK STATUS

Percentages of women and men students within indicated groups

<u>Status</u>	<u>Women</u>	<u>Men</u>
Employed full-time	53%	87%
Employed part-time	21	6
Unemployed	8	3
Homemaker	47	1
Volunteer worker	10	1
Welfare recipient	1	1
Retired person	0	4
Student	40	11
Presently looking for work	4	4
On lay-off from job	0	1
Others	8	1

Because of multiple answers, columns total more than 100%

The average combined family income was a little under \$12,000, with 27 percent of the students having family incomes of less than \$5,00 per year.

The adult students apparently differ markedly from the population of the community in occupational pursuits. The percentage of students in professional, technical, and management positions (53 percent) was two-and-one-half times the ratio in the general population (21 percent). The percentage of students in clerical and sales occupations (18 percent) was the same as in the general population (18 percent). Craftsmen and non-farm workers made up 40 percent of the general population, but they were represented by only 5 percent of the students. Among the student respondents there was only one farm worker. Twenty-three percent of the students reported service occupations, which compares with 12 percent in the general population.

The highest levels of education already attained by students as well as their spouses is considerably higher than in the general population. Education levels of students and their spouses are shown in Table 4 and the Socio-Economic Indices, page St. 3.

TABLE 4

EDUCATION LEVELS OF STUDENTS AND SPOUSES

Percentage of students and their spouses by highest level of education attained

	Students		Spouses of	
	Women	Men	Women Students	Men Students
Elementary school or less	0%	0%	3%	0%
Some high school	6	7	11	0
High school diploma	25	7	25	21
Some college or training	34	36	15	29
Associate degree	8	29	0	0
Bachelor's degree	9	14	7	0
Some graduate school	5	0	6	0
Master's degree	6	0	6	0
Doctoral or professional degree	0	7	0	0
Other	6	0	8	0
Does not apply (not married)			20	50

Columns total 100% with allowance for rounding numbers

The highest level degree program presently available to Adult Education Council students is the associate degree. Therefore, those students who already have associate degrees or some higher level of education are students enrolled in non-degree programs (teacher re-certification or one of the occupational, cultural, or self-improvement programs).

The most important finding of the survey and the one which is most pertinent to the theme of this project is that which relates to students' career plans.

The questionnaire asked respondents to identify themselves with one of five statements which were designed to classify them either as a present career changer (i.e. now changing or preparing to change to a new line of work with either a new employer or with their present employer), as a potential career changer (a person who would like to change to a new line of work at some future time), as a career upgrader (a person who is working for an advancement in his or her present career/line of work), or as a non-changer (one who prefers to stay on the present job or career for the foreseeable future).

TABLE 5
DESCRIPTION OF CAREER PLANS

Percentages of men and women students who identified themselves with one of five categories of career change goals

<u>Change Category</u>	<u>Women</u>	<u>Men</u>
1. <u>Presently changing</u> careers	24%	36%
2. <u>Presently changing</u> to new line of work, but with present employer	3	0
3. <u>Would like future change</u>	43	14
4. <u>Working for advancement in present career</u> with same or new employer	11	14
5. <u>No change</u> of job or career in foreseeable future	20	36

Columns total 100% with allowance for rounding numbers

Most of the mid-career students in St. Albans were looking towards some career change or career advancement (80 percent of the women and 64 percent of the men). One-third of the men and one-fourth of the women were involved in a career change.

COMMUNITY ORGANIZATION FOR MID-CAREER CONTINUING EDUCATION

The Adult Education Council of Franklin-Grand Isle is the consortium of educational institutions and community agencies centered in St. Albans which provides continuing education offerings for mid-career adults. Member institutions in this organization are the Community College of Vermont, the University of Vermont Extension Service, the Franklin and Grand Isle county agriculture agents, the University of Vermont Continuing Education Division (the statewide university off-campus programs for adults), Bellows Free Academy (a private secondary school which contracts with the city of St. Albans to provide free public high school and adult education), Missisquoi Valley Union High School Adult Education Division, Champlain College Evening Division (a private two-year institution), the Champlain Valley Work and Training (CETA) Agency, the Franklin and Grand Isle Office of Economic Opportunity, and the Franklin and Grand Isle Regional Planning Commission.

The Adult Education Council was formed in 1974, when a number of local citizens organized themselves into a community task force. Its activities were under the leadership of a small steering committee, headed by the St. Albans' Postmaster, who later became one of the first mid-career continuing education students and completed an associate degree from the Community College of Vermont in St. Albans.

The first aim of the task force was to interest the Community College of Vermont into coming into the northwest region of the state. CCV had been in existence only three years but had developed a comprehensive

program of vocational, technical, and liberal arts education above the secondary and below the baccalaureate level. Its operation at that time was confined largely to the central, southeast, and northeast regions of the state. However, as the work of this local steering committee progressed, they found broader community support for the idea of forming a cooperative organization in the area which would include CCV as well as all of the existing resources for adult educational and training programs. At the time these were largely the sparse offerings of the adult evening programs of the high school districts, the Bellows Free Academy in St. Albans, and the county agriculture agent network of the University of Vermont Agriculture Extension. This proposal was expanded into a community-wide consortium to include all planning, civic and welfare agencies, as well as the educational institutions. Because the proposal specified that all educational, service, and training programs would be jointly planned by all members of the cooperative and that there would be no duplication of programs between any of the members, the idea had strong appeal.

It was under this set of agreements that the consortium was organized in 1975. It was funded from the state's allotment of funds under Title I, HEA. Administration of the Consortium was under the direction of the broadly-representative Board made up of nine members from the educational and community agencies and nine representatives of the public in St. Albans and other nearby towns in Franklin and Grand Isle Counties.

The organizational pattern of the Board proved to be a cumbersome decision making body, and a planning committee was formed to handle the day-to-day work of program and course development, scheduling, and other matters related to educational services. This planning committee consisted of eight educators, other than the regular institutional representatives who were members of the Board, plus two community

representatives. The latter were added to the planning group in an effort to build a closer liaison between the planning committee and the Board itself. In actual practice, however, the planning function became quite separate from the activity of the Consortium Board, and the community advisement and program monitoring role of the Board diminished. The two groups tended to meet and work separately, with the planning committee meeting frequently and assuming most of the administrative decisions while the Consortium Board met less frequently. It developed problems of communicating the community's interests.

In December, 1977, the Consortium was reorganized. The new organization established a single board to administer all details of the joint consortium offerings. It now consists of one member from each agency which provides adult education services, one member from each of the three community agencies -- the OEO, the Regional Planning Commission, and the local CETA organization, plus seven community members selected to represent the different townships in the region. Each of the representatives from the education delivery agencies and the community agencies are appointed by their own agency authority. Their appointments are for a one-year term of office, though there is no limit on the number of terms any member may serve. A nominating committee is designated yearly to select potential community members who are elected or re-elected by a majority of the Board. The Consortium Board elects its own officers, determines the meeting schedule for the Board, and appoints committees and sub-committees as are deemed necessary. The Consortium operates on the basis of consensus. It has no authority to make decisions for individual educational or public service agencies. However, the group can point out overlaps in programs and make suggestions; so far this has proven to be an effective working relationship.

The Consortium has set forth three primary goals or purposes. They are: (1) to promote adult education in Franklin and Grand Isle Counties; (2) to reduce duplication of offerings and provide a forum for coordination of adult education offerings; and (3) to assess community-wide educational needs in an effort to identify new services needed and to provide for them.

Information about educational offerings is widely disseminated through the region through the existing resources of the member institutions and through periodic distribution of a consolidated list of offerings published periodically and without charge by a local Shopping Guide which goes into some 12,000 homes in communities throughout the two-county area. While inquiries about course offerings ordinarily are made of the institution listing particular courses or offerings, many inquiries are directed to the consortium offices or the office of the regional representative of the Community College of Vermont. The latter also publishes its lifelong learning and degree course offerings on a three-county basis which includes Lamoille County, adjacent to Franklin County, but which to date is not included in the consortium organization. Because the course offerings of all member institutions are almost completely non-duplicative and non-competitive, referrals can be made by any member institution to the appropriate provider of the desired educational service.

There is no consolidated or centralized career counselling service operated by the Consortium. Those seeking this service are usually attracted to the community college because of its well-known policy of offering learner-designed programs. The process of designing these programs for prospective students constitutes an effective adult career counselling program.

In April, 1977, the American Association of Community and Junior Colleges entertained and subsequently approved a proposal from the Community College of Vermont to establish a Community Education-Work Council in northwestern Vermont. This program was an extension of the community work-study movement, originated by the National Manpower Institute in Washington, D.C., headed by Willard Wirtz, former Secretary of Labor for the United States. The AACJC with the support and collaboration of NMI had received a grant from the U.S. Department of Labor to establish seven community college-based education-work study councils in different regions of the country. The CCV Northwestern Vermont proposal was accepted "so that it could serve as a model for development of community-based work study programs in a rural area plagued with depressed economic circumstances." The principal purposes of the Community Education-Work Council are to bring guidance counselors, training officers, and personnel directors together in a series of meetings to share information, discuss education/employment strategies; to place learning support programs in local businesses using, wherever possible, employees as adjunct training personnel; and to identify and activate "bridging points" between education and work such as counseling, career planning, in-service institutes for college credit, job upgrading, assessment of prior learning, planning for degrees or certificates, and life goal planning. At the time this case study was conducted, the education-work council was in its early stages of organization and planning. A director had been appointed and charged with responsibility for coordinating the relationships between the council and the community as a whole, and establishing the linkages between the educational providers and the local public service, business, and industry employers.

The Consortium has joined with CCV in developing opportunities for closer ties between the Education-Work Council and the employers in the community on the one hand and on the other between the Education-Work

Council and the providers of education and training for young as well as mid-career adults. Many community leaders are interested in both the program of the Consortium and that of the Education-Work Council and serve on the boards or committees of both. Both organizations collaborate on identifying work needs (and hence career opportunities) in the community. The Consortium in turn will provide training sessions and courses for high school instructors and counselors as the program of the Education-Work Council develops more fully.

Particularly for a community of this size, and given the dispersement of people within a rural area, this type of collaboration between organizations seeking to build the first bridges between education and work and developing better work and career opportunities for mid-career persons seems to be most advantageous. As career mobility continues to be a phenomenon of the work life of Americans, and as the concept of learning and training as a lifelong activity becomes more firmly established, those who direct these services and those who provide the education and training will find themselves working toward common goals. Hence, their collaboration at the community level and in the early stages of program development can increase the value of each to the welfare of the community.

INSTITUTIONAL PROGRAMS AND POLICIES FOR ADULT CONTINUING EDUCATION

The unique feature of the continuing education and training programs offered in St. Albans and in the northwest region of Vermont is that all of the institutions work together in developing a common program of offerings for mid-career persons seeking additional education or training. The Community College of Vermont, for example, does not offer many of the vocational programs which it makes available in other regions. The adult evening divisions of the Bellows Free Academy in St. Albans and the other secondary high school districts in the region concentrate largely on vocational offerings related to the

trades and skills for which there are job opportunities in the region -- real estate, office occupations, farm tractor repair and maintenance, basic carpentry, cabinet making, etc. The community college programs in the area of business administration do not include offerings in typing, bookkeeping, and farm accounting, but rather emphasize principals of economics, public accountancy, and business management theory and practice. The extension service of the University of Vermont, in turn, focuses on home skills and practical hobbies such as home economics, cooking, sewing, pottery, macrame, and needlepoint. The University's Continuing Education Program offers business law, community services, and self-fulfillment programs in the humanities and liberal arts, as well as teacher training and recertification.

The unique operation of the Community College of Vermont has been described in a number of detailed studies and evaluative reports. It will be well, however, to review its basic policies to illustrate the services it offers to the education and training of adult mid-career persons in the St. Albans area as well as throughout most of Vermont. It is dedicated to the development of community education opportunities for people whose family and job responsibilities might otherwise limit their ability to engage in further education and persons who have been discouraged in the past by high costs, limiting admissions policies, or distance from campuses. The college operates through local facilities in scores of communities throughout the state and tailors its offerings in each community to the needs of people in the area as relayed to the college through a network of local advisory committees. The college owns no facilities, using instead existing community facilities for all of its learning sites. It employs only counselling, assessment, and program development staff on a full-time basis. All instructors are drawn from the ranks of community practitioners in response to the learning needs of the college's students. Thus,

instruction is a part-time function which is contracted for each learning experience. The college has developed an accredited program structure which allows students to progress toward their learning goals at a rate and in the manner which is most appropriate to their needs and life situation. Using a learning contract approach, students may develop a certificate or degree program based on assessment of prior learning and constructed around their own personal life and/or career goals. Using its counselling/learning support professional staff, CCV is organized to assist learners in understanding where they are, where they would like to be, and how they can get there using the resources of the community. In addition, it has included community practitioners in the assesment, planning, and degree-awarding process through local review committees in which learners' programs are discussed with, critiqued by, and finally passed on by the college's local review committees. While the college controls the process, the community has responsibility for the content of the programs. Its offerings are primarily in two categories. "Lifelong Learning Programs" offer a wide variety of individual course offerings from which persons may choose things which fit their personal interest and goals without necessarily involving them in degree-oriented programs. Degree programs leading to the associate degree are formulated in the development of learning contracts whereby previous education and life experiences are combined with other specific courses which lead to the awarding of an associate degree.

Johnson State College in nearby Lamoille County recently made plans to join the Consortium and will thereby broaden the offerings of the Consortium to a wider range of baccalaureate degree programs as well as the possibility of master's degree programs in professional fields. As these higher level program offerings are developed, they will serve an increasing clientele of people who have completed associate degrees and wish to continue their education at the baccalaureate or master's level.

STUDENT EXPERIENCES WITH CONTINUING EDUCATION

Students were questioned in detail about their instructional programs and their experiences as adult students reentering education. Their responses indicate the goals they are pursuing and their needs as students. They also offer some indications of how well these needs are being met.

Most of the mid-career students in St. Albans are taking non-degree courses that are related either to their present or proposed occupations (recertification courses, skills-training courses) or general education courses in which they are exploring new career options and broadening their general knowledge. About 30% of the students are taking courses that are directed towards the associate degree. At the time of the survey, bachelor degree courses were not available, but many of the community college adult students hope to continue to higher level collegiate work.

We have seen (Table 5, page St7) that the St. Albans mid-career students are highly motivated to career-advancement goals. Striking evidence of the impact that the Adult Education Service has made in this area is the fact that most students indicated that their "important reasons" for returning to postsecondary education are the availability of programs near to their homes, the opportunity for part-time study, and other reasons related to the accommodations made possible by the existence of AES. However, the single reason these students identified as "most important" in their decision to reenter education was the opportunity they perceived for personal enrichment and development and to acquire a broader general education (Table 6).

TABLE 6

REASONS FOR DECISION TO REENTER SCHOOLING

Percentage of students indicating various reasons that were "Very Important" or "Somewhat Important" in their decision to "go back to school"

Opportunity for personal enrichment/development/general knowledge.....	97%
Could get courses near to home/work place.....	93
Could get courses that fitted personal time schedule.....	90
Opportunity for part-time study.....	89
Courses (or major) I wanted were offered.....	79
Low tuition (cost).....	78
Opportunity to get credit for life/work experiences.....	65
To satisfy personal desire to have a college degree.....	64
Could pace my own learning.....	62
Good reputation of school or a particular program.....	59
Availability of financial support.....	55
The way to meet job requirements.....	40
Easy way to get a degree/certificate.....	31
My family wanted me to go.....	25
My employer wanted me to go.....	13
Friends were taking this program.....	9

Because of multiple responses, percentages total more than 100%

There is also strong evidence that the St. Albans students who anticipate career changes have done more calculated planning than is true of student in other areas. The high response to the important steps in career planning and preparation for an educational program to accomplish this change is indicated in Table 7.

TABLE 7

EXPERIENCES IN PLANNING FOR CAREER CHANGE

Percentage of students who indicated
they had undertaken various planning steps

No planning.....	8%
Thinking about planning a career change for some time.....	67
Looked over lists of jobs that might interest me.....	43
Learned about possible new careers through previous work experience.....	38
Sought information from state employment office.....	23
Sought information from people now in chosen career(s).....	54
Actively sought to expand my knowledge of different career options.....	39
Looked into agencies that offer job skills training.....	15
Sought advice of college in area.....	40
Used local agency offering career planning services.....	15
Planned additional education to prepare for career change.....	64
Developed systematic education plan to accomplish career change.....	33
Presently taking courses which are part of education plan for career change.....	56
Filed job applications which should lead to new career.....	27

Because of multiple responses, percentages total more than 100%

The emphasis of Vermont Community College on the learning contract and personal planning of course work in the direction of defined goals undoubtedly accounts for the high level of planning indicated by these students.

Approximately half of the mid-career students (49 percent of the women and 57 percent of the men) stated that they had felt the need for some counselling about the job or line of work they wanted to get into. More women students indicated they had received counselling help than the number who felt they needed it (56 percent). This is probably due to

the fact that VCC counselling becomes part of the planning of a degree-oriented learning contract. Fewer men students, however, stated they had received counselling help (44 percent) and this is probably accounted for by the fact that a larger proportion of the men are taking non-degree occupational training courses which do not require the same long-term planning. Men tended to identify their employer or people in their occupational field as the source of their counselling help, rather than VCC. Of the students who received counselling, 77 percent of the women and 67 percent of the men felt that they had received "good advice". Asked if they would have been willing to pay for counselling services, 37 percent of the women students and 46 percent of the men responded affirmatively.

The effectiveness of the Shopping Guide (circulation: 12,000 in the two counties) as a medium of information about the opportunities offered by Adult Education Service is indicated in the statements that most people found out about these opportunities through the print and broadcast media (Table 8). It has been noted in other areas that when the community organization has access (donated or paid) to a Shopping Guide publication, the students attracted by that medium is much higher.

TABLE 8
INFORMATION SOURCES

Percentages of men and women students who found out about continuing education opportunities through various channels

	<u>Women</u>	<u>Men</u>
from a friend	27%	23%
from a member of family	9	0
from a school previously attended	10	15
by contacting the college directly	19	31
from ads or stories in newspapers, radio, television	62	77
from a local community organization	8	21
other sources	13	7

Because of multiple responses, percentages total more than 100%.

In St. Albans, a relatively higher proportion of the mid-career students stated that they had applied for and received financial aid. Forty-two percent of the women applied for aid, and 36 percent received such aid. Forty-two percent of the men students stated they had received financial aid, though only 21 percent indicated they had applied for it. This apparent discrepancy is accounted for by the fact that a number of the men used the G.I. benefits available to them, and others received financial help from their employers and other non-institutional sources.

The Adult Education Service in St. Albans was only in its third year of development at the time of this survey. This probably accounts for the fact that the Service is apparently still not able to offer all of the courses that the mid-career students want. A relatively high percentage of them (41 percent of the women and 39 percent of the men) stated that only "a few" of the courses they really wanted were available to them (Table 9). Considerably more of the men than the women found that all of the courses they wanted were available. This is probably due to the fact that a higher proportion of the men are taking occupationally-oriented courses, and if these courses were not available, they simply would not be students.

TABLE 9
AVAILABILITY OF DESIRED COURSES OF INSTRUCTION
Percent of respondents who found that
courses they wanted were available

	<u>Women</u>	<u>Men</u>
All courses wanted were available	19%	39%
Most courses wanted were available	39	23
A few courses wanted were available	41	39
None of courses wanted were available	1	0

Eight percent of the women students, but none of the men, indicated they felt they would be "bothered" if most of the students in a particular class were younger than they.

In a summary question, the respondents were asked to indicate the extent to which they felt that their education or training program had met the objectives they had in mind when they enrolled. While a substantial number indicated they were too new in the program to respond to this inquiry (Table 10), three-fourths of the men and 63 percent of the women indicated that all or most of their objectives were being met.

TABLE 10
EDUCATIONAL OBJECTIVES

Percentage of men and women students, by degrees to which their education/training programs had met the objectives they had in mind when they enrolled

	<u>Women</u>	<u>Men</u>
Education program met objectives <u>completely</u>	29%	21%
Education program " <u>somewhat</u> " met objectives	34	57
Education program <u>did not</u> meet objectives	8	9
"I am <u>too new</u> in the program to respond"	29	14

STATE POLICY REALTED TO CONTINUING EDUCATION

There are a number of evidences that Vermont, despite its sparse population and its lower than average state-local tax capacity has made substantial commitments to the concept of providing continuing education and training opportunities for its mid-career citizens. Primary among these commitments was the establishment of the Community College of Vermont in 1970-71 and its later commitment in 1976 to preserve and continue this operation in spite of considerable opposition in the legislature and among other public education institutions. CCV, now a member of the Vermont State Colleges System, is open to any

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resident of the state, regardless of age, financial situation, geographic location, or previous educational experience. Since its conception more than 90 percent of its clientele have been mid-career persons. The college caters primarily to low-income adults, serving 80 percent of the adults in the state who are receiving higher education in some form. The average age of the college's students is in the 30-35 year age bracket.

This commitment was been exemplified in the willingness of the Board of Trustees of the Vermont state colleges when it approved the expansion of CCV into the northwest region and its other program developments throughout the state. It was particularly exemplified under circumstances of a "crisis" situation in 1976 when opponents of the community college sought through legislative enactment to either drastically cut the budget of the community college, eliminate it completely, or move it from the control of the state colleges board to that of the University of Vermont, a move which would have largely eclipsed the unique community college program. After much political debate over the scramble of various institutions for funding during a period of severe economic downturn, and, encouraged by the political clout of the unionized postsecondary instructors, the key educators of the state and members of the state executive office won over the support of the legislature and received its full funding under its existing organizational structure. This commitment affirmed the decision of the State to continue to provide a postsecondary opportunity to adults who need the additional education opportunity to enter or advance their careers, most of whom are working full- or part-time and need the opportunities which CCV and other institutions are providing. The fact that through the community college a major effort has been made to eliminate duplicative educational services has had strong appeal to legislators concerned with the dispersement of diminished tax revenues.

The President of the St. Albans Adult Education Council is Mr. Stanley Beauregard, Post Office Box 1, St. Albans, Vermont 05478. The Acting President of Vermont Community College, which furnishes administrative staff to the Council, is Ms Nancy Wylie, 18 Langdon Street, Box 81, Montpelier, Vermont 05602. The Regional Director for the Council in St. Albans is Ms. Margaret Williams, 48 Lower Newton Street, St. Albans, Vermont 05478

CASE STUDY:

PROVIDENCE, RHODE ISLAND

This major metropolitan area is now in a stage of modest recovery after a period of declining economy and loss of local industry and civilian Navy employment. In spite of notable gains, per-capita income is still low and unemployment high. The labor force remains largely unskilled, under-educated, and relatively immobile. A better-educated and skills-trained work force is a primary need of the new industries which will revive the lagging economy. Rhode Island has mobilized its counselling, education, and training forces to address this problem.

THE COMMUNITY OF PROVIDENCE

The metropolitan community of Providence is very largely the community of Rhode Island. In this tiny state (only 48 miles from north to south and 37 miles from east to west), more than three-fourths of all Rhode Islanders are located in the Providence metropolitan area. After losing much of its textile industry and the U.S. Navy closing down its installations on Narragansett Bay in 1974, nearly every family in Providence felt the economic pinch either directly or indirectly. Federal, state, and local efforts were mounted to bring temporary economic relief and then to attract new industries.

It is vitally important that the community be able to assure new prospective employers that they will be able to recruit a work force that is either trained in needed skills or that is willing and able to undergo the necessary retraining. Employees on the scale from laborers to technicians, to office workers, to supervisory management are needed, and this personnel is available, even though much of it might need retraining.

Economic disruptions have caused a great number of Rhode Island people to seek the means of making career changes or finding new jobs. This is particularly true of women who have been displaced from their jobs or are housewives who now wish to reenter the labor market.

Fortunately the community has a large number of educational and training institutions in the area. Availability of these resources is not the problem nearly as much as dissemination of information about them, developing access to them (particularly for the economically and educationally disadvantaged), and providing occupational counselling for people who have had little or no experience with these processes.

Fortunately also, communications facilities in Rhode Island are centralized, extensive, and accessible. A single newspaper publisher reaches out to the entire state, and five other dailies and 18 weekly newspapers are published. Four television stations and 21 radio stations are programmed primarily for the Rhode Island audience. Perhaps most remarkable is the fact that 96 percent of all Rhode Island households have telephones and 85 percent of the population is able to call a Providence exchange without toll charges.

In 1975, cooperation between Federal, state, and local agencies created the Career Counseling Service, an extensive telephone service that offers free occupational counselling, information on educational and training resources, and assistance in gaining access to the appropriate educational/training service. The following year a cooperative effort between the State Department of Education and two state-supported institutions of higher education resulted in the formation of the Clearinghouse on Information on Continuing Education (Project CHOICE) which reaches an urban clientele and has developed effective liaison between persons seeking information and counselling, the organizations which offer these services, and the providers of education and training services.

This case was chosen for study because it contains the experiences of a large metropolitan area as it seeks to solve its pressing economic problems, as well as continuing education and training problems.

SOCIO-ECONOMIC INDICES^{1/}

Population:

Providence and Kent Counties	<u>723,852</u>
Providence (city)	<u>179,116</u>

Unemployed as percentages of labor force:

Providence SMSA ^{2/} : high, July 1977	<u>8.5%</u>
(Rhode Island only) low, October 1977	<u>5.1%</u>
State of Rhode Island ^{3/} (January 1978)	<u>8.3%</u>
U.S. Average ^{3/} (January 1978)	<u>6.3%</u>

Principal Occupations, as percentage of total employed:

Professional, technical, management	<u>2.7%</u>
Sales and clerical	<u>24.5%</u>
Craftsmen and operators in industry and transportation	<u>40.1%</u>
Laborers, non-farm	<u>3.8%</u>
Farmers and farm laborers	<u>.3%</u>
Service workers (includes private household workers)	<u>11.6%</u>

Education levels as a percentage of males and females 25 years old or older in the two-county area, and relationship to total U.S. population at each level. (+ indicates greater than U.S.; - indicates less than U.S.; -o- approximately same as U.S. distributions):

	<u>Males</u>	<u>Females</u>
Less than 8 years elementary	<u>18.4%</u> (+)	<u>18.0%</u> (+)
8 years elementary	<u>13.4%</u> (+)	<u>13.7%</u> (+)
1-3 years secondary	<u>24.5%</u> (+)	<u>24.3%</u> (+)
4 years secondary	<u>25.0%</u> (-)	<u>30.9%</u> (-)
1-3 years college	<u>7.9%</u> (-)	<u>7.3%</u> (-)
4 or more years college	<u>10.8%</u> (-)	<u>5.8%</u> (-)
Median school years completed	11.5 yrs (-)	11.6 yrs (-)

1/ All data, unless otherwise indicated, is from the U.S. Census 1970

2/ State, County and Selected City Employment and Unemployment January-October 1977, U.S. Department of Labor, Bureau of Labor Statistics, December, 1977

3/ Employment and Earnings March 1978, U.S. Department of Labor, Bureau of Labor Statistics, Vol. 25, No. 3

PROFILE OF PROVIDENCE MID-CAREER STUDENTS

The student group which provided the base for the survey in the Providence area was drawn from those mid-career persons who had sought advice on career and education opportunities from Career Counselling Service (CCS) or Project CHOICE and who had indicated their intention to reenter education or training. The descriptive data which follows is based upon sixty-eight questionnaire responses from this group. While this group cannot be considered representative of the mid-career student population of the Providence area, it is nevertheless generally representative of the young adult group which presents the greatest problem --- as well as the most challenging opportunity --- to the education and training institutions in this economically depressed area.

Thirty percent of the student respondents were taking courses at Rhode Island Junior College. Another twenty-nine percent were taking courses offered by Rhode Island College, a four-year public institution. The remaining student respondents were taking or had recently taken courses offered by the University of Rhode Island, Johnson and Wales College, Providence College, Bryant College, Roger Williams College, Salve Regina College, and the Rhode Island School of Design.

Eighty-five percent of the respondents were women and 15 percent were men. This ratio is similar to the enrollments in Career Counselling Service and Project CHOICE, each of which serves more than twice as many women as men.

The persons who sought the help of these two educational planning and counselling services were generally younger mid-career adults and this was also reflected in the sample of respondents. Men students who had reentered education or retraining were primarily under 30 years of age. The larger proportion of women students, most of whom were parents of small children, were a little older.

TABLE 1
AGE GROUPS

Percentage of women and men students

<u>Age Groups</u>	<u>Women</u>	<u>Men</u>
under 30	36%	70%
30s	43	20
40s	14	10
50 or over	7	0

Forty-seven percent of the women and fifty percent of the men were married. Thirty-two percent of the women indicated they were divorced or widowed. Twenty-one percent of the women and fifty percent of the men listed themselves as single. Eighty-five percent of the women respondents had children 17 years of age or under currently living at home with them.

Blacks were represented in the student group (12 percent) which is considerably higher than in the two-county population as a whole (3 percent). Eighty-two percent of the students were Caucasian, as compared to 97 percent in the whole population. Other ethnic groups, predominantly Native Americans and Filipinos, accounted for the remaining six percent of the student group.

The students were predominantly in lower income levels, and a sizeable proportion had incomes below the poverty level. The average combined family income of the students was approximately \$8,500, with 30 percent of the students having family incomes of less than \$5,000 per year. Over half of all students had combined family incomes of less than \$9,000 annually; 17 percent were in the lower middle range of \$9,000 to \$15,000; 14 percent were in the upper middle range of \$15,000 to \$20,000; and (somewhat surprisingly) 20 percent had annual incomes in excess of \$20,000.

This bi-modal distribution of incomes will be reflected in later data related to occupations and attained education levels.

The proportion of students in the Providence group who are employed full-time while attending school or college (one-third of the women and 70 percent of the men) is markedly lower than the student population employed full-time in all other communities studied (half of the women and 86 percent of the men, as shown in Table 7, Chapter III). The proportion of students unemployed is much larger, as is the proportion of persons (in this case, all women students) who are welfare recipients. Data on the Providence group are shown in Table 2.

TABLE 2
PRESENT WORK STATUS
By percentages of women and men students
within indicated groups

	<u>Women</u>	<u>Men</u>
Employed full-time	33%	70%
Employed part-time	16	20
Unemployed	12	20
Homemaker	48	0
Volunteer worker	12	0
Welfare recipient	17	0
Retired person	0	0
Student	40	30
Presently looking for work	7	0
On lay-off from job	0	0
Others	2	0

Because of multiple answers, columns total more than 100%

The listed occupations of the student group in Providence differs in several areas from occupational characteristics of the general population. There were nearly three times as many students classified as service workers

(30 percent) than in the general population (12 percent). Those in the professional, technical, and management occupations were 28 percent among students and 20 percent in the general population. The number of student respondents engaged in clerical and sales occupations (33 percent) was slightly higher than in the general population (26 percent). There were markedly few craftsmen and non-farm laborers among the student population (5 percent vs. 44 percent).

The highest levels of education already attained by students as well as by their spouses was generally higher than in the two-county area population as a whole. The educational levels of students and of the students' spouses are shown in Table 3. The principal difference between the education levels of the students and those of their spouses is in the number of students who have some college training. It is interesting to note that the highest education levels attained by both men and women students were considerably higher than those of their spouses. Fewer than one-third of all student respondents have a high school diploma or less, yet about 40 percent of their spouses have high school diplomas or less.

TABLE 3
EDUCATION LEVELS OF STUDENTS AND SPOUSES

Percentage of students and their spouses by highest level of education attained

	Students		Spouses of	
	Women	Men	Women Students	Men Students
Elementary school or less	0%	0%	6%	0%
Some high school	2	0	4	22
High school diploma	25	30	30	22
Some college training	52	50	11	11
Associate degree	0	0	2	0
Bachelor's degree	4	10	4	0
Some graduate school	5	10	4	0
Master's degree	5	0	4	0
Doctoral or professional degree	2	0	6	0
Other	4	0	4	0
Does not apply (not married)			26	44

Columns total 100% with allowance for rounding figures

The most important finding of the survey and the one which is most pertinent to the theme of this project is that which relates to students' career plans.

The questionnaire asked respondents to identify themselves with one of five statements which were designed to classify them either as a present career changer (now changing or preparing to change to a new line of work with either a new employer or with their present employer), as a potential career changer (a person who would like to change to a new line of work at some future time), as a career upgrader (a person who is working for an advancement in his or her present career/line of work), or as a non-changer (one who prefers to stay on the present job or career for the foreseeable future).

Because this group of students had taken the step of seeking career guidance through CCS or CHOICE it is not surprising that more than four out of five identified themselves with one of the career change or advancement categories. Forty-six percent of the women and 70 percent of the men are presently working towards a goal of advancing their career aspirations. A larger percentage of the women students saw themselves as potential changers (47 percent) than did the men students (10 percent). Apparently more of the men had already decided their career change plans, while the women wanted change at some future time but were still "shopping" for a new career while improving their educational backgrounds.

TABLE 4

DESCRIPTION OF CAREER PLANS

Percentages of men and women students who identified themselves with one of five categories of career change goals

<u>Change Category</u>	<u>Women</u>	<u>Men</u>
1. <u>Presently</u> changing careers	28%	30%
2. <u>Presently</u> changing to new line of work, but with present employer	4	20
3. Would like <u>future change</u> of career (Potential changer)	47	10
4. Working for advancement in <u>present career</u> with same or new employer	14	20
5. <u>No change</u> of job or career in foreseeable future	7	20

COMMUNITY ORGANIZATION FOR MID-CAREER CONTINUING EDUCATION

When the Rhode Island Board of Regents for Education was created in 1973, it adopted continuing education for adults as a co-equal concern and area of developmental activity along with the traditional concerns of governing boards for primary and secondary education and higher education. Additional postsecondary education and skills training, particularly as these services can facilitate occupational change for mid-career adults, has been a continuing effort in Rhode Island centered in the Providence metropolitan community.

The Regents' early planning emphasized three objectives. First, to find ways to effectively coordinate the continuing education and re-training offerings of the numerous schools, colleges, and universities in the area. Second, to establish a service center which would disseminate educational information and materials and otherwise assist adults who were interested in going back to school or college for additional education or training. Third, to establish an external degree-granting university in the state. Reactions to these suggestions both from state offices and from the educational institutions were mixed and, in any event, state funds were not made available to initiate them. The institutions were not supportive of the external university proposal because they saw it as a state-administered program, as contrasted to an institutionally-conceived program. Others regarded it as duplicative of their own extension or other outreach instructional programs.

In early 1972, the Providence area was selected by the National Institute of Education as the pilot site for the demonstration of its national model of "home/community-based career education" for adults. The proposed organization, which was administered by Educational Development Center (EDC) and funded by NIE, would disseminate career-related

information, counselling and guidance services, and referral to educational and training resources for home-based adults --- those 16 years and older who were neither working nor attending school on a full-time basis. In late 1973, NIE awarded a subcontract to the Rhode Island State Department of Education to create a 24-member community task force composed of citizens representing business, labor, education, government agencies, and consumer groups, whose charge was to study the feasibility of maintaining the service on a permanent basis in Rhode Island.

Their report was received by the Project and forwarded to NIE for funding. Although funding for complete replication of the model in Providence was not provided, CETA funds were subsequently made available for a transitional operation of the Career Counseling Service (CCS). The Regents authorized an initial operation period of six months, with the NIE Project staff providing planning assistance, staff training, and program implementation. In mid-1975, the Career Counseling Service started full operation at a state occupational training facility at Quonset Point. The service was sponsored and funded by four state agencies whose interests related to career counselling, manpower needs, retraining, and employment security. They were the Division of Job Development and Training of the Department of Economic Development (which administers the CETA program), the Department of Education, the Department of Employment Security, and the Department of Social and Rehabilitative Services. Currently the service is funded by a CETA grant and vocational education moneys provided through the Governor's Special Grant Office. The representatives from the four departments now serve in an advisory capacity to the Service.

Activities of CCS are designed to respond to client needs and are achieved by four related services: Outreach, using mass media and other approaches to attract clients; Counselling to provide career information and guidance, and referral by telephone using paraprofessional counsellors; the Resource Center to collect and disseminate career-related materials

for staff, clients, and the community; and the Information Unit, to develop special directories and materials which support the counselling project and which can be sent to clients.

The outreach component develops materials and techniques to attract adults to the Service, and provides the general public and the professional community with information about the nature and purpose of the service as a whole. Members of the CCS staff speak to meetings of various organizations within the community and they conduct workshops with educators and community service groups. CCS sends flyers and assorted informational materials to places where unemployed, under-employed, and economically disadvantaged people are likely to be found. They prepare and place radio and television public service announcements, and advertisements in local newspapers and magazines. Press releases usually lead to news and feature coverage by both the print and broadcast media.

Counselling is the central program component of the Career Counseling Service. Staffed by paraprofessional counsellors, who are hired under CETA as public service employees, the counselling component provides a range of career-related services to adults using the telephone as the principal mode of service delivery:

- It helps clients assess their interests and capabilities;

- It helps clients develop, implement, and where necessary, revise their career plans and decisions;

- It informs clients of educational and training requirements for career entry and refers them to the providers of the necessary education or training;

- It provides clients with information and refers them to supportive services available in the community such as child care, financial aid, testing, and job placement;

- It provides clients with encouragement and emotional support throughout the process of counselling.

The Resource Center of the Career Counseling Service was established to identify, acquire, and make accessible a wide variety of career-related resource materials. An important source of information for users of the Resource Center is the Occupational Files, which contain up-to-date pamphlets, brochures, clippings, and other descriptive information about occupations and career fields. Another file provides up-to-date information on such subjects as independent study, equal employment, volunteer opportunities, gerontology, testing, and women's roles. The Center also houses current catalogues for approximately 200 educational and training institutions in Rhode Island and nearby Connecticut and Massachusetts. In addition, it provides staff and clients with access to numerous directories containing detailed information on sources of financial assistance and job opportunities in business and industry.

For career counsellors to function effectively, they need ready access to detailed information about the variety of educational institutions, training programs, and supportive service agencies in the community. In order to provide this important information base, the staff created three major directories: The Educational and Training Resources (ETR) Directory is a two-volume loose-leaf compendium which provides detailed information on over 90 institutions and 2,000 courses in full-time and part-time programs, as well as information on the ancillary support services offered by each. It also includes sections on non-local resources such as correspondence study, external degree programs, and educational and training programs in other nearby areas. The Directory of Supportive Services presents detailed information about those services which can help clients in a variety of ways, such as Americanization classes, career information, child care, consumer and legal services, personal counselling, financial aid, placement, services for the handicapped, women's services, testing, transportation, and

volunteer services. The Occupational Projections Directory presents current employment prospects and projections for over 350 careers. This directory is organized according to occupational area and individual job titles as defined by the Bureau of Labor Statistics.

In its first two years of operation, prior to September 30, 1977, Career Counseling Service accommodated a total of 3,359 clients through the telephone network services. Thirty percent of these callers requested only specific information and most of these were served with the single call or call-back. Sixty-five percent received the full counselling service. Another four percent were referred to the Resource Center and visited the facility at Quonset Point. Twenty-four percent of the interviewees went into some local education or training program, and another 45 percent went directly to a new job. On the day of September 30, 1977, CCS had a case load of 347 persons receiving some type of service.

Examination of CCS data on the characteristics of the clients served in the year prior to September 30, 1977 indicates that 54 percent were unemployed, and 46 percent employed either part-time or full-time. The latter were probably seeking an opportunity to change occupations. Thirteen percent had not graduated from high school, 51 percent had high school diplomas, and another 36 percent had had some post-high school education or training. Ninety-four percent of the clients were Caucasian and 6 percent from non-white minorities. (Of these 5 percent were black, which compares to 2.3 percent black minority in Providence County.) Sixty-seven percent were women, 33 percent men. Forty-two percent had family incomes under \$5,000; 30 percent incomes between \$5,000 and \$10,000; and 26 percent had annual incomes over \$10,000.

Career Counseling Service is performing a valuable service in the Providence and Rhode Island community because it is accomodating a

sizeable portion of the unemployed, the under-employed, and the under-educated population. This population has been a problem to the community's welfare, but at the same time it is one of the community's great resources to provide available manpower for the new industries coming in to the area. The CETA-eligible clientele of CCS go either to on-the-job training in local industries, or many go to the trade schools, vocational-technical institutions or the occupational course offerings of the Rhode Island Junior College or other institutions.

The collegiate institutions have not looked upon CCS as a major source of outreach or counselling and referral to their adult continuing education and lifelong learning programs. Consequently, the University of Rhode Island and Rhode Island College joined in a consortium with the State Department of Education and, with Title I funding in 1975, sponsored the Clearinghouse on Information on Continuing Education (Project CHOICE). Its stated purpose is to make postsecondary education more accessible to all of the adult population of Rhode Island. This purpose is achieved through the following objectives: (1) to act as a clearinghouse on information on educational, occupational, and technical opportunities, (2) to collect and disseminate the information, (3) to provide financial aid information, (4) to provide career counselling, (5) to offer assistance in filing for financial aid and admissions to postsecondary institutions, (6) to act as an advocate for all clients (especially the physically disadvantaged), (7) to offer workshops to students, and (8) to refer clients to other agencies when appropriate.

Project CHOICE disseminates information on all postsecondary institutions in Rhode Island as well as those in nearby Massachusetts and Connecticut. In addition to providing descriptive printed material, videotape cassettes prepared by the directors of continuing education at the various institutions are available. Information kits have been

assembled which include the video cassette, a catalogue of courses, an application, and a picture of a person speaking on the cassette. These media kits may be taken home and listened to at the person's leisure. Services are provided either by phone or in person, with or without an appointment at the CHOICE center, which is located at the Urban Educational Center in Providence. This inner city location allows Project CHOICE to be readily accessible to its target population, the economically and educationally disadvantaged.

Extensive mailings are made of CHOICE brochures and public service announcements are broadcast on radio and television. Action-line, a popular help column in the local newspaper, has been notified of the service and regularly contacts it for information on educational problems or programs. CHOICE's outreach campaign, during the first 19 months of operation, drew a total of 2,100 persons seeking information and assistance.

Project CHOICE has established a cooperative link with Career Counseling Service. Clients with need for more extensive career counselling and guidance than can be supplied by the limited CHOICE staff are referred to CCS.

A Liaison Committee has also been established so that Project CHOICE will have systematic linkage with the collegiate institutions and other agencies involved in continuing education activities. The specific purposes of the Committee are to review information packets and directories at CHOICE to determine their adequacy, comprehensiveness, and relevance; to provide a forum where new ideas and proposals can be discussed; and to identify gaps in available program offerings that are identified in the counselling process.

The Liaison Committee consists of 15 voting members composed of representatives from the public and private colleges and universities,

the State Department of Education, the proprietary schools, the school systems adult education programs, the Vocational Education Advisory Council, and other non-collegiate agencies. The Coordinator of CHOICE and the Director of the Career Counseling Service are key resource persons and ex-officio non-voting members.

INSTITUTIONAL PROGRAMS AND POLICIES FOR ADULT CONTINUING EDUCATION

Within the Providence community or immediately adjacent to it there are twelve collegiate postsecondary institutions, some with branch campuses. They offer a wide variety of lifelong learning and continuing education programs for adults. Also within this area there are numerous public, private and proprietary trade schools, vocational-technical institutes and business schools. The normal clientele of these institutions is adults seeking further training or retraining to new skills for new careers. Many more collegiate institutions and training schools are located in those areas of Connecticut and Massachusetts which are immediately adjacent to Rhode Island and within commuting distance for many Rhode Island people.

There has been little in the way of coordination of these thousands of program offerings, or cooperative planning that would reduce duplications of service and/or identify markets for new needed programs. However, it can be said that the independent and competitive nature of this sizeable educational enterprise has produced a wide variety of programs. Access to these programs by the people that are in most need of them, both for their personal advancement and to fulfill the community's trained manpower needs, is being improved by new directions in state educational policy and by the existence of such organizations as Career Counseling Service and Project CHOICE.

In the public education sector are Rhode Island College, Rhode Island Junior College, and the University of Rhode Island in Kingston and its Division of University Extension located in downtown Providence with other centers in thirteen surrounding city and suburban locations.

Rhode Island College attracts adult students to its regular curriculum offerings. It opens up the full range of its course offerings in both day and evening classes, to adult part-time students. As a matter of policy, it does not segregate its adult and traditional-age students into separate classes, but it does provide special programs of orientation to study and work habits, brush-up courses in English, mathematics, and writing for the reentering adult students.

Rhode Island Junior College has two campuses, one in Warwick just south of downtown Providence which was founded in 1964, and the other in Lincoln to the north of downtown Providence opened in 1976. Both campuses offer late afternoon, evening, and week-end classes and courses both for associate degree students and for students not seeking degrees but who wish to avail themselves of selected courses in the Vocational-Technical Division. All classes are open to adult and traditional-age students.

The URI Division of University Extension offers mid-career adults nearly 500 courses each term and baccalaureate degrees in ten areas ranging from General Studies to Industrial Engineering. They also offer Master's Degrees in English, Business Administration, and Public Administration. Their evening and week-end programs make it possible to hold a full-time job and still earn a B.S. in Industrial Engineering, for example, in four years. They offer credit for previous training and experiential learning through CLEP examinations.

In the private sector, Roger Williams College in recent years has made a major commitment to continuing education for adults. Founded

in 1948 as a junior college, Roger Williams is an outgrowth of an earlier business and law branch of Northeastern University and later as a YMCA Institute offering courses in business administration and engineering. In 1970 it was rechartered by the state to offer the baccalaureate degree and subsequently also won accreditation for degrees in the liberal arts and sciences and general studies. Its Division of Continuing Education offers evening and week-end classes for adult students, providing coursework for non-degree students as well as students seeking either associate or baccalaureate degrees in business administration, engineering, administration of justice, general studies, and the social sciences. While the main campus for day students is located in Bristol, the evening Division of Continuing Education is located in Providence. It also offers two-year associate degrees in management, engineering, and industrial technology at Quonset Point, North Kingstown, the site of the former naval and marine installation which is now being developed as an industrial park. A two-year program in business administration is also offered at the Naval Education and Training Center in Newport. The Division of Continuing Education now serves well over one thousand adult students which is nearly the number of students attending daytime classes at the main campus in Bristol.

Johnson and Wales College, originally a proprietary business school, was chartered in 1963 as a non-profit independent college to offer associate degrees in business management. In 1970, the state approved it to grant the baccalaureate degree. It is still dedicated to specializing in "business education and other job/income producing training." The College of Continuing Education has recently consolidated its evening and week-end divisions with the addition of morning classes. In addition to the associate and baccalaureate degrees, it offers diploma/certificate programs and special interest extension courses.

The Johnson and Wales Weekend College operates from 6:00 p.m. on Fridays until 4:00 p.m. on Sundays and offers both degree and certificate programs in business as well as a number of other areas such as hotel-restaurant management, culinary arts, insurance, real estate, and travel-tour management. The Weekend College attracts resident students by offering accommodations for Friday and Saturday evenings at its own dormitories or other accommodations arranged by the college.

Salve Regina, a Catholic coeducational college of arts and sciences in Newport, enrolls an increasing number of mid-career adults seeking advanced work or career changes in several areas such as management, nursing, criminal justice, medical technology, and social work. In addition to the regular baccalaureate programs, the College offers associate degrees in management and law enforcement. It accepts part-time students in courses offered after 4:00 p.m.

The state of Rhode Island operates a large public technical training institute at Quonset Point. Proprietary and other trade schools offer programs in various fields of business, engineering, secretarial work, cosmetology, and other fields as needs are perceived.

STUDENT EXPERIENCES WITH CONTINUING EDUCATION

Students were questioned in detail about their instructional programs and their experiences as adult students reentering education. Their responses indicate the goals they are pursuing and their needs as students. They also offer some indication of how well their needs are being met.

As indicated previously (Table 4) a large majority of the mid-career student group is seeking career change or advancement. However, at the

same time they regard a higher level of general education as important (if not more important) to their advancement than acquiring training in a specific field. Approximately 90 percent of the student respondents indicated that they had entered or reentered college to increase their general knowledge or to take advantage of the opportunity for personal enrichment and personal advancement. It appears that individuals had made a significant number of planning decisions before they entered into their education programs. In general, most students felt reasonably satisfied that their education program was meeting the objectives they had in mind when they enrolled.

When the students were asked to indicate the importance of possible reasons for their reentry into formal education (Table 5), the responses reflected both their educational ambitions and the availability of diverse programs which would accomodate their personal needs.

TABLE 5

REASONS FOR DECISION TO REENTER SCHOOLING

Percentage of students indicating various reasons that were "Very Important" or "Somewhat Important" in their decision to "go back to school"

Opportunity for personal enrichment/development/general knowledge.....	89%
Could get courses near to home/work place.....	83
Could get courses that fitted personal time schedule.....	81
Courses (or major) I wanted were offered.....	77
Good reputation of school or a particular program.....	77
Low tuition (cost).....	69
Opportunity for part-time study.....	66
Availability of financial support.....	6
The way to meet job requirements.....	58
To satisfy personal desire to have a college degree.....	57
Could pace my own learning.....	52
Opportunity to get credit for life/work experiences.....	42
My family wanted me to go.....	30
Easy way to get a degree/certificate.....	13
My employer wanted me to go.....	3
Friends were taking this program.....	0

Because of multiple responses, percentages total more than 100%

In order to measure the amount of thought mid-career students had given to their career and education planning respondents were asked to indicate which of a series of planning steps they had taken (Table 6).

Approximately 80 percent of the Providence area students indicated that they had done some thinking about a career change and a slightly lower percentage had planned on additional education as a means of preparing them for a new career. About one-half of the students indicated that they had developed a systematic education plan and about three-fourths were taking courses which were part of a planned program. This seems to imply that about one fourth of the students are taking course work while they are still in the process of developing their eventual career plans.

TABLE 6
EXPERIENCES IN PLANNING FOR CAREER CHANGE

Percentage of students who indicated
they had undertaken various planning steps

No planning.....	2%
Thinking about planning a career change for some time.....	81
Looked over lists of jobs that might interest me.....	57
Learned about possible new careers through previous work experience.....	27
Sought information from state employment office.....	40
Sought information from people now in chosen career(s).....	45
Actively sought to expand my knowledge of different career options....	45
Looked into agencies that offer job skills training.....	39
Sought advice of college in area.....	70
Used local agency offering career planning services.....	43
Planned additional education to prepare for career change.....	73
Developed systematic education plan to accomplish career change.....	49
Presently taking courses which are part of education plan for career change.....	72
Filed job applications which should lead to new career.....	28

Because of multiple responses, percentages total more than 100%

Seventy-four percent of the women and 60 percent of the men indicated that they had felt the need for counselling about the job or line of work they should enter. Of these, 74 percent of the women and 50 percent of the men stated that they had received the help they wanted from Career Counseling Service and Project CHOICE. Eighty-three percent of the women and 80 percent of the men who received counselling felt that they had received "good advice". Asked if they would have been willing to pay for career counselling services, 46 percent of the women and 39 percent of the men responded affirmatively.

These findings are similar to those found by Arbeiter^{1/} in a follow-up study of 400 randomly selected former clients of the Career Education Project, which was the model project from which Career Counseling Service evolved. It was found that "CEP clients were overwhelmingly satisfied with the service they received, with their counselors and with the telephone as a medium of communication." In addition, about one-half said that they would be willing to pay for the services they received.

In order to provide some indication of the effectiveness of various channels for disseminating information about continuing education opportunities, respondents were asked "how did you find out about the education/training opportunities that were available to you?" Ads or stories in newspapers, radio, and television attracted the largest percentage of men students, but most women learned of these opportunities by contacting the college or institution directly.

^{1/}Arbeiter, S. Telephone Counseling for Home-Based Adults. New York: College Entrance Examination Board, Spring 1978.

TABLE 7
INFORMATION SOURCES

Percentage of men and women students who found out about continuing education opportunities through various channels

	<u>Women</u>	<u>Men</u>
from a friend	30%	40%
from a member of family	7	30
from a school previously attended	25	40
by contacting the college directly	42	60
from ads or stories in newspapers, radio, television	26	70
from a local community organization	23	30
other sources	12	0

Because of multiple responses, columns total more than 100%

While most of the Providence mid-career students had little trouble being admitted to postsecondary institutions, the number of specific problems encountered, and presumably solved in one way or another, listed by students was somewhat higher than in the other communities studied. For example, 7 percent of the women reported they had run into the problem of not having a required (high school) diploma. Twenty percent of the men and 4 percent of the women said they had trouble because their previous grades were not high enough. Thirteen percent of the women and 10 percent of the men ran into the problem of not having taken certain (presumably prerequisite) courses.

Fifty-one percent of these mid-career students (49 percent of the women and 60 percent of the men) indicated that they had applied to the school or college for financial aid. Of those who applied, 29 percent of the women and 30 percent of the men indicated that they had received some financial aid. In addition to institutional aid, 22 percent reported receiving aid in the form of tuition or other cost reimbursement from their employers and 6 percent were receiving aid in the form of Veterans' benefits.

When asked the general question as to whether they found that the courses that they wanted to take were available to them (Table 8) a little over 75 percent of the students indicated that "all" or "most" of them were available and 20 percent indicated that "a few" of the courses they wanted were available.

TABLE 8
AVAILABILITY OF DESIRED COURSES OF INSTRUCTION

Percent of respondents who found that courses they wanted were available		
	<u>Women</u>	<u>Men</u>
All courses wanted were available	46%	30%
Most courses wanted were available	28	60
A few courses wanted were available	22	10
None of courses wanted were available	4	0

Sixteen percent of the student respondents indicated that they would be "bothered" if most of the students in a particular class were younger than they. This percentage was somewhat higher than in the other communities studied and could reflect the fact that a larger proportion of these students are integrated into classes that also serve traditional-aged students.

In a summary question, the respondents were asked to indicate the extent to which they felt that their education or training program had met the objectives they had in mind when they enrolled (Table 9). Most of the students who were able to respond to this question felt that some or all of the objectives they originally had in mind had been met by the programs they were taking. Nearly half of the women and 20 percent of the men could not respond because they were too new in their programs.

TABLE 9
EDUCATIONAL OBJECTIVES

Percentage of men and women students, by degrees
to which their education/training programs had met
the objectives they had in mind when they enrolled

	<u>Women</u>	<u>Men</u>
Education program met objectives completely	20%	30%
Education program " <u>somewhat</u> " met objectives	20	40
Education program <u>did not</u> meet objectives	11	10
"I am <u>too new</u> in the program to respond"	48	20
Columns total 100% with allowance for rounding numbers		

STATE POLICY RELATED TO CONTINUING EDUCATION

Rhode Island's commitments to the development of continuing education and training for adults date from the 1971 planning policy statement of the Board of Regents which proposed coequal status for continuing education along with provisions for elementary, secondary, and higher education. As has been the case in states which have suffered less from economic adversities Rhode Island has found it difficult to commit large shares of the state's general funds to all the new and innovative educational programs proposed to it. Progress has been made through the individual efforts in adult continuing education and training undertaken by the public and private postsecondary institutions and the public and private occupational training institutes. The Career Counseling Service, Project CHOICE, and the new Liaison Committee have made major steps to improve access to continuing education among those segments of the population most in need of these services.

In the 1977 statement of recommended policy by the State Commissioner of Education, Purposes of Postsecondary Education, several new needs and conditions are identified that "must be addressed by the system of postsecondary education."

Postsecondary education today must address the educational needs of a much broader cross-section of the population than ever before. In the last several decades, a major expansion in participation has occurred and the character of both the actual and potential population in postsecondary education has been transformed. No longer does education beyond high school almost solely involve those young adults in colleges and universities seeking credentials for professional and upper-level business careers. The traditional full-time residency programs that served these students are now regarded as only one aspect of a complex and diversified system. As more and more jobs require education beyond high school and as the rate of growth in knowledge accelerates, increasing numbers of persons from all socio-economic, racial, ethnic, and age groups require both more initial training and more frequent re-training to keep abreast of changing conditions. As a result, the view of education as a life-long activity is becoming more recognized and accepted. Thus, postsecondary education programs must now be offered in a variety of new ways to meet the needs of new kinds of students.

Ten primary goal statements were developed to serve as a frame of reference for a Master Plan for Postsecondary Education. Notable among them are the following:

"All persons in Rhode Island will have an equal opportunity to complete a postsecondary education program."

"Individuals will acquire skills and knowledge to help them choose and realize their career and economic goals."

"Information and assistance will be provided to individuals as they consider education and career choices."

"Persons continuing their education on a part-time or intermittent basis will be provided programs suited to their circumstances."

"Service to the community will be a major responsibility of the postsecondary education system."

There is a demonstrated concern for the continuing education student on the part of the Board of Regents. Recently, a new tuition policy was adopted which stated that the fees charged continuing education students should be brought closer to the fees charged regular students. State financial aid programs make no distinction between full-time and part-time students.

* * * * *

The Director of the Career Counseling Service, at Ocean State Training Center, Quonset Point, North Kingstown, Rhode Island 02852, is Ms Mildred Nichols. The Coordinator of Project CHOICE, 830 Eddy Street, Providence, Rhode Island 02905, is Ms Brenda Dann-Messier. The Commissioner of Education of the Rhode Island Board of Regents for Education, 199 Promenade Street, Rhode Island 02908, is Dr. Thomas C. Schmidt.

CASE STUDY:

SYRACUSE, NEW YORK

This city is the principal industrial and distribution center for the central region of New York State. During the last decade new opportunities for adults to continue their postsecondary education or acquire additional occupation training were developed, and by the 1970's, mid-career adults had a broad array of educational and training resources available to them. They were bewildered by the multitude of choices and especially the new nontraditional programs and nontraditional methods of delivering educational services. In 1973, an independent community educational and career counselling service for adults was inaugurated, and this was the start, nationally, of the "educational brokering" movement.

THE COMMUNITY OF SYRACUSE

Since the early days of America's westward expansion, Syracuse --- particularly after the opening of the old Erie Canal --- has been a principal trading and industrial center. In modern times it has developed heavy-industry manufacturing and highly technical electronics industries, though it is still the center of a rich farming area. As industrial technologies have advanced, and as business and trade expanded and contracted with ever-changing markets, the economy and conditions of employment fluctuated. Many adults at mid-career found that they had to acquire new knowledge and new skills to keep up with changing conditions of their employment, or seek new careers as old occupational skills found diminishing demand and new knowledge and new skills came into increasing demand.

Prior to the early 1960's, the opportunity for all adults in Syracuse to enter institutions of education and training were limited. Most private colleges and universities offered traditionally taught courses at traditional times of the day to traditional-age college students. These were the options open to mid-career students with few variations. A notable exception was the formation of University College at Syracuse University in 1946, which began offering evening classes in both degree and non-degree programs. These have expanded, particularly in the current decade, to a broad array of offerings. In 1962, the State University of New York (SUNY) opened the Onondaga Community College. The first public postsecondary educational institution in Syracuse began to attract many adults to its general education and occupationally-oriented courses. In 1966, Syracuse University's University College opened further opportunities for adults to earn baccalaureate and masters degrees through its Independent Study Programs. Then in the early 1970's, the nontraditional programs of SUNY's Empire State College and the State Regents External Degree Program opened the doors to adult postsecondary continuing education even wider. In the meantime, BOCES, the cooperative arrangement among vocational programs of the school districts

expanded its adult continuing education offerings in the Onondaga County area to mid-career persons seeking job skills training. All of this opportunity for continuing education and training found a ready market in the adult population of Syracuse.

As a result of this rapid expansion of educational opportunities, there was confusion over the multitude of choices available and the nontraditional programs and institutions. Adults needed more information, and preferably from an independent, noninstitutional source. They also needed counselling in how to choose the most advantageous way to prepare themselves for their new career goals.

From this need there emerged the Regional Learning Service of Central New York, an information and counselling service geared to the consumers of educational services, and dedicated to acting as the advocate of the adult student in his quest for appropriate education and vocational training. This organization established the pattern for "educational brokering" in the educational consumer movement that is now spreading across the country.

These are the reasons for choosing the Syracuse community for case study.

SOCIO-ECONOMIC INDICES^{1/}

Population:

Onondaga County^{2/} 472,835

Syracuse^{2/} 197,297

Unemployed as percentages of labor force:

Onondaga County^{3/} (January 1978) 6.9%

State of New York^{3/} (January 1978) 8.8%

U.S. Average^{3/} (January 1978) 6.3%

Principal Occupations, as a percentage of total employed:

Professional, technical, management 26.4%

Sales and clerical 29.9%

Craftsmen and operators in
industry and transportation 27.8%

Laborers, non-farm 3.4%

Farmers and farm laborers .7%

Service workers (include private
household workers) 11.8%

Education levels as a percentage of males and females 25 years old or older in the Onondaga County area, and relationship to total U.S. at each level. (+ indicates greater than U.S.; - indicates less than U.S.; -o- approximately same as U.S. distributions):

	<u>Males</u>	<u>Females</u>
Less than 8 years elementary	<u>11.0%</u> (-)	<u>10.0%</u> (-)
8 years elementary	<u>10.3%</u> (-)	<u>10.3%</u> (-)
1-3 years secondary	<u>18.9%</u> (o)	<u>19.1%</u> (-)
4 years secondary	<u>30.1%</u> (+)	<u>32.7%</u> (+)
1-3 years college	<u>10.9%</u> (+)	<u>10.8%</u> (+)
4 or more years college	<u>18.6%</u> (+)	<u>10.9%</u> (+)
Median school years completed	12.3 yrs (+)	12.3 yrs (+)

^{1/} All data, unless otherwise indicated, is from U.S. Census 1970

^{2/} Greater Syracuse Chamber of Commerce 1970 Census

^{3/} Employment and Earnings March 1978, U.S. Department of Labor, Bureau of Labor Statistics, Vol. 25 No. 3

PROFILE OF SYRACUSE MID-CAREER STUDENTS

There are so many collegiate institutions, statewide educational services and local public, private and proprietary occupational schools in the Syracuse area which offer continuing education opportunities to mid-career adults, that it is extremely difficult to estimate the total number of adults enrolled in these programs. The information on Syracuse mid-career students which follows is based on 210 completed and returned questionnaires. The adult students who responded were enrolled in fourteen different institutions or services. These included, principally, Syracuse University and University College, The Regents External Degree Program, SUNY Empire State College, and Onondaga Community College.

Fifty-seven percent of the respondents were women, 43 percent men. They were quite evenly distributed among age groups, except that there were more women than men in the group aged 50 or over (Table 1).

TABLE 1
AGE GROUPS

Percentage of women and men students

<u>Age Groups</u>	<u>Women</u>	<u>Men</u>
under 30	21%	26%
30s	34	39
40s	26	29
50 or over	20	7

Columns total 100% with allowance for rounding numbers.

Sixty-seven percent of the women and 86 percent of the men were married. Nineteen percent of the women and two percent of the men were divorced or widowed. Fourteen percent of the women and 12 percent of the men listed themselves as single. Seventy-three percent of the women students have children under 17 years of age living at home with them.

Ninety-three percent listed themselves as Caucasian, and the remainder identified themselves as Native Americans, Blacks, and Chicānos. This is very closely the same ethnic composition as that of the population of Onondaga County.

The average combined family income of these adult students was approximately \$17,900, with six percent of the students having family incomes of less than \$5,000 per year. Women students were predominantly in the middle and lower income groups; men were in income groups of over \$15,000.

Most of the Syracuse mid-career students were employed full-time, as indicated in Table 2. About 9 out of 10 students were working either full-time or part-time while attending school.

TABLE 2
PRESENT WORK STATUS

By percentages of women and men students
within indicated groups:

<u>Status</u>	<u>Women</u>	<u>Men</u>
Employed full-time	53%	87%
Employed part-time	21	6
Unemployed	8	3
Homemaker	47	1
Volunteer worker	10	1
Welfare recipient	1	1
Retired person	0	4
Student	40	11
Presently looking for work	4	4
On lay-off from job	0	1
Others	8	1

Because of multiple answers, columns total more than 100%

The adult student population of Syracuse apparently differs from the general population of Onondaga County in that there were many more students now in professional, technical, and management occupations (68 percent vs. 12 percent). Fewer students were in clerical and sales jobs (12 percent vs. 30 percent). Craftsmen and laborers were only 3 percent among the students; 30 percent in the general population. There were no farmers among the students. The number of students in service occupations was comparable to those in the general population (16 percent vs. 12 percent).

The highest levels of education already attained by mid-career students as well as by their spouses was considerably higher than those of the county population as a whole (Table 3 and Socio-economic Indices, page S4).

TABLE 3
EDUCATION LEVELS OF STUDENTS AND SPOUSES

Percentage of students and their spouses by highest level of education attained

	Students		Spouses of	
	Women	Men	Women Students	Men Students
Elementary school or less	0%	2%	2%	0%
Some high school	1	0	4	6
High school diploma	10	2	13	16
Some college or training	36	41	13	32
Associate degree	25	31	3	10
Bachelor's degree	12	16	14	9
Some graduate school	4	2	8	2
Master's degree	3	0	13	7
Doctoral or professional degree	0	0	7	0
Other	9	6	4	4
Does not apply (not married)			20	15

Columns total 100%, with allowance for rounding numbers

The most important finding of the survey and the one which is most pertinent to the theme of this project is that which relates to students' career plans.

The questionnaire asked respondents to identify themselves with one of five statements which were designed to classify them either as a present career changer (i.e. now changing or preparing to change to a new line of work with either a new employer or with their present employer), as a potential career changer (a person who would like to change to a new line of work at some future time), as a career upgrader (a person who is working for an advancement in his or her present career/line of work), or as a non-changer (one who prefers to stay on the present job or career for the foreseeable future).

In Syracuse, the career changers among women students (40 percent) are more numerous than among men students (26 percent), and potential career changers are more numerous among women (23 percent) than among men (14 percent). More men students are preparing for advancements in their present careers (42 percent) than women (23 percent). In all, the proportions of students in Syracuse who are working towards a goal of career change or advancement is higher than in the other student populations examined in this project.

TABLE 4

DESCRIPTION OF CAREER PLANS

Percentages of men and women students who identified themselves with one of five categories of career change goals

<u>Change Category</u>	<u>Women</u>	<u>Men</u>
1. <u>Presently changing careers</u>	31%	19%
2. <u>Presently changing to new line of work, but with present employer</u>	9	7
3. <u>Would like future change of career (Potential changer)</u>	23	14
4. <u>Working for advancement in present career with same or new employer</u>	23	42
5. <u>No change of job or career in foreseeable future</u>	15	18

Columns total 100%, with allowance for rounding numbers

COMMUNITY ORGANIZATION FOR MID-CAREER CONTINUING EDUCATION^{1/}

The Regional Learning Service of Central New York (RLS) is a not-for-profit, community-based educational and career counselling agency for adults. It is neither connected with nor financed by an educational institution. RLS since its inception has been a division of the Syracuse Research Corporation, originally a part of Syracuse University and now an independent research and development organization working in the social and physical sciences. RLS grants no degrees or credits; rather, it serves as middleman, between individuals seeking reentry into education and the educational resources which deliver postsecondary continuing education and training. It is an advocate for individuals seeking new vocational and educational directions in their lives. RLS helps individuals (clients) to assess their goals and what they need to reach them. As a "broker", it works with them to match their needs with the offerings of various schools, colleges, businesses, and government agencies.

Stephen K. Bailey, while serving as Chairman of the Policy Institute of the Syracuse University Research Corporation and as a Regent of the University of the State of New York, was instrumental in sparking the initial idea for RLS. In 1971, the Ford Foundation awarded the Policy Institute a two-year grant to design "a comprehensive study of extramural, postsecondary educational opportunities for central New York --- focusing initially on external degree options." The Central New York Planning Consortium for the External Degree, whose members were the fourteen public and private colleges and universities in Syracuse and the surrounding five counties, was established to assist in the design of the proposed system.

^{1/} The authors are indebted for much of the historic data and descriptive information on the Regional Learning Service, to:
Kordalewski, J., & Almaprese-Johnson J. Impacts of Services 1974-1977,
Syracuse, New York: Regional Learning Service of Central New York, 1977.

In addition to the colleges and universities, potential client groups and representatives from education, business, labor, proprietary schools, and cultural institutions participated in the planning.

During the first year of investigation the need for counselling and testing services for individuals interested in nontraditional degree programs became apparent. Consequently, the Consortium shifted the focus of the initial effort to the counselling support system. What emerged was a system to provide educational and career counselling to adults in five counties of central New York, called the Learning Consultant Network. After a period of recruiting and training peer counsellors for the mid-career adults, funded by the Carnegie Corporation, the organization was formalized as the Regional Learning Service in late 1973. In January, 1974, RLS opened its doors to its first clients.

The learning consultant is a career counsellor and education resource consultant whose primary role is to provide a relationship of support in which all the decisions and issues related to learning can be dealt with in a productive manner. Personal evaluation and goal setting are central to the learner-consultant relationship. Of equal importance is the learning consultant's role in identifying the variety of educational resources available to the client. From time to time, the learning consultant assumes an advocacy role on behalf of the individual learner. In practice, the specific functions which the learning consultant performs with any individual learner vary greatly depending upon the situation.

The learning consultants are a diverse group --- representative in age, sex, race, geographic location, educational experience, occupational interest, and life style of the diverse clientele which RLS aims to serve. They are all employed on a part-time basis. Some hold other jobs, some work only for RLS.

Presently, the Regional Learning Service is managed by a Director and a Leadership Team. The latter is composed of three learning consultants who in addition to their counselling duties have taken on specific primary areas of responsibility in the management areas of Outreach, Staff Training, Service Development, or Operational Assistance. In addition, there are 15 learning consultants, an administrative assistant, a secretary, an information resource person, and a part-time public service employee on the staff.

RLS continues under aegis of the Syracuse Research Corporation which provides accounting and other administrative services. The Consortium of colleges and universities and community representatives, which was formed to conduct the original 1971-72 studies, is no longer active. Policy direction and operation is determined within RLS as a function of the Director and the Leadership Team.

The major functions of RLS are to provide information on learning opportunities, assessment of occupational preference and capacity for learning, advisement on career lines and "how to study and learn;" referral to appropriate sources of education and training, and advocacy of his/her educational/training interests and needs.

The services of RLS are provided in the forms of: (1) one-time contacts for information; (2) single or multi-session group workshops; and (3) one-to-one individual counselling/consulting contracts for a several-month period. RLS has served over 9,000 people in one or another of these methods during its four years of operation.

The largest number of individuals (over 5,000) have been reached in the one-time contact situation. Information has been offered regularly at no cost over the telephone, by mail, to walk-ins and at regularly scheduled information sessions. Requests for information have been in

such subject areas as course offerings and schedules, traditional and nontraditional educational programs, financial aid, testing programs, job outlooks, vocational training, and teacher certification. The number of requests for these types of information has markedly increased in recent years and as a result plans are now being made to expand this service.

RLS has designed and provided various workshops for area agencies, businesses, and industries at times and places which were convenient for all concerned parties. The workshops have taken place in a variety of community settings, and usually each has focused on a special topic --- skill and interest assessment, goal setting, resume writing, interviewing techniques, education and training opportunities. They have been constructed to meet the special needs of specific interest groups such as women, laid-off professional employees, engineers whose jobs were being phased out, employed clerical workers, retired persons, and individuals in public service (CETA).

While the largest number of individuals have been reached by one-time contacts, the core of the service has been the individual consulting contract. During the first three years, 1,034 were served in this manner.

TABLE 5

Numbers of Consulting Contract Clients, by Years^{2/}

January 1974 - January 1975	204
February 1975 - January 1976	378
February 1976 - January 1977	<u>452</u>
Total	1034

This method is chosen by persons whose need for education or career guidance can best be met by individual meetings with an assigned learning consultant. The cost of the individual contract is \$20.00 for a two-month

^{2/} Ibid.

period, with no limit on the number of sessions a client may have with the learning consultant.

In 1977, an experimental group-counselling service was added to the individual counselling service. It is a series of structured workshops with each session covering a specific topic. Workshop sessions are limited to seven persons, with a minimum of four. In addition to workshop lectures, the learning consultants have produced tapes on specific subjects that can be used as part of the workshop or for individual use. These tapes are a concentration of information, which is usually attainable only from the learning consultants. The cost of the group counselling workshops is \$20.00. A person may sign up for a group workshop and then after it is over, pay a \$10.00 renewal fee for another month of either group or individual counselling. In the event of the latter option, the person would be assigned an individual learning consultant with whom he/she would meet two or three times during that one month period.

RLS is experimenting with this format for two reasons: (1) They want to see if there are some cost-effective benefits to be gained from counselling a group of people at one time; (2) they feel that there may be benefits for some individuals from exploring their concerns in a group setting as distinct from an individual setting.

The original financial supporters of RLS were the Fund for Improvement of Postsecondary Education (FIPSE), the Ford Foundation, the Carnegie Corporation, and the New York State Department of Education. The FIPSE, Ford and Carnegie grants were for funds to cover start-up costs and to sustain the operation for the first two or three years. The Department of Education provided a series of grants to design and test a competency-based program to enable adults to complete their high school diplomas and this became the basis for the present New York State External High School Diploma, companion to the Regents External (College) Degree Program.

As of June, 1977, all the original funding had terminated. So beginning July 1, 1977, RLS funding consisted of a new series of grants. A new Carnegie Corporation grant extended their support for another eighteen months. A three-year grant from Kellogg Foundation will be applied to general operating costs and development of new services. FIPSE provided a new grant to enable RLS to work with colleges and universities to develop new policies and practices for adult learners. The State Department of Education is continuing the external high school diploma program under its own direction and budget, but housed at RLS.

RLS currently has an annual operating cost of about \$160,000. Annual income from fees paid by its clients for counselling and other services is in the neighborhood of \$10,000. Thus, a little over 90 percent of the RLS operation is presently subsidized by the private foundations, Federal grants, and by the State.

INSTITUTIONAL PROGRAMS FOR ADULT CONTINUING EDUCATION

Educational resources and learning opportunities available to mid-career adults in Syracuse are numerous. The following is a brief description of several educational institutions to which RLS clients were referred and enrolled in courses or programs.

The Syracuse University University College, in its Evening College program, offers over 300 courses in the whole range of the S.U. degree offerings in Architecture, Education, and Law; as well as scores of non-credit courses ranging from personal awareness subjects to speed reading. It has a Women's Center program with special offerings for mid-career women. It operates the Maxwell Training and Development

Program in public affairs and citizenship which offers career advancement training opportunities for federal, state, and local government career employees. It operates a Police Academy program for career-upgrading of police chiefs, sheriffs, and other administrative personnel in law enforcement. It organizes special training institutes and workshops for industries and civic groups. It sponsors community Round Table luncheon meetings which periodically bring educators in touch with Syracuse people holding various civic responsibilities.

The Independent Study Degree Program of University College makes it possible for mid-career adults to earn a BA in Liberal Studies, a BS in Business Administration, a Masters in Fine Arts, Masters in Social Science, and a new Masters in Business Administration. Specifically designed for the adult student, this program consists of a combination of independent directed study and resident seminars. It requires an eight-day campus session during each trimester for undergraduate programs. The MFA program requires two-week summer sessions for three successive years, and the MSS requires two 12-day campus seminars in two successive summers.

The Regents External Degree Program was created in 1971 by the State of New York to enable independent students with college-level interests and learning potential to earn a degree without actually attending college. The degree is truly "external"; it is awarded by a university which evaluated a student it has not directly taught. The Program has no campus, resident faculty, or students in the traditional sense. It publishes its requirements and awards a degree to anyone who can meet them. There are no previous academic requirements for admission, and there are no restrictions on residence or age. Degree requirements can be satisfied in several ways including proficiency examinations, college courses from regionally accredited institutions, noncollegiate educational programs, and through special assessments of knowledge gained from experience. No classroom attendance is required and no

instruction is provided. Since 1971, enrollment has been opened in programs leading to Associate in Arts, Associate in Science, Associate in Applied Science (nursing), Associate in Science (nursing), Bachelor of Arts, Bachelor of Science, and Bachelor of Science (business administration).

Empire State College in New York was created in 1971 by the State University of New York as a non-residential degree-granting college with a statewide mandate to provide flexible, student-centered approaches to higher education. The college is open for full-time and part-time work to students of all ages and backgrounds; and awards the AA, AS, BA, and BS degrees. Specific degree areas offered are the Arts, Business, and Economics; Community and Social Services; Human Development; Science, Mathematics, and Technology; and Social Theory, Social Structure and Social Change. It has no campus in the traditional sense. It operates through regional learning centers and other special purpose learning units dispersed throughout the state and administered by a coordinating center located in Saratoga Springs.

The college requires each student to define an individualized program of study which will include a plan for concentration in a major specialty and a plan for general learning. Individual learning contracts and programs of study are developed between the student and his mentor, and contracts are arranged for specific periods of time. In addition, students may earn credit by taking proficiency examinations and through assessment of prior college level learning.

Mentors at the learning centers constitute the core staff of the college. They are responsible for instructional and tutorial activity. They help develop and evaluate student contracts and programs of study, assign and coordinate the use of tutors, identify special learning resources, and evaluate and assess students' prior learning.

LeMoyne College is a private four-year institution which offers BA and BS degrees and a special program that leads to a certificate in business and industrial management. Of particular interest are various non-credit seminars which are offered. An example is the Institute for the Career Development of Women in Management whose objectives are (1) to teach management skills, (2) to build career-planning and development skills, (3) to explore the special problems of women in business and industry, and (4) to provide particular work skills. Workshops are offered to employed women who have recently been promoted to management positions or who are eligible for such promotion.

Onondaga Community College is one of 30 locally-sponsored community colleges in the 64-campus network of the State University of New York. It is located four miles southwest of downtown Syracuse and is sponsored jointly by Onondaga County and the State of New York. A comprehensive institution created to fill the educational and cultural needs of the people of Onondaga County, OCC, offers the Associate in Arts, the Associate in Science, and the Associate in Applied Science degrees. An enrollment of nearly 6,000 is almost equally divided between full-time students and those pursuing degrees on a part-time basis through the Division of Continuing Education. This division operates one of the largest programs within Central New York. Each semester the Division offers over 300 class sections in various credit and non-credit courses. The following programs are obtainable through evening study: Administration of Justice; Business Accounting; Business Administration; Computer Science; Electrical Technology; Executive Secretarial; Fire Protection Technology; General Studies; Humanities; Human Services; Math-Science; and Mechanical Technology.

Extension centers and courses offered at off-campus locations help the College bring their course offerings for adults to inner-city as well as suburban locations. The Division sets up mobile registration units in various locations, such as shopping centers, for the convenience of its students.

BOCES, the Board of Cooperative Educational Services, was formed by state legislation in 1948. The primary purpose of BOCES is to provide services to two or more member school districts more effectively and economically than one district can provide.

Each year the member districts request the services they want their BOCES to provide for them the following year. The cost of each approved program or service is allocated to the "buying" districts based upon their share of participation. Most districts in Onondaga County, except the city of Syracuse, participate in the program.

The BOCES Adult Continuing Education Division offers courses in over 40 occupational skill areas designed to assist adults in acquiring specific job skills or in upgrading existing skills. Courses have been developed for Licensed Practical Nursing, Welding, Business Education, Auto Mechanics, Auto Body Repair, Carpentry, and other occupations. General interest courses are designed to assist adults in self-improvement, creative use of leisure time, handy man skills, and extra-employment opportunities. Under this general interest category, courses such as the following have been offered: Home Repairs and Maintenance, Psychological Testing, Leathercraft, Sewing, Tennis, and Music Instruction.

STUDENT EXPERIENCES WITH CONTINUING EDUCATION

A sample of mid-career students in the Syracuse area were questioned in detail about their experiences in planning their reentry into post-secondary education, their reasons for this decision, and the programs and services of the institutions they were attending.

We have already seen (Table 4, page S8) that about 85 percent of all student have personal ambitions related to their careers --- either

to change careers or seek advancements in their present career. When they were asked to rate the importance of each of a list of possible reasons for their decision to "go back to school" and take the particular courses they were enrolled in, the reason most frequently mentioned was "the opportunity for personal enrichment and development and increase general knowledge." Another reason related to an educational goal ranked close to this in importance, and it was "to satisfy a personal desire to have a college degree." When asked to indicate the single most important reason for their decision, nearly one-third of the students named the former and another third of them indicated the latter of these two education-related reasons.

The accommodations that are made available by institutions for mid-career, employed students all drew high rankings, as seen in Table 6.

TABLE 6

REASONS FOR DECISION TO REENTER SCHOOLING

Percentage of students indicating various reasons that were "Very Important" or "Somewhat Important" in their decision to "go back to school"

Opportunity for personal enrichment/development/general knowledge.....	94%
Could get courses that fitted personal time schedule.....	93
To satisfy personal desire to have a college degree.....	91
Opportunity for part-time study.....	89
Could pace my own learning.....	87
Could get courses near to home/work place.....	84
Courses (or major) I wanted were offered.....	79
Opportunity to get credit for life/work experiences.....	78
Good reputation of school or a particular program.....	75
Low tuition (cost).....	66
My family wanted me to go.....	47
Availability of financial support.....	46
The way to meet job requirements.....	43
Easy way to get a degree/certificate.....	36
My employer wanted me to go.....	22
Friends were taking this program.....	14

Because of multiple responses, percentages total more than 100%

It is interesting that two aspects of nontraditional programs which are generally more available in New York State than in other areas studied ---the opportunity to get credit for life/work experiences, and the opportunity for self-paced learning--- received significantly higher numbers of mentions as important reasons for the decision to reenter college than was the case of students in communities in other states.

In order to measure the amount of thought mid-career students had given to their career and education planning, respondents were asked to indicate which of a series of planning steps they had taken (Table 7). A substantial majority of these students had been actively involved in planning. This is undoubtedly a reflection of the counselling and assistance on detailed planning provided by Regional Learning Service and by the Empire State College services and those of the Regents External Program.

TABLE 7

EXPERIENCES IN PLANNING FOR CAREER CHANGE
Percentage of students who indicated
they had undertaken various planning steps

No planning.....	14%
Thinking about planning a career change for some time.....	63
Looked over lists of jobs that might interest me.....	39
Learned about possible new careers through previous work experiences.....	41
Sought information from state employment office.....	10
Sought information from people now in chosen career(s).....	54
Actively sought to expand my knowledge of different career options...	38
Looked into agencies that offer job skills training.....	8
Sought advice of college in area.....	40
Used local agency offering career planning services.....	12
Planned additional education to prepare for career change.....	79
Developed systematic education plan to accomplish career change.....	59
Presently taking courses which are part of education plan for career change.....	68
Filed job applications which should lead to new career.....	22

Because of multiple responses, percentages total more than 100%

Fifty-two percent of the women and 29 percent of the men indicated that they had felt the need for some counselling about the job or line of work they should try to get into. Seventy-six percent of the women and 39 percent of the men stated that they had received this type of advice. The principal source of this help named by women students was the Regional Learning Service, followed by their employer, their school advisor, Empire State College, and people in the career field they were interested in. Men students named their employers, people in their career field, and Empire State as their principal sources.

Most students were satisfied with the quality of the advice they had received (87 percent of the women and 65 percent of the men). Fifty-eight percent of the women and 38 percent of the men stated that they would be willing to pay for counselling services.

In order to provide some indication of the effectiveness of various channels for disseminating information about continuing education opportunities, respondents were asked, "How did you find out about the education/training opportunities that were available to you?" The responses are shown in Table 8. Ads and stories in the print and broadcast media rated much lower than among students in other communities.

TABLE 8

INFORMATION SOURCES

Percentages of men and women students who found out about continuing education opportunities through various channels

	<u>Women</u>	<u>Men</u>
from a friend	42%	38%
from a member of family	11	10
from a school previously attended	22	21
by contacting the college directly	32	16
from ads or stories in newspapers, radio, television	31	36
from a local community organization	14	13
other sources	12	16

Because of multiple responses, percentages total more than 100%

The principal "other sources" named were Regional Learning Service, the student's employer, and local libraries.

Twenty-nine percent of the women students and 18 percent of the men students indicated they had applied for financial aid. Most of the women who applied (25 percent of all women) and 40 percent of all men actually received aid. Men who received aid, though they did not indicate having applied for it, named as the source of this aid tuition-refunds or other aid from their employers, the Veterans Administration and other miscellaneous sources.

Over 90 percent of the students indicated that they found that all or most of the courses they wanted were available to them (Table 9).

TABLE 9
AVAILABILITY OF DESIRED COURSES OF INSTRUCTION
Percent of respondents who found that
courses they wanted were available

	<u>Women</u>	<u>Men</u>
All courses wanted were available	50%	52%
Most courses wanted were available	42	42
A few courses wanted were available	7	6
None of courses wanted were available	1	1

Columns total 100% with allowance in rounding numbers

Asked if they felt they were (or would be) "bothered" if most of the students in a particular class were younger than they, seven percent of the women and five percent of the men responded affirmatively.

In a summary question, the students were asked to indicate the extent to which they felt that their education or training program had met the objectives they had in mind when they enrolled. A large majority of the students who were able to respond indicated their programs had

completely met their objectives. About one-fifth of the students felt they were too new in their programs to respond (Table 10).

TABLE 10
EDUCATIONAL OBJECTIVES

Percentage of men and women students, by degrees to which their education/training programs had met the objectives they had in mind when they enrolled.

	<u>Women</u>	<u>Men</u>
Education program met objectives <u>completely</u>	49%	38%
Education program " <u>somewhat</u> " met objectives	27	41
Education program <u>did not</u> meet objectives	3	2
"I am <u>too new</u> in the program to respond"	21	19

STATE POLICY RELATED TO CONTINUING EDUCATION

The State of New York has made substantial commitments to the concept of providing continuing education and training opportunities for its mid-career citizens. This commitment was confirmed by the New York State Board of Regents in The Regents Statewide Plan for the Development of Postsecondary Education 1976:

There is a need to reaffirm the traditional mission of postsecondary education, no less than to note new activities that affect the quality of our lives. Significant gains have already been made in serving a cross-section of the population. These gains must not be given up. A retreat from the means by which broad access is now made available to New York citizens would be inconsistent with our long-standing goals for providing opportunities for social and economic mobility in American society.

For several years independent and public higher education institutions of New York State have been successfully extending educational opportunities to a new clientele of students. Hence, postsecondary

work offered at non-campus sites has proliferated. This off-campus study, often in time-compressed formats, is now offered at nearly 800 locations in the state. The Regents encourage effective delivery of education to new student populations, however, they are concerned about the quality of the educational programs offered at a distance from the main campus. As a result of this concern about the quality of such programs, the State Department of Education will be intensifying its evaluation of the non-campus centers.

Granting credit for life experience has become common practice at many New York State institutions. The Regents have long supported this concept when carried out according to the following basic principles: "Credit should be awarded for demonstrated learning, not experience alone; the means of validating the learning should involve direct examination of the student, unless the student has pursued a formal course of study under noncollegiate sponsorship, in which case an evaluation of the course would be appropriate, the policies of an institution regarding credit for life experience must be publicly and explicitly stated."

The Regents believe that nontraditional programs can be offered at costs that compare favorably with the costs of operating traditional programs. Some off-campus programs use rented classrooms while others have no building needs whatsoever except for office space for tutoring and advisement. Students often use the library resources of other colleges or the public library. A significant portion of their programs involve independent study or internships conducted at little or no expense to the college. On the other hand, individualized programs call for more personal contact between administrators, faculty, advisors, and students.

Several nontraditional programs in New York State have been funded in large part by private foundation grants. The Regents External Degree Program receives no State funds and operates on private and Federal grants and student fees. Other programs, like Empire State College and university-without-walls institutions used grant funds to meet initial costs, but now follow normal funding patterns.

The Regents are cognizant that in the current economic situation there are limited opportunities for immediate state action to lower the cost barriers for part-time students. Presently, part-time students in degree programs are eligible for financial aid through some federal programs and some employers. However, they are not eligible for funds through the State's Tuition Assistance Program (TAP). "Nevertheless, the Regents will continue to pursue, as long-term goals, equitable aid policies for all students in collegiate programs."

It has been found that colleges alone have been unable to meet the needs of older students in terms of providing needed information and advisement services. As a result of this, several different methods of delivering educational information are already in operation in the state. These include the statewide Regents External Degree volunteer advisor network, the Adult Independent Learner Program of the public libraries, and the Regional Learning Service of Central New York. The state also supports the Admissions Referral and Information Center (ARIC) in New York City. In addition, the Regents are giving special attention to the role that public libraries can play in advising adults. With the help of federal funds, the Regents are sponsoring pilot projects in libraries to provide information about a wide variety of postsecondary educational opportunities.

In January, 1978, the New York Commissioner of Education appointed a State Education Department Committee on Adult Learning Services, and in May, a Statewide Advisory Council on Adult Learning Services. The charge to these groups is to help plan a state system of information and counselling services for adults.

* * * *

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CASE STUDY:

LONG ISLAND, NEW YORK .

This heavily populated urban and sub-urban community has experienced changes in its traditional patterns of employment. Several major industries have laid off workers, yet others search for workers with specific skills. There is unemployment among office workers, school teachers, and other traditional white-collar jobs. Mid-career workers facing displacement have not been aware of the many educational and training opportunities available to them. A network of county libraries, working with colleges and universities, has established an information and counselling service that has the potential of reaching every mid-career person in this populous area.

THE COMMUNITY OF LONG ISLAND

This case study of the community of Nassau and Suffolk Counties on Long Island, New York, differs from the other studies in the Mid-Career Change Project in both purpose and detail. In contrast with the other communities studied, this community was chosen only to illustrate a large-scale utilization of libraries as the major organizational entity for establishing a community-wide educational information and career counselling service.

The Project Team, in its preliminary surveys, as in the detailed investigations of the case study communities, became aware of the potentially strong role public libraries can play not only as educational resources, but as service agencies for dispensing information on education and training opportunities and for direct contact with persons seeking decision making guidance and career counselling.

Libraries traditionally have been viewed as a primary community information resource center. They are the places most people think of first when they are in need of information, particularly information related to self-improvement and education. They are perceived by persons who have had little contact with formal education for several years as less threatening than educational institutions when they are beginning to "shop around" for information. They are regarded as a neutral, unbiased source of information and, perhaps, of advice.

Two major recent precedent-setting developments in the utilization of libraries as education service centers have been the establishment in 1972 of the Office of Library Independent Study and Guidance Project within the College Entrance Examination Board, and the establishment by the Regents of the University of the State of New York of the Higher

Education Library Advisory Service (HELAS) in 1976. These two projects offer superb guidelines for libraries across the nation wishing to expand their services, and for community organizations interested in making greater use of their libraries as resources for educational information, guidance, and advisory services.

The CEEB program is an outgrowth of the work done in 1970-1972 by the staff of the College Level Examination Program (CLEP) who worked with four library systems in developing an information, study planning, and materials resource service for adults interest in gaining college credit by examination. This early work led to the establishment of the Office of Library Independent Study and Guidance within CEEB in 1972. This office was jointly funded for a three year period by the Council on Library Resources, The National Endowment for the Humanities, the United States Office of Education, Office of Library Research and Demonstration and CEEB. The Final Report, published by CEEB in 1976 (see References), provides a detailed description of the project and of the work of the community libraries and state library system (New York) which cooperated with the study.

The CEEB National Office of Library Independent Study and Guidance identified its four major functions as follows:

1. Identifying and describing services for adult independent learners.
2. Encouraging public libraries in different areas of the country to participate in the planning and testing of services to independent learners in their respective communities.
3. Providing participating libraries with training in both service planning and service provision.
4. Assisting participating libraries in the testing and evaluation of planned services.

The libraries which participated in the project were the Public Libraries of Atlanta, Georgia; Cleveland, Ohio; Denver, Colorado; Miami-Dade, Florida; Portland, Maine; Salt Lake City, Utah; St. Louis, Missouri; Tulsa, Oklahoma; Woodbridge, New Jersey; Worcester, Massachusetts; and the Enoch Pratt Free Library in Baltimore, Maryland.

CEEB started the project by calling a seminar meeting in April, 1973, to discuss and develop a statement of national goals for the project, and individual program goals, service characteristics, and training needs. The meeting included librarians, educators, and members of the business community.

Among the services the libraries decided were necessary to implement the goals of supporting independent learners, the following were listed: (1) helping the independent learner to specify his/her learning goals; (2) helping the learner plan a program of study; (3) providing the learner with methods to assess his/her level of progress; (4) guiding the learner in the selection and use of study materials, and (5) making group learning sessions available in the library.

The results of this goals seminar set the stage for the work of the project over the next two years. The Final Report of the project (see References) is an important source of information and guidance to communities wishing to develop the use of their libraries as information and counseling centers for adult independent learners.

The following descriptive information on the New York HELAS Project is excerpted from its Annual Report of November 1, 1977 (See References).

In August 1976, the Regents of the University of the State of New York received a grant from the Fund for the Improvement of Postsecondary Education (HEW) to establish an educational advisory service for adults.

in representative public libraries across New York State. The purpose of the two-year demonstration project is two-fold:

1. To provide information, advice, and, where appropriate, referral to a wide range of postsecondary educational opportunities that meet individual adult needs and interests; and
2. To demonstrate that the public library --- long viewed as a community information resource center --- can play an active linking role between adults and the vast array of learning options offered by the educational community.

At the end of the first year, a follow-up study was conducted of the initial users of HELAS in four public libraries across the State.

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In each of the public libraries, a full-time librarian with an adult services or reference background was selected and trained as an educational advisor. The selection process was carried out jointly by the project director and the library administration and gave heavy consideration toward the librarian's prior experience in working with adults, familiarity with the library's existing collections, and resources and possession of certain interpersonal skills necessary to the role of an advisor.

The training component of HELAS emphasized communication and interviewing skill, characteristics and concerns of the adult learner, educational decision making and planning, and knowledge of educational and financial aid resources. Among the training techniques employed were role-playing and role-modeling, case studies, and discussion groups, both large and small. Experiential learning was emphasized to enhance the personal qualities and professional capabilities of each of the librarians.

An Inventory of Educational Resources was compiled for each of the demonstration sites to be used as a reference tool. These HELAS directories feature continuing education offerings by local colleges and universities, and nondegree-granting institutions, such as licensed proprietary schools, adult education and BOCES programs, and community agencies. Each directory also contains information on nontraditional educational programs, such as external degrees, credit-by-examination programs, correspondence courses, and noncollegiate sponsored instruction. Information on financial aid is also included because its availability influences the continuing education choices made by adults.

The Librarian/advisors also make use of their libraries' established collections and resources, particularly those compiled for career exploration, resume writing, and job search strategies. A computer terminal, which accesses a data bank composed of educational and occupational information, is an added feature in the Corning Public Library. Adults can use the terminal to explore a multitude of career options and then localize their investigation of a few career choices with print and other library resources.

* * * *

The Higher Education Library Advisory Service was officially opened on February 1, 1977. Over 2,200 people contacted the HELAS librarians during the first six months of operation because of extensive promotion efforts in the public media, community contacts with local service agencies and employers, and the distribution of brochures and posters. More than one-third (787 in all) scheduled an appointment to explore their continuing education goals in depth. In August 1977, these 787 individuals were mailed a five-page questionnaire to determine the effectiveness of HELAS in achieving its goals. Of these, 390 responses (about half of the total mailing) were received; considered an unusually high return. The survey results that follow are based on this responding group of HELAS clients.

For the most part, HELAS users are adults seeking a career change or advancement, men and women returning to --- or beginning --- an education, the unemployed and senior citizens seeking to enrich their leisure activities. Many are traditional library users, but as the service becomes better known in each community, first-time library users are beginning to explore the library's services through HELAS.

Nearly 60 percent of the users are women, which is typical of the clients of other educational advisory services. Since HELAS was designed and promoted as a service for adults, it is not surprising that three-quarters of its clients are over 25 years of age and include people of retirement age. The ethnic background of HELAS users is well diversified, although the majority of nonwhite clients come from the New York City area. And lastly, the majority of HELAS clients have had some postsecondary educational experience or have earned either an associate or bachelor's degree. While HELAS is serving a representative segment of society, it could perhaps make greater efforts to reach men, and more minority group members with a high school education or less, to help them find appropriate educational opportunities as well.

The demographic characteristics of HELAS clients, as represented by the survey respondents, appear below:

<u>Sex</u>	<u>Number</u>	<u>Percent</u>
Female	222	57%
Male	132	34
No Answer	36	9
<u>Age</u>		
18 - 24	67	17%
25 - 34	116	30
35 - 44	81	21
45 - 54	60	15
55 and over	27	7
No Answer	39	10

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<u>Ethnic Background</u>	<u>Number</u>	<u>Percent</u>
White	196	50%
Black	102	26
Spanish-surnamed	23	6
Other non-white	24	6
No Answer	45	12
<u>Education Level</u>		
Less than high school	16	4%
High school	84	22
Some postsecondary	140	36
Associate degree	60	15
Bachelor's degree	39	10
Graduate study	40	10
No Answer	11	3
<u>Total</u>	390	100%

The individuals surveyed were asked to identify from eight specific types of HELAS services relating to information, advisement and referral, those services that they used and whether or not they found them to be useful. Not surprisingly, the most frequently requested service was information on and referral to postsecondary educational opportunities. Support and encouragement to continue or pursue educational goals was the second most popular service. Eighty-seven percent of users of each of these found them useful, and more than half (55 and 56 percent, respectively) described them as very useful. For each of the eight services provided, a majority of the users found them to be helpful. (See Table 1).

TABLE 1
HELAS CLIENT SERVICES
Level of Satisfaction of Clients Requesting Services

<u>Type of Service</u>	<u>Satisfaction with Service</u>						<u>Total Clients Requesting Service (N=390)</u>
	<u>Very Useful</u>	<u>Number</u>	<u>%</u>	<u>Somewhat Useful</u>	<u>Number</u>	<u>%</u>	
Information & referral to postsecondary education opportunity	143	55%	82	32%	34	13%	259
Support & encouragement to continue or pursue educational goals	136	56	75	31	33	14	244
Assistance in setting educational goals/objectives	89	39	86	38	51	23	226
Assistance in locating & using library resources	122	60	65	32	16	8	203
Assistance in assessing prior educational experience	72	36	89	44	40	20	201
Assistance in career exploration	72	37	76	39	45	23	193
Information/application procedures on financial aid	67	39	57	34	46	27	170
Information & referral to community agencies	47	36	37	28	46	35	130

THE COMMUNITY OF LONG ISLAND

The counties of Nassau and Suffolk, adjoining the New York City metropolitan burrough of Queens, comprise the community of Long Island. The population density of Nassau is exceeded only by that of the New York City burroughs. It is entirely urban and suburban in its land-use patterns. Suffolk is not so densely populated. The western portions, adjoining Nassau, are primarily suburban; the eastern portions are less densely populated, with extensive rural and recreational land useages.

About sixty percent of the labor force is employed in white collar occupations. Principal industries on Long Island are wholesale and retail trade and manufacturing. Governmental agencies account for 18 percent of the labor force. One-quarter of the population commutes each day to jobs in New York City.

Economic down-turns in the 1970's resulted in many shifts in the pattern of employment. An unusually large number of women have entered or are planning to enter the job market. They are seeking the means of augmenting family incomes. They are resuming previously interrupted career goals, or they are preparing for new and different careers. Perhaps to a far greater extent than in other areas of the state and nation, the sharp decline in the birth rate has resulted in the closure of elementary schools and this has forced an unusually large number of professionals and classified support workers into the ranks of the unemployed. Most of these are seeking new careers.

There are many providers of adult postsecondary education and occupational training on Long Island. A 1975 survey identified 568 providers ranging from 17 colleges and universities to secondary school adult classes, business and community programs, and over 160 proprietary schools.

An important step in the direction of inter-institutional cooperation has been made in the founding of an organization known as the Long Island Regional Advisory Council on Higher Education (LIRACHE). One of its principal activities has been a concerted attempt to improve the availability of career counselling services for mid-career adults. Several member institutions have instituted undergraduate and graduate programs to train persons in the field of counselling adults. LIRACHE has cooperated in the establishment of adult counselling centers in county libraries and these are used as a practicum for intern students from the counselling instructional programs.

Long Island provided the opportunity to study a densely populated urban and suburban area where a cooperative effort is being made to broaden the availability of education/training information, career counselling, and referral of clients to appropriate educational resources through the network of county libraries working in collaboration with educational institutions. Libraries are a facility available in almost every community in the nation. The experiences of this and other New York communities may offer transportable ideas other communities may wish to adopt.

SOCIO-ECONOMIC INDICES^{1/}

Population:

Nassau and Suffolk Counties: 2,553,030

Unemployed as percentages of labor force:

Nassau and Suffolk Counties^{2/}: (October 1977) 5.7%

State of New York^{3/}: (January 1978) 8.8%

U.S. Average^{3/}: (January 1978) 6.3%

Principal occupations as a percentage of total employed:

Professional, technical, management 30.4%

Sales and Clerical 29.9%

Craftsmen and operators in
industry and transportation 24.2%

Laborers, non-farm 3.5%

Farmers and farm laborers .3%

Service workers (includes private
household workers) 11.7%

Education levels in the two-county area as a percentage of all males and females 25 years old or older, and relationship to total U.S. population at each level. (+ indicates greater than U.S.; - indicates less than U.S.; -o- approximately same as U.S. distributions).

	<u>Males</u>	<u>Females</u>
Less than 8 years elementary	<u>9.0%</u> (-)	<u>8.9%</u> (-)
8 years elementary	<u>9.7%</u> (-)	<u>11.0%</u> (-)
1-3 years secondary	<u>18.1%</u> (-)	<u>17.5%</u> (-)
4 years secondary	<u>30.0%</u> (+)	<u>42.1%</u> (+)
1-3 years college	<u>13.3%</u> (+)	<u>10.2%</u> (+)
4 or more years college	<u>19.9%</u> (+)	<u>10.3%</u> (+)
Median school years completed	12.5 yrs (+)	12.3 yrs (+)

^{1/}All data, unless otherwise indicated, is from the U.S. Census 1970

^{2/}State, County, and Selected City Employment and Unemployment January-October 1977, Bureau of Labor Statistics

^{3/}Employment and Earnings March 1978, U.S. Department of Labor, Bureau of Labor Statistics, Vol. 25, No.3

COMMUNITY ORGANIZATION FOR MID-CAREER CONTINUING EDUCATION

The Long Island Advisory Council on Higher Education (LIRACHE) is a consortium of sixteen postsecondary educational institutions. In 1975, this organization, with the support of Title I HEA funds administered by the New York State Department of Education, conducted an extensive study of the postsecondary continuing education needs of adults in Nassau and Suffolk Counties, and compiled an inventory of postsecondary continuing education opportunities available in the area.

The Heston-Fautz Study (see References) identified 568 continuing education resources available to Long Island's adult residents. These ranged from degree offerings of the private and public universities and colleges to occupational training programs of BOCES, the state-sponsored cooperative of secondary school adult programs, and included programs of local organizations, civic groups, and the training programs conducted by local industrial firms.

They also found that the adult counselling and guidance services varied widely. Professional career counselling services had been developed by several postsecondary education institutions, primarily at Hofstra University, the C.W. Post Center of Long Island University, Adelphi University, and SUNY-Stony Brook. Other services were located in secondary schools adult vocational programs, at county and state agencies, as well as at some private agencies such as the Federation of Jewish Philanthropies. Most of these charged a substantial fee for their services, particularly to persons who were not enrolled in the institution. Furthermore, much of this counselling was offered at times not convenient to adults. Clearly, these services were not meeting the needs of the increasing number of adults in the Long Island community who were seeking continuing education and retraining opportunities.

The report also pointed out that the region's public libraries were increasingly involved in adult learning activities and could play a key role in any comprehensive system of adult continuing education because of their widespread distribution throughout the area. There are 54 county libraries in Nassau and 52 in Suffolk.

The Title I HEA grant to LIRACHE made it possible to combine the resources of the public libraries with the counselling and training resources of institutions of higher education in the area. Seven libraries were chosen as the initial project participants, and four more were added the following year. Each library established an adult vocational counselling center which utilized the services of graduate students from counselor education and human resource and development programs in LIRACHE member institutions. Their participation in the project is part of the training internships required for their graduate degrees.

The Nassau County Office of Women's Services plays a key role in the Long Island Advisory Service. This organization, founded in 1966 as an agency of the County, has had long experience in offering counselling services to women in Nassau County. These cover a wide range of career education and life cycle issues. The counselling service is offered to the public at no cost or fee. Over the years this agency developed an extensive cross-index file of career and educational information known as the VOICenter File (Vocational and Occupational Information Center). This is essentially two cross-indexed filing systems. One contains information on career and job opportunities available in Nassau and Suffolk Counties. The other file contains current information on continuing education and training programs offered at all education/training resources in the two-county area. By using this facility, a counselor can inform a client about occupational opportunities that require the specific experience or training he/she might have or be willing to acquire. The system can also work the other way. Starting with the client's interest in a particular career line, the system will tell that

person what type of education or training background is expected for entry positions and where that education or training can be obtained in the two-county area.

The VOICenter information is in the process of being converted to a computer-based data bank so that all libraries in the two-county area can install computer terminals and have immediate access to the VOICenter information. This will greatly facilitate updating of VOICenter information to keep it current at all times. The Nassau County Office of Women's Services is developing the computer project under a subcontract from LIRACHE.

The organization of this community effort is relatively simple. It is under the general direction of LIRACHE which selected a project director for the developmental projects. As the Title I funding is completed, the Nassau County Office of Women's Services will take a more active role in training interns and library personnel in adult career and educational counselling, as well as aid the expansion of the services to new libraries in other parts of the area. LIRACHE will continue the internship program, making their students available to the libraries.

STUDENT EXPERIENCES WITH CONTINUING EDUCATION

There is no reliable estimate of the number of mid-career adults on Long Island who have availed themselves of the five hundred or more education and training programs cited by the Heston-Fautz Report (1976) as available in this two-county community. How many of these adults could have benefited from public library career counselling and educational guidance prior to their reentry into education or training is impossible to estimate. The counselling program in the public libraries had been in

operation for little more than a year at the time of this survey and no professional evaluation of the program had been made. The data which follows are based on 232 responses from mid-career students resident on Long Island and enrolled, either concurrent with the survey or in the recent past, in 16 different educational institutions or services, including primarily Empire State College, Adelphi University, Nassau Community College, Suffolk Community College, New York Institute of Technology, SUNY Agricultural and Technical College, the C.W. Post Center of Long Island University, Hofstra University, and SUNY Stony Brook.

A substantial proportion of the respondents were enrolled in the Regents External Degree Program and some of these (11% of the total) indicated REDP as their "institution". However, the remainder (and an unknown percentage) more properly named the colleges or universities they were currently attending and taking courses towards their REDP degrees.

Two-thirds of the respondents were women, which is about the same ratio discovered in the student samples in all communities. Seventy-five percent of the women and the same percentage of men were married; 18 percent of the women were divorced or widowed. Eighty-two percent of all women students had children under 17 years of age living at home with them.

Eight percent of this student group were Black (4.6 percent in the Long Island population as a whole); other minorities accounted for four percent (less than one percent in the whole population); 88 percent were Caucasian (95 percent in the Long Island population).

These students were a little older than adults students in other areas (Table 2). About half of them were 40 years of age or older.

TABLE 2
AGE GROUPS

Percentage of women and men students

<u>Age Groups</u>	<u>Women</u>	<u>Men</u>
under 30	9%	17%
30s	35	37
40s	35	20
50 or over	21	25

Columns total 100% with allowance for rounding numbers

Fifty-four percent of the women students were working full-time and another 21 percent were working part-time. Ninety-three percent of the men students were working full-time; none reported part-time employment.

As in the other communities studied, the occupational groupings of these students differed from those in the general population. Fifty-nine percent of the students listed professional, technical, or management positions (30 percent in the Long Island population). Students in sales and clerical positions were only 16 percent compared to 30 percent in the general population. Only 3 percent of the students were craftsmen or non-farm laborers (29 percent in the general population). Service workers among the students accounted for 22 percent of the group; 12 percent in the general population.

Average family income of these students was about \$23,000, which is considerably higher than the income levels of students observed in the other community case studies. Only 4 percent had incomes below the poverty level (\$5,000).

The education levels of the student groups were, as expected, considerably higher than in the whole population. Only 12 percent of the women students and 8 percent of the men had high school diplomas or

less, while in the general population of Long Island 68 percent of the men and 80 percent of the women were at or below this education level. The education levels of women students were generally about the same as those of their spouses, but the spouses of men students had considerably less education than the men students (Table 3).

TABLE 3
EDUCATION LEVELS OF STUDENTS AND SPOUSES
Percentage of students and their spouses
by highest level of education attained

	<u>Students</u>		<u>Spouses of</u>	
	<u>Women</u>	<u>Men</u>	<u>Women</u> <u>Students</u>	<u>Men</u> <u>Students</u>
Elementary school or less	0%	0%	1%	1%
Some high school	2	1	6	4
High school diploma	10	7	12	47
Some college or training	41	27	25	17
Associate degree	24	31	5	6
Bachelor's degree	11	23	15	3
Some graduate school	5	4	10	3
Master's degree	2	1	10	4
Doctoral or professional degree	1	1	6	0
Other	5	4	0	0
Does not apply (not married)			12	14

Columns total 100% with allowance for rounding of numbers.

Seventy-nine percent of the women and 68 percent of the men in the Long Island student group were either studying for career changes or advancements, or were classified as "potential career changers" (Table 4).

TABLE 4

DESCRIPTION OF CAREER PLANS

Percentages of men and women students who identified themselves with one of five categories of career change goals

<u>Change Category</u>	<u>Women</u>	<u>Men</u>
1. <u>Presently</u> changing careers	26%	12%
2. <u>Presently</u> changing to a new line of work, but with present employer	7	11
3. Would like <u>future</u> change of career (Potential changer)	21	18
4. Working for advancement in <u>present</u> career with same or new employer	28	28
5. <u>No change</u> of job or career in foreseeable future	19	32

Columns total 100%, with allowance for rounding numbers

The Long Island students were reentering education to broaden their general education and because of the opportunity for personal enrichment and development. This reason ranked high in importance in the educational decisions of students in the other communities (Table 5). The emphasis on college degree attainment and the availability of nontraditional programs which have high appeal to adult students --- factors which characterize both private and public postsecondary education in New York State --- account for differences in the Long Island (and Syracuse) students from students in the other areas studied. For example, the personal desire for a college degree was higher among the important reasons for education reentry than was the case in communities other than in New York. The opportunity for self-paced independent learning was similarly high, as was the opportunity to receive credit for life/work experiences.

TABLE 5
REASONS FOR DECISION TO REENTER SCHOOLING

Percentage of students indicating reasons that were "Very Important"
"Somewhat Important" in their decision to "go back to school"

Could get courses that fitted personal time schedule.....	93%
Opportunity for personal enrichment/deveiopment/general knowledge....	92
Could get courses near to home/work place.....	90
To satisfy personal desire to have a college degree.....	86
Could pace my own learning.....	83
Opportunity for part-time study.....	82
Opportunity to get credit for life/work experiences.....	78
Courses (or major) I wanted were offered.....	78
Good reputation of school or a particular program.....	74
Low tuition (cost).....	72
The way to meet job requirements.....	46
Availability of financial support.....	45
Easy way to get a degree/certificate.....	41
My family wanted me to go.....	37
My employer wanted me to go.....	25
Friends were taking this program.....	16
Because of multiple responses, percentages total more than 100%	

It is quite apparent that the Long Island students had done a considerable amount of planning for their career changes or career advancements. Seventy-two percent were counting on additional education to prepare them for a career change. Fifty-three percent had developed a systematic education plan to accomplish this goal, and 65 percent were presently taking courses which would lead to a career change (Table 6).

TABLE 6
EXPERIENCES IN PLANNING FOR CAREER CHANGE

Percentage of students who indicated
they had undertaken various planning steps

No planning.....	11%
Thinking about planning a career change for some time.....	56
Looked over lists of jobs that might interest me.....	36
Learned about possible new careers through previous work experience.....	34
Sought information from state employment office.....	8
Sought information from people now in chosen career(s).....	44
Actively sought to expand my knowledge of different career options.....	26
Looked into agencies that offer job skills training.....	4
Sought advice of college in area.....	31
Used local agency offering career planning services.....	8
Planned additional education to prepare for career change.....	72
Developed systematic education plan to accomplish career change.....	53
Presently taking courses which are part of education plan for career change.....	65
Filed job applications which should lead to new career.....	15

Because of multiple responses, percentages total more than 100%

When these students were questioned about where they found out about the opportunities for continuing education available to mid-career students, nearly half (49 percent of the women and 46 percent of the men) indicated that their information came from friends or members of their families. Thirty-four percent of the women and 17 percent of the men had written or telephoned one of the institutions in the community. Thirty percent of both women and men had been attracted by ads or stories in the print or broadcast media. About one-fourth named other sources of information, of which their employers ranked highest (12 percent of the women and 16 percent of the men). Six percent of the women and 4 percent of the

men had learned of these opportunities from public libraries. In this connection, it should be noted that the advisory services had been established in the public libraries for less than one year prior to the time of this survey.

Half of the women (49 percent) indicated that had felt the need for professional career counselling, and 56 percent reported they had received counselling help. Most received this help from the institutions they attended, their employer, or "a career counselling service" (not otherwise identified). Only 20 percent of the men stated they had felt the need for career counselling, but twice as many (44 percent) reported they had received counselling, though very few identified the source of their help. Of those who received counselling help, 80 percent of the women and 50 percent of the men were satisfied that they had received "good advice". Fifty-three percent of the women and 31 percent of the men would be willing to pay for counselling assistance.

Twenty-eight percent of the women students and 12 percent of the men had applied to their institution for financial aid. Twenty-nine percent of the women and 28 percent of the men actually received some financial assistance. Non-institutional sources named were principally their employers or the Veterans Administration.

A large majority of all students found that all or most of the courses they wanted were available to them (Table 7).

TABLE 7
AVAILABILITY OF DESIRED COURSES OF INSTRUCTION

Percent of respondents who found that courses they wanted were available

	<u>Women</u>	<u>Men</u>
All courses wanted were available	50%	31%
Most courses wanted were available	37	60
A few courses wanted were available	10	10
None of courses wanted were available	4	2

Columns total 100%, with allowance for rounding numbers

Most of these students who had been in their educational programs long enough to form an opinion, were generally satisfied that their programs had met the educational objectives they had in mind at the time they enrolled (Table 8).

TABLE 8
EDUCATIONAL OBJECTIVES

Percentage of men and women students, by degrees to which their education/training programs had met the objectives they had in mind when they enrolled

	<u>Women</u>	<u>Men</u>
Education program met objectives <u>completely</u>	49%	32%
Education program " <u>somewhat</u> " met objectives	25	43
Education program <u>did not</u> meet objectives	5	4
"I am <u>too new</u> in the program to respond"	21	20

Columns total 100%, with allowance for rounding numbers

* * * *

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CHAPTER V

SUMMARY FINDINGS FROM THE CASE STUDIES

The seven case study communities were deliberately chosen to provide illustrations of different types of community organizations functioning in different types of community environments. Thus, organizational forms and program development ideas that may be transportable to other communities could be seen in different settings.

In many respects, the form of the organization of these community efforts was a reflection of local traditions, the characteristics of the population, their education and training needs, the circumstances of the local economy, and the existing array of postsecondary education opportunities found in each. However, there is little evidence to indicate that particular organizational forms would be successful only in the community in which this investigation found them.

The forms of organizations found in the series of case studies may be characterized as follows:

1. The predominantly lay citizen council form of organization is probably best exemplified in the Citizens' Task Force which was organized to advise and to some extent govern the Southeastern Minnesota Educational Center (SMEC-Rochester). This is a 26-member body of lay citizens, community leaders, mid-career students, and one representative from each of the member educational institutions.

This form of organization was also observed in its early stages of development in St. Albans (Vermont) where the Adult Education Council of Franklin-Grand Isle Counties is the developmental and guiding organization for the consortium of all educational institutions as well as the civic and welfare groups and agencies in the area. It, also, is a predominantly lay citizen board.

2. The form of community organization initiated and developed by a consortium of educational institutions is best exemplified in the Northeastern California Higher Education Council, centered in the community of Chico and serving a rural area of eleven counties. While close ties with nearly all community civic and welfare groups and agencies are carefully maintained, the governing body is an executive committee of institutional executives, and the community agencies do not participate in the central governing organization.

3. Three of the organizations studied are essentially community service organizations, with somewhat different connections with the communities they serve.

The Regional Learning Service in Syracuse (New York) is a free-standing, educational brokering organization. It is a division of Syracuse Research Corporation, a non-profit corporation formerly associated with Syracuse University. This parent organization was aided in forming RLS by a consortium of fourteen public and private colleges and universities in the Syracuse area, but this consortium no longer exists as an active organization in the community.

The Career Counseling Service of Providence (Rhode Island) originated as a pilot project of the National Institute of Education's Career Education Project, and is now a public agency of the State of Rhode Island funded by CETA and under the advisory direction of four departments of the state government. The other community educational information center in Providence, the Clearinghouse on Information on Continuing Education (Project CHOICE), is sponsored by a consortium of the University of Rhode Island, Rhode Island College, and the State Department of Education. CHOICE has an advisory committee of representatives of the public and private colleges and universities in the area, but no direct representation of community interests in its governing organization.

The Long Island Advisory Service (Nassau and Suffolk Counties, New York) is a service of the public libraries of New York, which are under the governance of the Regents of the University of the State of New York (the State Department of Education) and its Higher Education Library Advisory Service (HELAS). Seven (later augmented to eleven) of the 106 public libraries in Nassau and Suffolk counties have combined with a consortium of sixteen postsecondary educational institutions to offer information and career counselling services. They are joined in this project by a county public service agency, the Nassau County Office of Women's Services.

4. The fourth type of community organization is the institution-sponsored educational brokering organization. This form was studied in Omak (Washington). The Okanogan County Education Service (OCES) is sponsored by Wenatchee Valley College, a two-year community college one hundred miles distant, and given the mandate under the state plan for higher education to provide outreach services for adult students in this isolated and sparsely-populated region. OCES operates a widespread information and counselling service for mid-career adults and has attracted outreach educational programs of eastern Washington Colleges and Universities so that it can serve adults seeking baccalaureate-level instruction as well as those in the associate-level programs of Wenatchee Valley College.

The extent of education program offerings (the number of courses and variety of subject areas) made available to the students in each community also varied greatly. In the rural and isolated areas the choice of programs was somewhat limited, though successful attempts were being made to provide the most desired and needed programs. In the urban centers, there was a greater range of choice among continuing education programs.

The types of delivery systems observed in the case studies ranged from traditional classroom instruction to many forms of so-called nontraditional education.

Traditional classroom instructional methods predominate in most of the institutions in the Providence area, though interesting innovative practices were found in the more occupationally-oriented programs of Roger Williams College and Johnson-Wales College. Most of the instruction in the community colleges of Northeastern California and California State University-Chico is also done in conventional classrooms, with the exception of the rural outreach classes of College of the Siskiyous in Weed. With several notable exceptions much of the instruction in Rochester is done in conventional classroom settings.

An interesting and apparently quite successful variation of conventional classroom instruction was found in two remote rural areas where it is usually impossible to gather a sufficient number of students wishing to take particular courses at one time to organize separate classes for each course. At the OCES in Omak and in its various outreach communities, as well as at the outreach communities served by the College of the Siskiyous (Weed, California) multi-subject learning centers provide a solution to this problem. The instructional methods are a combination of organized self-instruction and classroom teaching. The self-instruction portions of each course are built largely around programmed textbooks supplemented frequently with self-instruction kits of tape cassettes and visual aids. The students meet in classrooms, usually for two or three hours on one or two evenings a week with an instructor-tutor. (In the Northeastern California consortium they are called "learning facilitators".) Each class may have students taking three or four different courses usually in related subject areas such as physical sciences, or social sciences, or courses in business administration. The learning center instructors are chosen for their abilities as teachers rather than as specialists in particular subject areas. The course content and periodic examinations are devised and supervised by the faculties of the "parent" college (College of the Siskiyous and Wenatchee Valley College in these cases) and are subject to the policies and quality control of the appropriate departments and deans of the college.

"External degree" offerings, in different forms, were found in New York (Regents External Degree), in California (California State University-Chico), and in Washington (Fort Wright College and, recently, Eastern Washington State University).

The use of television as a means of delivering instruction to mid-career adults was found in several areas. Television tape cassettes were used as supplementary aids in Omak and in Northeastern California, and as the primary instructional-delivery medium in a few courses at Rochester. Broadcast television is used for special offerings (such as a series on nursing) in Northeastern California. At Rochester a complete master's degree in engineering is offered at the IBM plant through televised classes, with audio feedback, from the Minneapolis-St. Paul campus of the University of Minnesota. Washington State University is hoping to develop its broadcast TV facilities to the point where it can deliver degree courses to Omak and other rural centers in Eastern Washington.

Credit for experiential learning and conventional course credit by examination (via CLEP and/or locally developed examination) was found to be available at education and training institutions in each of the case study communities. These offerings were generally available in New York, particularly through Empire State College, at Vermont Community College programs in St. Albans, and at Winona State University in Minnesota. They were available, though usually in a more limited way, at Wenatchee Valley College (Omak), at Roger Williams College (Providence), and in most of the institutions in Northeastern California.

Student-directed "learning contracts" leading to collegiate degrees are available in the case study communities of Syracuse and Long Island through Empire State College and St. Albans through Vermont Community College.

Independent study degree programs at both undergraduate and graduate levels are available in Syracuse through the Syracuse University College ISDP, Independent Study Degree Programs. Other variations of self-instructional techniques in individual course offerings were found in most of the communities, some of which have been previously described.

Workstudy and on-the-job training programs were found in each of the three rural communities. Their use, however, was in most cases limited by available resources, both in instructional funding and in employment settings where management was willing and qualified to offer instruction. In Omak and in Northeastern California course credit was offered for some forms of experience in volunteer work with public and private non-profit community organizations through the CIP, Community Involvement Program.

An interesting plan for providing occupation-oriented courses in very small community areas was discovered in the "phase in/phase out" concept developed by OCES in Omak. If trained personnel were needed in certain occupational fields (law enforcement and licensed practical nurses are examples), training programs were organized and offered for a year or two until the local (and limited) demand for personnel was filled. Then these program offerings were phased out, to be phased in again only when the job market could absorb more people in the particular occupation. If technical facilities were needed to instruct these programs (shops, laboratories, or hospitals) existing facilities were utilized on a lease or cooperative agreement.

The practice of student cross-registration and transfer of degree credit for course work successfully completed by students of one institution who were allowed to enroll in specific courses at another institution was observed in several community areas. This practice was followed primarily as a means of reducing unnecessary duplications of course offerings and hence of lowering the costs of education both for the institutions and for the public. This policy was more commonly practiced in those case study

communities which had the strongest community-wide organizations --- Rochester, St. Albans, and Northeastern California.

In New York state, the Regents External Degree Program is built upon acceptance of course credit for work done at any institution approved by the Regents. Essentially the same policy is followed in the learning contract procedures of Empire State College. The New York State Project on Non-Collegiate Sponsored Instruction evaluates educational programs administered or sponsored by non-collegiate organizations --- primarily business or industrial firms or associations and public service corporations --- and establishes appropriate credit recommendations for them. Post-secondary institutions use the project's Guidebook in accepting credits earned in these programs towards degrees in their own institutions.

Student services in support of continuing education and training for mid-career adults were available in every community, though in varying degrees and with several important differences.

Counselling on career change options and guidance in the student's selection of appropriate education and training programs from those available in the whole community is the most important support service. This can determine the success of the whole program to make continuing education available to mid-career citizens. This service should be (1) community-wide and available to all adults regardless of their economic status or amount of previous schooling; (2) known to all adults in the community; and (3) independent of the educational institutions, or at least independent to the degree that the counsellor can offer unbiased advice on the selection of institutional programs, if multiple programs are available. These three components were met in varying degrees and in different ways in the seven community areas of this study.

In Rochester, all three of these components were fulfilled through the counselling service of the SMEC Consortium supplemented with the

counsellors from each member institution. Since the adult programs offered in Rochester are jointly planned by the representatives of all institutions, there was a minimum of program duplication and a minimum of competition. To a large extent each institution offered courses only in its agreed upon portion of the joint program. With this arrangement, the SMEC counsellor and the institution counsellors who hold office hours at SMEC one or two days each week were able to operate effectively as a team providing students with counselling on career options and with counselling on developing educational programs to fulfill their career and educational goals.

In Providence the telephone counselling by Career Counseling Service (CCS) is certainly widely known in the community and within reach of all adults, regardless of their economic or educational backgrounds. As a public service agency, it is completely independent of the educational institutions to whom its clients are referred. However, the complete counselling service is now available only to persons who are eligible for the CETA program. While this segment of unemployed and largely under-educated or under-trained persons is a most important clientele and perhaps the most in need of the services, it is nevertheless a sharply limited segment of the whole mid-career population to whom the services are available. While CCS does make its printed materials --- its Educational-Training Resources Directory, its Directory of Supportive Services, and its Occupational Projections Directory --- available to non-CETA eligible callers who will come to Quonset Point to inspect them, this does not fulfill the whole need.

The Regional Learning Service in Syracuse is an independent educational brokering organization whose services are available to anyone in the central New York area. However, its ties with the community as a whole and with the educational institutions in the community are not strong. The existence of the service is not widely known through the community as a whole. As a result, RLS is not in contact with a large part of the mid-career population in Syracuse.

The Long Island Advisory Service, operated in the public libraries of Nassau and Suffolk counties, has the potential for fulfilling the three essential components --- particularly if and when it is expanded from its present eleven libraries to all 106 libraries in these two counties. What appear to be two fundamental weaknesses in this organization may hamper the effectiveness of this and other services offered exclusively through public library systems. First, the libraries do not have a strong community organization in back of them to give them necessary ties with the civic-business-industry-public service agency community, and to advise and direct their activity. Second, the libraries, at least those observed in the Long Island case study, tend to give a higher priority to immediate job-placement rather than long-term career counselling and planning. The latter may be due to an insufficient number of trained counsellors available in each library. Some had only a part-time counsellor on one or two days a week and appointments for counselling came more than three or four weeks after the initial client contact.

The Okanogan County Education Service (Omak, Washington), in spite of its affiliation and funding by a single educational institution, offers complete career counselling services and educational planning for four-year as well as two-year programs. The counsellors hold office hours at the OCES office in Omak, but they spend much of their time in the field meeting with adult people on the Colville Reservation and in the small and largely isolated towns in this mountainous region. This service fulfills the conditions of the three essential components previously listed.

In St. Albans, the Office of the Adult Education Service does not offer a career counselling service. The Community College of Vermont, in the procedures of developing individual learning contracts with the adults who choose to seek an associate degree, does an excellent job of analyzing a student's career options and goals and advising him/her on how to prepare for a chosen career. Since this is the only degree oppor-

tunity available in the community, the service is impartial. However, it is available only to mid-career students who commit themselves to degree programs which is less than twenty-five percent of the adult student population in St. Albans. The remaining three-fourths of the students, most of whom are enrolled in courses related to career ambitions, do not have the benefit of professional career counselling. In the long run, this could prove costly to the community's continuing educational effort through dropouts or misdirected educational efforts.

The Northeastern California Higher Education Council did not offer a central, area-wide information service on education/training opportunities nor a career counselling service, leaving these two services to the personnel of the individual collegiate institutional members. However, funding is now expected to be obtained for an area-wide expansion of the IRIS (Information Referral Inquiry Service) toll-free telephone service, presently operated by California State University-Chico, an area-wide computerized career information program, and establishment of a community advisement center at the location of each member college or university. These counselling centers would be staffed with trained paraprofessional counsellors. These services would also be made available in the remote outreach centers and at twelve public libraries throughout the area.

Employers of mid-career persons in both urban and rural communities played an important role both as career counsellors and providers of financial aid to mid-career people. In the survey instrument, adult students were asked if they had received this help. The number of persons indicating that their employers had advised them on career goals and on seeking more education or training was frequently second only to the number who had received professional counselling help from a local agency or from the school counsellor. Likewise, in response to the question on where they had received financial aid, an appreciable number listed

their employer. In a number of the communities, employers had adopted policies under which they reimbursed employees for the cost of their registration and other fees. The usual practice was to limit this program to courses which were job-related; however, in a number of cases the policy was applicable to any continuing education or training programs. In communities which had strong representation of employers on their boards or advisory committee (such as Rochester or St. Albans) this practice was more common and there were larger numbers of adult students who had received both counselling help and financial aid through their employers.

In St. Albans, the Adult Education Council includes in its membership a representative of the local Education-Work Council formed under the aegis of the National Manpower Institute. This national organization, founded by Willard Wirtz, former U.S. Secretary of Labor, works through local community councils and primarily with young people of high school age helping them bridge the gap between study and work. However, NMI has indicated its interest in the development of local opportunities for adults to periodically return to education or training as a means of improving their careers. Though this alliance in St. Albans had been in existence only a few months at the time of this survey, the value of the close relationship between education and training institutions and industry and labor was already evident. The same potential source of assistance to mid-career students was also evident in Syracuse. In that community, the Community Council on Careers is affiliated with the Association for Industry-Education Cooperation. While their primary goal is helping young people prepare for career entry, both the Syracuse Council and the Association have expressed interest in helping adults enter and reenter new careers after periods of further education or occupational training.

As illustrated in the Long Island case study, the libraries in New York state and in a number of metropolitan centers in other areas are

taking an active role as information and counselling centers. However, aside from professional career counselling, there are many more library services that can be extended to the adult students. In Rochester, the public libraries are affiliated with the MINITEX system developed by the state Coordinating Council. This is a computer-activated system for bibliographic search and reference print out. It includes all the major public and private libraries in the state, including those of the University of Minnesota, which have entered into inter-library loan arrangements. The Rochester Consortium also works closely with the public libraries to be sure that they stock reference books needed by the adult students who are taking courses in Rochester through the extended facilities of colleges and universities whose campuses and libraries are not in Rochester. In North-eastern California, a consortium of all public and collegiate libraries in the area has been formed for exchange, by courier service, of books, films, and other instructional materials.

Libraries are a traditional resource for information other than what is found in books and periodicals. The Onondaga County libraries (Syracuse), for example, maintain current information on adult education opportunities in the Syracuse area, including announcements and descriptions of regular and special programs offered by local institutions as well as the statewide services of the Regents External Degree and of Empire State College. They shelve the reference books and texts needed by adult students in the area. One member of the library staff holds a special assignment to arrange these facilities and services, and keeps herself personally informed so that she can advise adult students on sources of information and help. The library in Syracuse has been a major source of the referrals of adults to Regional Learning Service's career counselling program. Libraries in these and other areas have arranged special evening study accommodations for adult students and facilities for group study sessions and seminars.

A service frequently overlooked is that of making arrangements with campus and other bookstores to stay open for at least a few evenings a week to accomodate adult students taking evening classes.

Childcare centers are a frequent need of adult students in every one of the case study communities, and facilities are not always available for the majority of women students who still have young children living at home with them. The Rochester Community College maintains an on-campus childcare center which serves adult students taking daytime classes, but available funds do not allow its operation in the evenings. In a few rural small towns (in Northeastern California and Omak) attempts have been made to recruit volunteer "baby sitters" for adult students, but this has been difficult and not particularly successful in meeting the full need for these services,

Women's support groups, which offer special programs and services for adult women seeking opportunities to rebuild careers, to cope with personal and family problems, and to prepare themselves to reenter education, have been developed in a number of the case study communities. For example, the Rochester YWCA offers an extensive list of programs and group meetings for married students seeking reentry to the programs offered through the SMEC consortium, as well as other programs directed to special problems such as child rearing by the single parent, problems associated with divorce, and others. RLS in Syracuse offers group counselling for mid-career women. Many collegiate institutions also offer special seminars and instructional programs related to particular problems of adult women. These were observed at St. Teresa College in Rochester; in Weed at the College of the Siskiyous, and at other community colleges in Northeastern California; at Omak in programs developed by Wenatchee Valley College; and at Onondaga Community College in Syracuse. In Nassau County, New York, the Nassau County Office of Women's Services, which has already been mentioned in relation to its counselling services and cooperation with the Long Island public libraries, also offers many special seminars and other programs for women in that area of Long Island.

In each of the three rural areas studied (Omak, St. Albans, and Northeastern California) the local community organization was able to serve mid-career adults living in small and often isolated towns by establishing outreach learning centers.

In Omak, the Okanogan County Education Service outreach centers are located in towns in the river valleys up to fifty miles from Omak and two centers on the Colville Indian Reservation. Most are staffed with Wenatchee Valley College faculty members who travel on one day each week to the outreach centers. One of the centers on the Colville Reservation is staffed with adjunct faculty of Fort Wright College and they offer baccalaureate degree courses.

In Northeastern California, the consortium originated and directs an outreach program wherein four of the six community colleges operate multi-subject learning centers similar to the previously described program of College of the Siskiyous in Weed. The California State University-Chico holds classes for its External Degree students at four community college campuses in the eleven-county area. Thus, the community colleges become outreach centers of the University offering senior college baccalaureate degree courses. Faculty members usually travel to these campuses from Chico to meet their classes, though some are taught by adjunct faculty members (frequently community college instructors) appointed by the departments and deans in Chico.

In St. Albans, the Adult Education Council has organized outreach centers on Grand Isle, in Lake Champlain, and at other rural centers in Franklin County. These offer associate-level courses of the Community College of Vermont, non-degree courses of University of Vermont Extension, and occupational training courses of the local school district.

Urban outreach centers in major metropolitan cities serve the same function of bringing their evening and afternoon classes to adult students at inner-city locations. These are convenient for many persons who would find it difficult to commute to campuses which are often located in suburban areas, or in locations which would require a long street car or bus ride at night.

Onondaga Community College, which is located in suburban Syracuse, has established a downtown center which is easily accessible to many of the city's minority groups, and offers both academic and occupational training courses. At the time of the case study survey, OCC was working with the SUNY Economic Opportunity Center program to establish another inner-city location. Most of the Syracuse University programs for adult students are located at a downtown campus.

This same pattern of operating urban outreach centers at inner-city locations was observed in Providence where Rhode Island College and University of Rhode Island jointly maintain the Urban Education Center in downtown Providence. Roger Williams College, whose main campus is located in suburban Bristol, has established a major center in downtown Providence which serves a primarily mid-career clientele with courses in engineering, business administration and the social sciences. Roger Williams also operates an outreach center at Quonset Point (the former U.S. Navy post) in cooperation with the Electric Boat Division of General Dynamics Corporation.

During the course of the field observations for the community case studies, a number of problem areas were observed. Many of the same problems reappeared in most of the different communities. In the discussion which follows, these problem areas will be described along with comment, in some cases, of steps which were being taken in attempting to solve them. In a later section of this report, the Project Staff will offer some recommendations related to these problem areas based on its observations and interviews with community leaders and education administrators.

The common problem --- and certainly the most pressing --- was that of establishing and preserving the financial stability of the community organization. Most of these organizations were established with "seed money" granted by state-appropriated Title I HEA funds, by the Fund for Improvement of Postsecondary Education (FIPSE), the National Institute of Education (NIE), or other federal, state, or private foundation funding programs. The obvious question that faced most was: "What do we do when the original grants run out?" For several, the original funding has now lapsed, and various measures, some temporary, some inadequate, have been taken to preserve the continuity of the organization. While funds to develop new ideas and additional program activities can frequently be obtained from public or private foundations or Title I HEA grants, these sources usually will not provide support for continuing, day-to-day operation of the community organization's services.

Continuing support, it was observed, probably has to come from combinations of two areas: public moneys and/or sources of income that might be generated at the local level. The following is a review of the basic methods of community organization funding observed during the course of the case study investigations.

In Rochester, the Southeastern Minnesota Education Center (SMEC) is the operational unit of the SME Consortium. The Consortium was established by the Minnesota legislature in 1973 when authority was given to the Higher Education Coordination Commission to develop and administer three experimental regional postsecondary education projects. These three regional centers, one of which is Rochester, were established, and in 1978 a fourth center was started. Each performs a valuable service to the state by coordinating the educational resources in the area, making certain that adequate education opportunities are available to all citizens with emphasis on continuing education for adults, and controlling the duplication of program offerings through joint program planning among members of the

Consortium. The legislature provided initial funding in the amount of \$75,000. The Consortium is governed by the state Coordinating Commission with the advice of the local Citizens Task Force. The Task Force has staffed the SME Center office with a project coordinator, an advising coordinator, and a secretary. These salaries, and basic office expenses, are paid by the state through the Coordinating Commission, and these staff members are employees of the Commission. It is the goal of the Task Force to encourage further investment on the part of the postsecondary institutions. For example, publication of the joint program offerings and other special activities are paid for by a proportionate levy on the member institutions. This effort is augmented by both private and federal sources of support through grants and contracts for special projects and services.

The Northeastern California Higher Education Council was also established as a regional educational council by the California Postsecondary Education Commission with funds appropriated by CSEC from its allocation of Title I HEA funds. NCHEC is a consortium of public postsecondary institutions --- six community colleges, the California State University-Chico, and the University of California-Davis. Each of these institutional members contributes to the support of the NCHEC office and staff through a system of annual dues based, for the community college, on their average daily attendance, and flat sums from the two university members. The state does not contribute to the support of NCHEC directly from its general funds, but approves the dues expenditures in the institutional budgets. NCHEC has developed a number of innovative new programs and these have been supported with state and federal grants. The allowable indirect cost allocations in these grants also help support the central office which administers and carries out the grant projects. The effect of the recently enacted tax reform measure (Proposition 13) on state funds available to NCHEC and its public institution members was still unknown at the time of this report.

The Adult Education Council in St. Albans, in its first year of operation, was administered by a staff of one person who is an employee of

the Community College of Vermont. CCV, with the advice of a local citizen council, acts as the administrative office of the community organization in St. Albans. The AEC was established under a two-year grant from the state's allocation of Title I HEA funds. Special projects are funded from state and federal grants.

The Okanogan County Education Service in Omak was established with a three-year grant from FIPSE, along with funds from Title III HEA to develop a counselling program for the Indian people in the county. The FIPSE grant was made to Wenatchee Valley College to enable that institution to inaugurate an outreach service in Omak. When the FIPSE grant expired, WVC undertook payment of the administrative costs of OCES, including the salary of its Director. The counselling activities of OCES, which were initiated and expanded under Title III funding, including the installation of a computer connection with the Washington Occupational Information System, is now funded by the state through WVC. The Title III HEA funds are now used for vocational and other instructional programs. Outreach programs on the Colville Reservation are assisted by the Bureau of Indian Affairs funds.

At Long Island, New York, there is no single organization at the community level of the type observed in the other case study communities. The Long Island Advisory Service which operates through the public libraries is funded through library resources assisted by a state allocation of Title I HEA funds which for two years is providing counselling interns to augment the work of librarians in eleven of the libraries. The Nassau County Office of Women's Services was funded by the county as a local welfare agency. Over the past decade NCOWS has developed a major career counselling and job placement program for unemployed or under-employed persons, men as well as women. Both the libraries and NCOWS offer career counselling services without charge. However, their other career counselling services on Long Island, notably the largely independent service sponsored by Adelphi University which offers counselling services for

modest fees, and the income at least partially covers the costs of the service.

In Syracuse, the Regional Learning Service was established with funding from FIPSE and other public and private sources. As the original grants expired, some were reviewed or extended, and other grant programs were developed. (For details see the Syracuse Case Study report.) These grants, however, are not expected to continue to fund operating expenses of the organization. RLS has no organizational ties to either the educational institutions or to community or state agencies or organizations which in some other communities are either a direct or indirect source of funds. Its income from charges for counselling services (\$20 to \$30 per person) and from special seminars or consulting arrangements with industry and other groups accounts for less than ten percent of its operating expenses.

In Providence, the Career Counseling Service was established with funding provided mainly by the federal National Institute of Education. The program is now funded entirely with public moneys from the CETA program and from vocational education program funds provided by the Governor's Special Grant Office. Operation CHOICE was established with Title I HEA allocations to Rhode Island State College and the Extension Service of the University of Rhode Island. These funds terminate in mid-1978, and CHOICE has joined with Career Counseling Service in a joint application for funds to continue essential parts of the operation.

No general solution to the problem of continued financial stability was found. However, it was observed that the most financially secure organizations were those whose cost of basic operations --- some \$75,000 to \$90,000 annually to cover core staff salaries and office expenses --- were funded through public resources, primarily through those of state governments. These funds come in the form of direct legislative appropriations or through state-sanctioned expenditures by institutions which had joined together in consortium organizations. Federal Title I HEA funds, allocated through state agencies for one or two-year periods, were the primary source

of funding that started most of these organizations, and the Title I program of the USOE is funding many of the special projects and outreach programs of the community organizations. State resources and/or institutional funds from public or private sources supply the required "local matching funds" which are usually in-kind services, office supplies, and use of physical facilities. Allowable funds for administrative services and for other indirect costs help maintain --- or adjustment, as needed --- the basic core operation of the community organization.

In at least one state (California), a consortium of several of the state colleges and universities has created a fund from its excess of income (from fees) over costs of adult continuing education programs. These resources are retained by the consortium organization and used to launch other special continuing education programs, such as outreach, "extended university" offerings, or external degree programs.

If and when the federal Education Information Centers Program (HEA, Title IV 1976) is funded at levels indicated in the original legislation, many of the organizations in this study may be eligible for federal grants through state agencies. The strongest community-level organizations --- those which appeared to have the greatest financial stability and those which were most successful in securing core support from public resources --- were those where strong citizen leadership, or institutional leadership in close alliance with community organizations, was instrumental in the development of the community effort. These circumstances were particularly apparent in Rochester and St. Albans as well as in Omak and Northeastern California. The demonstrated public need for continuing education opportunities in these communities was responsible for the emergence of leaders and of organizations that would face the task. The educational needs of mid-career adults and the need for coordinated education and training opportunities was just as great in the other communities, but they did not have the benefit of aroused community leadership or a strong organization of educational institutions to support their needs.

Strong competition for enrollments of adult students among the private and public institutions in a single community area has produced a large assortment of program offerings, many of them innovative and of considerable merit. It has also produced a degree of confusion, particularly among the segment of the population most in need of continued education and retraining. These persons usually are not familiar with adult programs of formal post-secondary institutions and tend to be threatened by their admissions and other procedures. Needless to say, such competition is frequently productive of costly duplications of services. This problem alone justifies the efforts of enlightened leadership and community organization, and it also illuminates the value of inter-institutional coordination and joint planning.

The Project also observed, in a few cases, a concern over the lack of breadth of the community service --- a concern over whether it was reaching out to all segments of the population in need of continuing education and training, and of information, guidance, and counselling related to it. This is a problem which community leadership and coordinated organization can best solve. In those areas where the problem was most evident, coordinated community organization was weakest.

Finally, it should be pointed out that a difference was observed between a basic orientation to educational consumer needs and an orientation to the particular needs or interests of educational institutions. Certainly these needs and interests are not incompatible, and it would be difficult to identify clear cases of excessive orientation to either of the two viewpoints among the communities studied, but there was evidence of the existence of the problem because the subject was one of concern to some of the individuals associated with several of the community organizations.

One of the important criteria in selecting the particular organizations and communities included in this project was their orientation to mid-career student needs and their support of them, and of institutions which would fulfill these needs. Hence, most were strongly oriented to the

education consumer. Individual educational institutions, on the other hand, tend to vary in their orientations. There are some which tend to abide by traditional policies and accept adult students only if they will conform to traditional educational practices and standards, and to traditional delivery methods and admission criteria. Other institutions offer special programs formulated with the mid-career student in mind and under policies and procedures which meet the needs and conveniences of this new student population.

CHAPTER VI

MODELS FOR COMMUNITY ORGANIZATIONS

The underlying purpose of this project was to search for, describe, and explain the "transportable ideas" discovered in the case studies or revealed in the student survey data. However, ideas cannot always be uprooted from their original settings and transplanted successfully into another without careful regard for the environmental circumstances or the form of organization (either historic or newly planned) in the new community.

In an effort to clarify the conditions of transportability and at the same time establish a rational basis for community organization planning, a set of alternative models was constructed. These illustrate ideal settings for organizational structures under circumstances which might exist in different social, political, and institutional environments. These models were derived inductively from observations of the case study communities, but not without regard for basic organizational theory.

The theoretical viewpoint relied upon most heavily was the Likert conceptualization of interaction-influence networks, the so called "linking-pin" concept (Likert, 1976, pp 183-201).

The structure of interaction-influence network organizations consists of cohesive work groups with high performance goals linked together by persons who hold overlapping memberships in two or more groups...An essential function of a linking pin is to provide an information flow and to establish reciprocal influence between the two groups of which he or she is a member...The linking pin is not a representative of either of the groups of which the person is a

member...(Representatives) press vigorously and unilaterally for action that they and their colleagues wish. ...A linking pin creates reciprocal responsibility to implement the decisions reached jointly...Linking pins are also required to provide the interaction-influence network between conflicting institutions...

✓ This Likert principle will be observed in the four models constructed to illustrate four different types of community organizations which may be formed to serve the interests of the community and of its mid-career citizens who are attempting to improve or change their careers through the continuing education opportunities available to them.

If these models are to be successfully applied, it is important to first review the basic elements of organizations created to develop adult education community services. The following list of basic elements can also serve as a checklist for community leadership as it evaluates the probable effectiveness of its existing or proposed organizational scheme.

Basic Elements --- All Models

A. Goal orientation:

1. Organization that will always be educational consumer-oriented.
2. Clarity of purpose, with concentration on necessary services (see below) and entry into ancillary services only when they are needed and within the capability of the organization.
3. Long-term organizational and financial stability.

B. Basic services:

1. An organization that will be interested in the development of new opportunities for continuing education for mid-career adults.
2. A widespread dissemination program for information on available program offerings.
3. A career counselling service accessible to all segments of the adult population.

4. A service that offers guidance and independent advice on selection of educational programs that fit the individual adult's learning needs.
5. The existence of an education/training delivery system, available locally, and oriented to adult learning patterns and student's time and place requirements.

C. Responsibilities of the community organization:

1. Develop community support for the proposition that the availability of continuing education and training for mid-career adults is of value to the community's economic and social welfare, and not simply a benefit for the advantage of one group of individuals in the community.
2. Develop or participate in the development of a community plan for continuing education opportunities.
3. Insist upon the institutional development of a necessary range of close-to-home education and training opportunities for mid-career persons.
4. Promote a spirit of cooperation between the information-counselling-referral agency and the educational and training institutions. Consider the development of ancillary services as they may be needed, such as childcare centers and support groups for adults with special needs.
5. Develop or encourage the development of outreach programs that will bring educational opportunities to disadvantaged neighborhoods of a large city, or to isolated rural communities.
6. Maintain liaison with state agencies to encourage and assist development of public policy related to continuing education for mid-career adults.

D. Responsibilities of education/training institutions:

1. Whenever needed, develop special programs for the adult student clientele.

2. Adopt admissions policies which allow access of mid-career adult students with varying educational and cultural backgrounds to continuing education opportunities.
3. Accept part-time students without penalties of excessive tuition or fee costs.
4. Offer evening, and if possible, weekend classes for working adults.
5. Insure the availability of learning materials in various locations on and off campus. (If necessary keep the campus bookstore open on selected evenings.)
6. Explore all possible sources of financial aid to those part-time adult students who may need it.
7. Carefully develop policies and practices, as well as appropriate quality controls, related to nontraditional courses/programs and teaching-learning methods.
8. Consider the advisability of establishing off-campus locations to meet the requirements of working mid-career students.

Alternative Models - Community Organization

These models are offered on the assumption that (a) there already exists in the community one of four basic forms of organization and there is a desire to review and improve the effectiveness of that organization, or that (b) a new organization is to be created and there may exist an opportunity to choose between the alternatives presented in the models.

The assumption is also made that each of these models, when translated into a live organization, would be strongly oriented to the Likert "interaction-influence network" concept, including use of the "linking pin" to bring associated groups into a harmonious and effective organizational relationship. The principal parties to the cooperative association assumed in each model are the education/training institutions and the community organization or organizations.

The ideal relationship between educational institutions and community organizations may also be described in terms of the Farmer-Knox (1977) "transactive orientation." They describe this as follows:

The transactive-oriented approach started with one or more individuals in the institution and/or community selecting a range of societal needs and a range of institutional purposes and resources. They then attempted to bring these needs and resources together in order to match them for both short-term and long-term impact. (p 89)

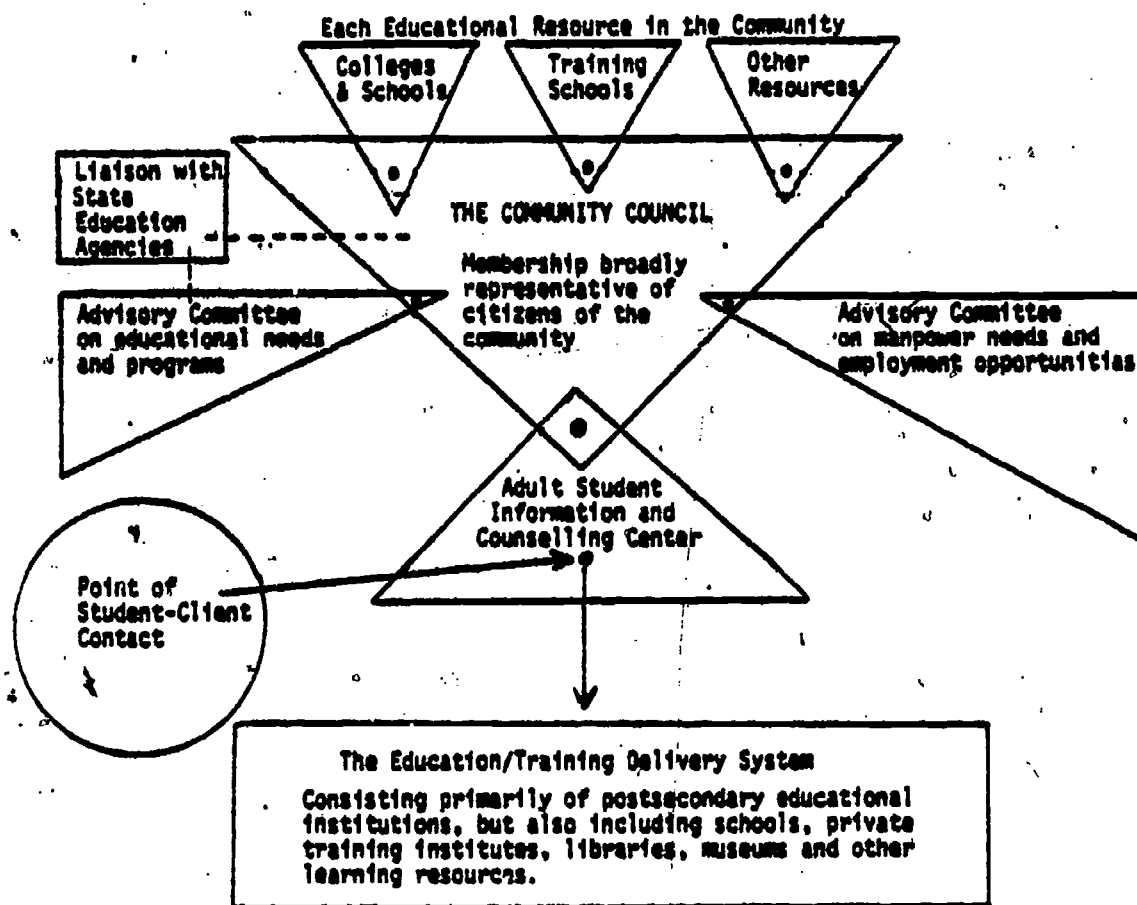
Farmer and Knox contrast their "transactive orientation" model with a "community-orientation" model in which the community perceived a need and went to the educational institutions to interest them in fulfilling it, and an "institutional-oriented" model in which the educational institutions developed a program and then went to the community to seek its support in carrying it out. They concluded that the transactive model was the more effective.

The authors of this report, however, do not draw these distinctions among its case-study communities. Though it is recognized that the different communities started out with stronger community orientation, or stronger institutional orientations, the fact that each appeared to have moved over to the transaction-oriented model was a key factor in choosing them for the case studies in this project.

The models of community organizations which follow assume that the basic orientation of each is "transactive" --- that its purpose is to bring community resources and needs for continuing education together with the needs and interests of educational institutions to attract adult students and develop effective programs for them.

* * * *

MODEL #1
THE COMMUNITY COUNCIL MODEL



Model #1 has the potential for being the most effective type of community organization. More clearly than the two other models of organizations, it has the advantage of unitary purpose --- that of providing the community with the best possible opportunities for its mid-career people to have access to continuing education programs so that they can change careers if they want to or need to, or advance their present careers, or retrain themselves to new job skills, or to continue and broaden their general education. Other models (#2 - Consortiums and #4 - Networks) might have diversionary incentives of concern for the interests or needs of the educational institutions or other civic organizations. Model #1 is organizationally independent of the educational institutions, which understandably must be mindful of their own needs and interests, as well as of the organizations which provide employment and which have uppermost

in their mind their immediate needs in the way of training and experience expected of prospective employees. Furthermore, this organization is often in the best position to find continuing financial support for its own activities, for the educational resources in the community, and for the mid-career students who may need some form of assistance if they are to retrain or further-educate themselves for new or advanced careers.

Its effectiveness, however, is dependent upon the presence in the community of a rather large number of dedicated persons strongly committed to the need to improve the available educational opportunities and willing to take the initiative in bringing this about. They are persons who will accept membership on the Council to serve the educational needs of the community as a whole and not as representatives of some group with a particular interest in the education system.

The following are the distinguishing characteristics and responsibilities of organizations formed on this model.

1. The Council is organized in a formal structure, incorporated (non-profit) if this is desirable or necessary.
2. Its membership includes lay citizens broadly representative of the community and in a majority. These are augmented with professional educators (one from each institution) and other persons drawn from industrial or business firms, public agencies, labor unions or a central labor council, the community library, and other non-institutional educational and cultural resources.
3. It is linked, through some of the Council members, with other organizations whose interests the Council serves and which, in turn, look to the Council for services which will fulfill their own interests and goals. Each of the educational resources in the community (educational institutions, training schools, libraries, museums, etc.) are organizationally linked to the

Council through one member who serves on the board or executive group of both organizations. These persons therefore serve as the linking pins between the two organizations.

4. The Council and its advisory committee on educational needs and programs maintain a continuous liaison with State Education agencies, to both fulfill state policy and advocate new policies. They also look to these state agencies as a source of either basic funding, or funding for special educational programs and student aids.
5. The Council also has two other linkages, these with expert advisory groups. They can be either standing committees drawn from its own membership, or committees which contain qualified members augmented with "outside" experts. One is a committee on joint educational program planning which surveys the community's educational needs and recommends needed programs to the appropriate education or training resources. The other is a committee on manpower needs and employment opportunities. The latter is generally composed of persons drawn from local business and industry, labor unions, and public service agencies. The chair of each of these committees serves as spokesperson for the committee and the linking pin with the Council.
6. The Council creates and governs an Adult Student Information and Counselling Center. This sub-organization is the Council's point of contact with the adult mid-career students, the clientele the Council is formed to serve. This is headed by a Director, who is also a full member of the Council and thus serves as the link between the two --- bringing reports and recommendations to the Council and carrying back the policy directives to the administrative unit.
7. Students, after receiving counselling and guidance from the Adult Student Center, move on to the Education/Training Delivery System in the community.

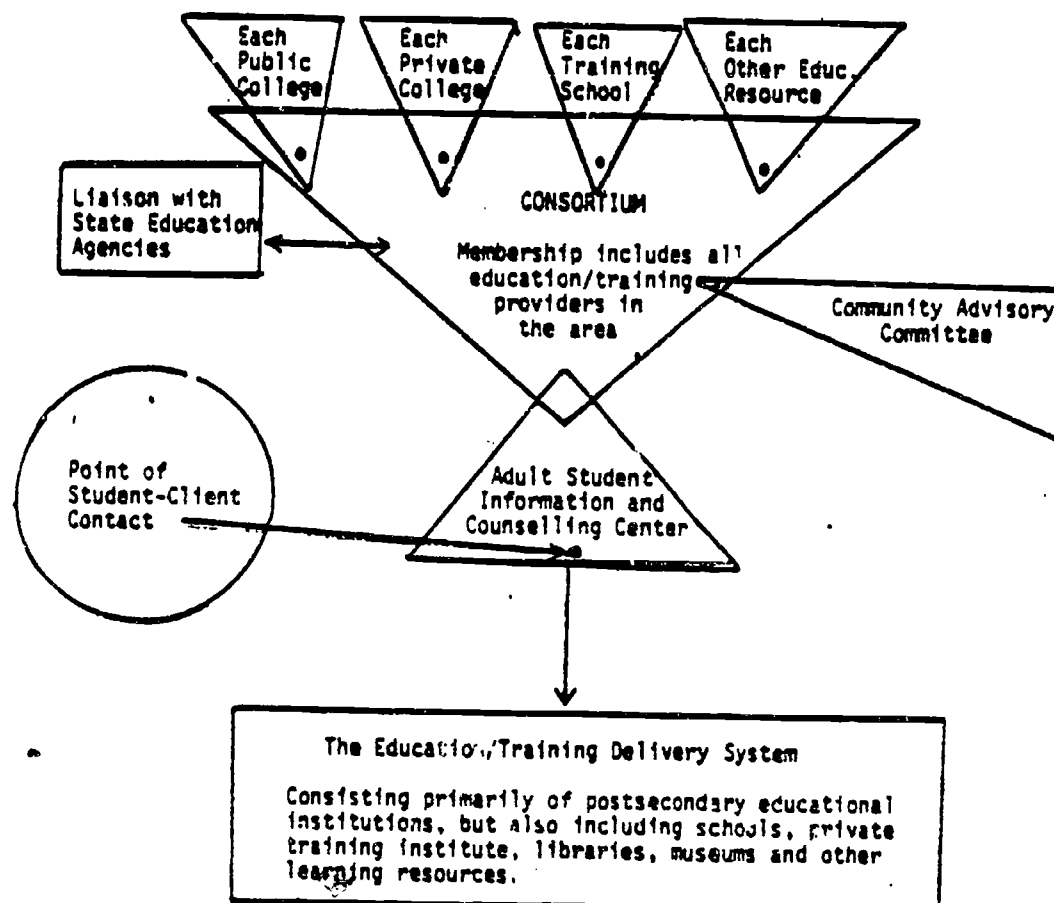
8. The Adult Student Center performs three basic functions: (1) It develops and carries out a widespread program of disseminating information on local education/training opportunities for mid-career persons. It is particularly mindful of the need to get information to those groups in the population which have had little or no contact with education resources --- the under-educated, some ethnic minority groups, and others. (2) It develops and carries out a program of career counselling for those adults who want and need this service. This service includes occupational interest and ability testing when needed. The counselling service can be performed on a one-to-one basis, or in group sessions. Computerized counselling systems can be utilized either as a primary medium of contact or as a supplement to personal counselling. Toll-free extended-service telephone contact also has been used very successfully for initial counselling contact, and as a complete (multi-session) counselling service. (3) It counsels and guides adult clients to the appropriate educational resource where their particular program needs can best be fulfilled. After the person has moved on to the delivery system, occasional or periodic follow-up reports on the students' satisfaction and progress are recorded, and further advice is offered if the need for it is indicated.
9. In order to carry out its functions effectively, the Adult Student Center will be in close contact with all educational institutions and resources in the community and will be currently informed about their programs as well as their admissions and other policies.
10. Each organization (the Adult Student Center and each of the educational resources) should be supportive of the unique services provided by the other.
11. The decision on whether to charge the adult client for the career counselling and referral service, and the amount of the charge, will be a matter of policy to be decided by the local organization.

The overriding policy must be that service will be available to all persons who need and seek it without regard for personal situations of employment or unemployment, or type of career information sought. Frequent practices are to make nominal, reasonable charges on the basis of ability-to-pay.

12. The Center will be mindful of the importance of extending services to all physical areas in the territory it is expected to cover. This is particularly important in rural areas with remote, often isolated, communities and in large urban areas where difficult public transportation and inner-city poverty frequently discourage travel to a Center located "across town."

* * * *

MODEL #2
THE INSTITUTIONAL CONSORTIUM MODEL



Within the past decade, one of the major developments in postsecondary education has been the formation of consortium organizations among institutions with common concerns or among institutions which propose to render coordinated and/or joint educational services. Model #2, therefore, may prove to be a more convenient form of organization for a community's effort to develop continuing education/training opportunities for mid-career adults. The organization may already be in existence, or most of the education providers may be ready and willing to enter into a consortium agreement and assume responsibility for this effort.

This model has the advantage of being formed of those institutions which are directly and actively involved in the development of broader education opportunities for mid-career adults. It also has some potential weaknesses which must be avoided. If a consortium is already in existence and originally formed for some other purpose, such as to share a computer facility, or to exchange student credits in certain course offerings, it probably does not include in its membership all of the education providers. The new members may be difficult to enlist and still keep the diverse organizational goals separate and free of conflict. Furthermore, once educational consortiums have been formed, they tend to discover additional activities and programs to combine with their original goals. A diversity of programs not directly related to the provision of community services for all adult students regardless of their prior education backgrounds can sap the strength of the continuing education movement. Multiple goals and diverse goals also frequently can result in inter-institutional conflict which weakens or destroys the organization. These dangers can be avoided, and have been successfully avoided, in many consortium organizations by careful and cooperative planning.

Model #2 suggests an organization built upon a consortium of all education/training providers in a community with some organizational features which should overcome potential weaknesses.

The following are the distinguishing characteristics and responsibilities of organizations formed on this model.

1. The Consortium is based upon a compact among its members, which are all of the (frequently competitive) education providers in the area, which stipulates clearly the purpose of the organization, its goals, and the responsibilities of each member in developing a broader array of adult postsecondary education/training opportunities accessible to all segments of the community.
2. It is organized in a formal structure, incorporated separately from any of its member institutions, though it may be convenient for one to serve as the Consortium's fiscal agent.
3. Each member institution shares the cost of the minimum essential services of the Center on an equitable and commonly agreed-upon basis. Funding of costs beyond the essential minimum expenses can be borne by the members, by public or private sources, or by "overhead" (indirect cost) allowances in grants made to finance special projects.
4. It is linked to each education provider by a person who is a member of the educational provider organization (officer or administrative executive) and also a member of the governing board of the Consortium. Needless to say, this linking pin between the two organizations serves on the Consortium board not as a representative of the interests of his institution, but as a policymaker reflecting the broader goals of the Consortium.
5. The Consortium, through its staff and/or its officers maintains a continuous liaison with the education agencies of the state so that state plans and policies will be carried out and to advocate new plans or policies. It will also keep in touch with the state as a source of funding for the Consortium organization and/or its community service programs.

6. The Consortium actively maintains a linkage with a Community Advisory Committee. This linkage is vital to the long-term success of the Consortium organization. Without it, the Consortium can slip into giving priority attention to the parochial concerns of the education establishments rather than to the overriding concern for the economic and cultural well-being of the community and of its mid-career citizens.

This Committee is broadly representative of the lay citizens of the community. Its members will have strong linkages with employers and labor organizations, with public service organizations and welfare agencies, with the cultural organizations and with agencies concerned with long-term community or regional planning. The chairperson of the Community Advisory Committee is given the status of a voting member of the Consortium board.

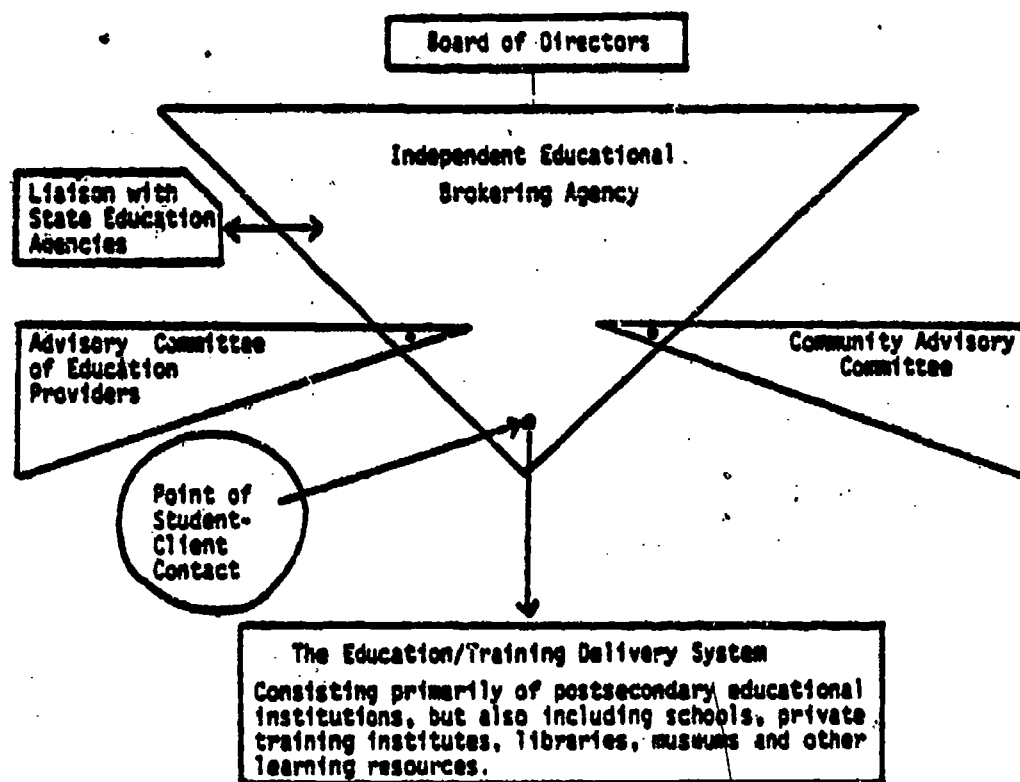
7. The Consortium creates and governs the Adult Student Information and Counselling Center, which is the Consortium's point of contact with the adult mid-career clientele and source of prospective students.

8. The Center staff has at least two employees (an executive director and a counselling director) who are not also employees of one of the member institutions. It is quite possible that the counselling director can supervise or personally handle the bulk of the career counselling and aptitude testing and rely upon institution counsellors who will spend one or two days a week in the Center to do the remaining client-student contact work.

9. The remaining functions, responsibilities, and policies of the Adult Student Information and Counselling Center are the same as those described in Items 6 through 12 associated with Model #1 (see pages 74 - 76).

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MODEL #3
THE INDEPENDENT EDUCATIONAL BROKERING AGENCY MODEL



Since the mid-1970's, a number of independent agencies have been formed under the descriptive term of "educational brokering services." These have been concentrated for the most part in the northeastern and north central states, though the "movement" is spreading to cities in other areas as community interest in the development of continuing education opportunities for mid-career adults receives encouragement from state and federal education agencies.

The educational brokering agency is essentially the "adult student information and counselling center" described in connection with Models #1 and #2, except that it is designed to function independently from any

association it may have with an educational institution or group of institutions. In their purest form, educational brokering agencies are described as institutionally independent, as go-betweens or intermediaries between the adult client-student and the educational establishment, as expert in career counselling, guidance and testing, and as bias-free advocates of the client-students' needs as they pursue their educational goals.

It has been observed that educational brokering agencies --- at least those in the "pure form" --- certainly perform valued services for individual clients, but they may be, as organizations, operating in a vacuum, isolated from close contact with the education providers and sometimes isolated from current needs and employment trends in the community.

Because several new community organizations are investigating educational brokering as a program model, and because some existing brokering agencies are experiencing organizational problems, Model #3 is offered as a suggested organizational structure for organizations formed on this concept.

The following are the distinguishing characteristics and responsibilities of organizations formed on this model.

1. The Agency is organized in a formal structure and chartered as a non-profit corporation.
2. It is governed by a board of directors, a small body of persons with diverse business and professional interests including, but not confined to, the education professions, and with expertise which they can contribute to the success and welfare of the Agency. They are an active board, meeting regularly six to nine times a year, and giving active policy direction to the Agency and its director.

3. Key officials of the Agency are an executive director and a counselling supervisor. The director administers the enterprise, reports to the board of directors, and carries out policy directives formulated by the board. He maintains close liaison with the state education agencies, prepares proposals for funding of new projects or programs and meets regularly with the two advisory committees. The counselling supervisor selects and directs the counselling staff, and conducts and/or plans meetings with organizations in the community which contract for Agency services.

4. The Agency has two important linkages with advisory groups.

The Advisory Committee of Education Providers is composed of administrative officers of the collegiate institutions, training schools and other educational resources such as libraries and museums. An ideal chair for the committee (and "linking pin" to the Agency) would be a retired education executive who is also a member of the Agency's board of directors. This committee meets regularly with the agency director and counselling supervisor, reporting on the interests and needs of educators and new programs developed by education providers in the community. They advise the Agency on all matters concerning the Agency's relationships with schools and colleges. They also advise the director on new projects and programs of the Agency and lend their support to funding proposals.

The Community Advisory Committee is the Agency's link to the civic leaders of the community, including leaders in business, industry and labor, public service corporations and agencies, community welfare groups, and the cultural life of the community. An ideal chairperson would be an executive of a public service corporation or an executive of a chamber of commerce or industry association, and who is also on the board of directors of the Agency. This committee advises the Agency on current trends in the local economy; of new industries coming into the community which will be hiring personnel and perhaps in need of training programs; of community and regional development plans; of community welfare problems, particularly in neighborhoods, districts, or segments of the population

which are experiencing high unemployment, cultural minority discrimination, increasing crime, or other problems which special educational programs and/or leadership counselling seminars might remedy. This committee lends its support to the Agency's funding proposals for new projects or programs, and actively searches out sources of public or private funding for Agency programs related to community welfare matters.

5. The Agency strives to be the first point of contact for mid-career adults who are considering or have decided to reenter some form of education or training. It is therefore essential that the Agency conduct a community-wide program of information on its identity and on the services it offers. It is particularly important that this information be disseminated among groups in the population which are unemployed, under-educated, or suffering under some form of discrimination which limits their opportunities to change their life or work patterns. This is done through paid and free space or time in the public media, and through supplying promotional literature to community welfare and other public agencies.

6. Since the Agency will have to generate income to cover its basic operating costs, two areas of management decisions are crucial. The first is establishing policies on charges for its various services. The second is developing a cost-effective combination of (a) individual counselling and testing for clients who desire or need this personal attention, (b) various forms of group counselling for clients who come to the Agency or for groups who contract with the Agency for services, and (c) special counselling or advisory programs in which the Agency acts as contractor or consultant. The director and his/her staff, aided by the advice and personal influence of the Agency's board of directors and advisory committees, maintains an active program of solicitation of all sources of income-producing projects and programs.

The necessity for locally-generated income, however, does not preclude the delivery of services to individuals or groups with severely

limited financial resources. These situations are met through two program policies. First, all charges to individuals who are paying for services out of their own pockets are set on a sliding scale with priorities given to those with the greatest need (a practice long in use by most community-service United Way agencies). Second, the Agency solicits "sponsorship" or special project funding from public or private agencies or foundations concerned with public welfare and who will pay the costs of Agency services to low-income groups or individuals.

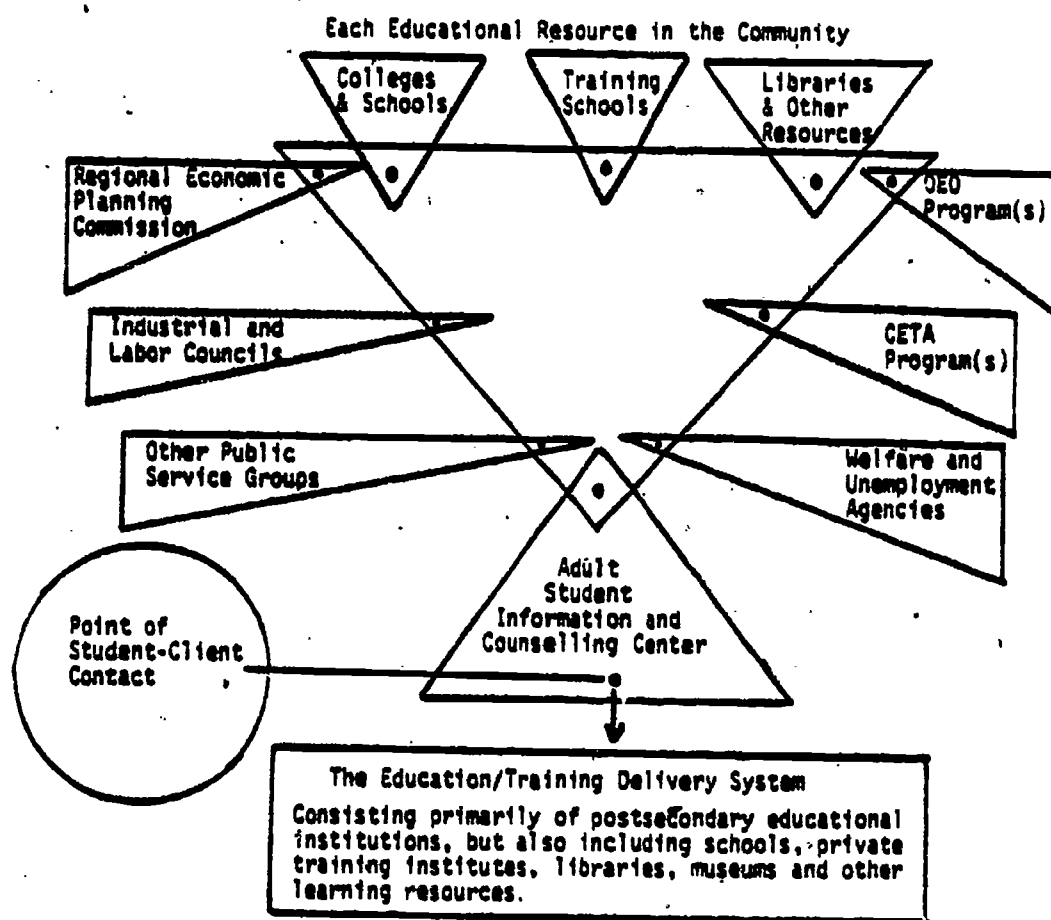
These policies and activities suggest the presence on the staff (the director or some other person) of an experienced fund-raiser.

7. Public funding sources may be available to the Agency through state or federal agencies. These resources are valuable --- and may be necessary --- however, they are allocated only in return for continuing services or special ad-hoc projects which help fulfill the priorities and the policies of the funding agency. Private foundation funding is also available on this same basis. The Agency must examine each funding source and proposal carefully to be sure that the service programs or projects specified can be delivered within the framework of the Agency's basic policies, practices, and goals.

8. For more detail on regular, ongoing services of the Agency see descriptive Items 8 through 10 listed in connection with Model #1.

* * * *

MODEL #4
THE NETWORK OF COMMUNITY SERVICES MODEL



As is apparent in the specifications of the other three models, the most effective community organizations formed to develop greater opportunities for adult mid-career education/training require a number of linkages to other organizations and individuals in the community. This is particularly true when job opportunities are scarce or when planning commissions and chambers of commerce are bringing new industries into the community which need educated and trained personnel. It is also true when large segments of the population are living at or below the poverty level and are under-educated or subject to some form of discrimination.

Under these circumstances there may be an advantage in creating a network of community service agencies that will work closely with the

educational providers and the Adult Student Information and Counselling Center in its efforts to open up new opportunities for mid-career adults.

The following are the distinguishing characteristics and responsibilities of organizations formed on this model.

1. Model #4 is similar to Models #1 and #2, but it specifies an extension, or expansion, of the linkages with other public service organizations and places them in the role of direct participation in the adult education effort, rather than in the role of advisors.
2. Each of the agencies or groups which comprise the Network selects from its membership the person who will serve as the "linking pin" with the community network organization for a specified period of time (for example, two years but subject to reappointment or reelection). The expiration times would be staggered so that the Network membership would have better continuity.
3. The organizational structure of the Network is that of a consortium of equally participating organizations. Under these circumstances, it is necessary to carefully develop a statement of purposes and goals, spelling out specifically the advantages each organization will derive through the cooperative organization as well as the responsibilities each assumes in becoming a member.
4. It is very important that the persons selected by the community organizations to serve on the board of the Network adhere closely to the "linking pin" concept --- that is, they will serve as the communication channel between the two organizations in which they hold membership, and they will not sit on the board of the Network organization as a representative or a champion of the special interests of their other organizational affiliation. This must be a more exacting role than that expected of the linking pins in the other Model organizations, because the potential weakness in the

Network Model is that it might easily become diverted from its primary goal and into a confused array of community problems not directly pertinent to its own unique function.

5. The Network creates, administers, and secures the basic funding for the Adult Student Information and Counselling Center.

6. The advantage of the Network Model is that the Center can more knowledgeably refer its clients to any of the organizations which are members of the Network when it is evident that services of these agencies are needed and appropriate. Thus, the Center may refer clients to the welfare agency, or arrange for them to obtain help through CETA or OEO. Member organizations can, in turn, refer their clients to the Center for expert career and educational counselling before their reentry into schooling.

7. In all other respects, the Center functions are the same as those specified in Items 8 through 12 associated with Model #1.

8. The potential strengths of this Model are (1) that the organization seeking to develop continuing education opportunities will have a broader base of community support, and (2) that the mid-career adults are more likely to have their personal needs served promptly by the agency best-fitted to serve them.

It is probable that the Network Model will work best under two particular community circumstances: (1) In smaller communities, where the number of capable civic leaders needed to serve on the boards or citizen advisory committees of multiple community welfare organizations is limited and the value of inter-linked agency boards becomes more evident. (2) In communities which are undergoing severe unemployment or severe economic dislocations which place unusually large burdens on the under-employed, the poor, and the educationally disadvantaged. In large, reasonably affluent metropolitan communities, the weaknesses of this Model loom greater than its particular strengths.

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Farmer, J.A., Jr. & Knox, A. B. Alternative Models for Strengthening Community Service Programs in Institutions of Higher Education. University of Illinois at Urbana-Champaign: Office for the Study of Continuing Professional Education, 1977.

Likert, R. & Likert, J. G. New Ways of Managing Conflict. New York: McGraw-Hill Book Company, 1976.

APPENDIX A

RECOMMENDATIONS STATEMENT

Throughout the course of this Project several public policy options as well as a number of options for administrative policy and practice came to the attention of the Project Team. From these observations, the Team proposes to develop a set of Recommendations directed to educational institutions which offer programs of continuing education and training for mid-career persons; to community organizations formed to broaden opportunities and provide support services for mid-career students; and to state and federal governmental agencies as well as legislatures which formulate public policy related to continuing education and sponsor both on-going and experimental projects in this field. Many of these now have been drafted in the form of tentative recommendations.

During the Fall and Winter of 1978-79, the Project Team will be conducting "feedback" conferences at the sites of the seven case studies and discussing outcomes of the project at several other conferences and workshops for state and federal education administrators and educators and institution officials. During the course of these meetings, members of the Project Staff will have the opportunity to discuss these proposed recommendations with practitioners and others knowledgeable in these matters, who frequently hold different viewpoints on matters of educational policy and practice. After these conferences, the staff's Recommendations will be finalized and made public.

It is felt that the proposed set of Recommendations will better serve educators and public officials if they have been subjected to this further scrutiny and evaluation. They will be released at a later date and made part of the Project's concluding report in April of 1979.

APPENDIX B

ANNOTATED BIBLIOGRAPHY

of selected literature and research related to:

MID-CAREER CHANGE

CONTINUING EDUCATION

LIFELONG LEARNING

CAREER DEVELOPMENT PROGRAMS

Compiled and Edited by:

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Mid-Career Change Project

University of California

Special Community Service and Continuing Education Program

DHEW/Office of Education, Bureau of Postsecondary Education

FORWARD

The annotated bibliography compiled and edited by Ms. Terkla is a unique collection of selected titles from contemporary work in both the scholarly and popular fields of writing. The works listed are related to the phenomenon of mid-career occupational change and to the community-level activities of civic groups and educational/training institutions which can provide the means of making career transition, as well as career development and personal fulfillment, a practical possibility for millions of mid-career persons.

It has provided the team of research and development persons working on the Mid-Career Project with a valuable source of background material on the concepts of lifelong learning, continuing (recurrent) education, non-traditional education, career development and occupational change, and re-entry into the job market. There is an emphasis in many of these subject areas on the problems and opportunities for mid-career women who seek transitions from homemaker careers and stereotyped female occupations.

These works have been written by academics in the fields of psychology, education, history, anthropology and economics, as well as by persons not directly associated with the academic community such as mid-career people, concerned community leaders, lawyers, doctors, reporters, and people in various governmental agencies.

This compilation does not attempt to list and describe everything that has been written about education for adults--particularly those subjects that are not related to postsecondary continuing education and training. Because of the recent resurgence of

Interest in these fields and the development of new concepts, methods, and instructional technologies, the emphasis is on current and recent work. In this respect it is a starting point from which scholars can go back into the history of the movement, or can go forward to plans, developments, and projections for the future.

This listing does not include most of the studies of educational needs and suggested legislation commissioned by agencies in the various states. Information about these studies may be available in the next legislative year.

The project team is pleased to share this information with colleagues interested in these and related lines of inquiry and development.

James Gilbert Paltridge
Mary C. Regan
Project Co-Directors
University of California
1977

ANNOTATED BIBLIOGRAPHY

American Council on Education. Financing part-time students.
(Report of the Committee on the Financing of Higher Education
for Adult Students to the Office of Governmental Relations)
Washington, D.C.: American Council on Education, 1974.

This report presents the findings of an ACE Committee on the Financing of Higher Education for Adult Students. In this report, the financing patterns for part-time students in credit and non-credit programs who attend postsecondary institutions as 1) individuals, 2) members of professional or occupational groups, 3) employees or members of public or private organizations and associations, and 4) participants in categorical public problem-solving programs of government and private agencies are examined. In addition, the committee examined the financing for postsecondary education students in other countries and current proposals for financing post-secondary education in the United States.

Apps, J. W. Toward a working philosophy of adult education.
Syracuse, N.Y.: Publications in Continuing Education,
Syracuse University, 1973.

A monograph which focuses on the development of a personal working philosophy of adult education, with a greater emphasis on the philosophical approach than on the scientific approach.

Arbeiter, S. 40 million americans in career transition. New York:
The College Entrance Examination Board, Spring 1978.

This is the report of a survey of the career guidance and counseling needs of a representative sample of in-transition adults in the United States. These adults, none of whom were full-time students, were "in transition" in that they were either undergoing or anticipating job or career changes. Interviews were conducted with 401 adults in order to identify their career guidance and counseling needs, the personal and demographic characteristics, and their reasons for being in transition.

Arbeiter, S. Telephone counseling for home-based adults. New York:
The College Entrance Examination Board, Spring 1978.

This is the report of a follow-up study of 400 randomly selected former clients of the Career Education Project (CEP). CEP was an innovative program, funded by NIE, which offered telephone counseling to home-based adults in Providence, Rhode Island. The purpose of the follow-up study was to discover the effect CEP had on its clients and to discover perceptions held by former clients regarding their need for career guidance and counseling services.

Bailey, S. K. Educational purpose and the pursuit of happiness.
Phi Delta Kappan, September 1976, 58(1).

In this article the author asserts that the educational system knows far more about the pursuit of happiness than is generally understood. He explains that lasting inner satisfaction (or happiness) comes from four sources: creating and appreciating beauty, enhancing physical satisfaction, performing obligations of service, and intensifying intellectual and emotional discovery; and that education at its best is the key to each one of these worlds of satisfaction.

Becker, D. (Ed.). Mid-life career changes. Proceedings of the
Adult Student Personnel Association Conference, New York,
April 10-12, 1975. (ERIC Document Reproduction Service
No. ED 064 590)

Texts of speeches given at the Adult Student Personnel Association conference regarding career change in mid-life are presented. They include: Socio-Political Implications of Career Changes, Continuous Career Decisions, Mid-Life Career Changes - An Institutional Model, Mid-Life Career Changes - A Community Model, and Demonstration-Computer Based Educational Opportunity Center.

Bolles, R. N. What color is your parachute? A practical manual for
job hunters and career-changers. Berkeley, CA: Ten Speed
Press, 1976.

This book is a "how to do it" manual for the job-hunter. It presents a new technique for job-hunting with step-by-step instructions. The author sets forth three assumptions which he feels are the key to success: 1) You must decide exactly what you want to do; 2) You must decide exactly where you want to do it, through your own research and personal survey; and 3) You must research the organizations that interest you at great length, and then approach the one individual in each organization who has the power to hire you for the job that you have decided you want to do. Some of the strategies presented seem more applicable to executives changing careers in midstream than to recent graduates. In addition, candid

opinions are offered about books, people, and agencies that might be useful resources.

Bushnell, D. S. Needed: A voucher plan in support of continuing education (HumRRO-PP-7-73). Alexandria, VA: Human Resources Research Organization, 1973. (ERIC Document Reproduction Service No. ED 082 006)

In this paper, the author proposes a federally funded voucher plan, which could insure the availability of lifelong learning opportunities. Availability is defined as a function of access to training and successful participation in training.

Carnegie Commission on Higher Education. Less time, more options: Education beyond the high school. New York: McGraw-Hill, 1971.

A special report which examines and makes recommendations concerning "the general flow of students into and through the formal structure of higher education in the United States and the key role played by degrees in this flow." The report proposes modifications in the structure of post-secondary education in the following directions: 1) to shorten the length of time of formal education, 2) to provide more options, 3) to make education opportunities more appropriate to lifetime interests, 4) to make certain degrees more appropriate to the positions to which they lead, and 5) to make educational opportunities more available to more people, including women, employed persons, older people, and persons from lower income levels.

Carnegie Commission on Higher Education. Toward a learning society: Alternative channels to life, work, and service. New York: McGraw Hill, 1973.

This report discusses the problems and opportunities that new developments in education have generated. Attention is also given to institutions other than colleges and universities that provide postsecondary education. A variety of channels that provide alternatives or supplements to the college experience are identified. Ways in which alternative channels might be more fully meshed into the total postsecondary educational system are considered. The report also examines the postsecondary educational activities of high school graduates who do not go to college and the learning activities in their relationship to preparation for work.

Carnegie Council on Policy Studies in Higher Education. Low tuition or no tuition: The feasibility of a national policy for the first two years of college. San Francisco: Jossey-Bass, 1975.

A report which examines the feasibility of a national pattern of low or no tuition for the first two years of college.

Center for Educational Research and Innovation (CERI).

Recurrent education: A strategy for lifelong learning. Paris: Organization for Economic Cooperation and Development, 1973.

This report was primarily written to clarify the concept of recurrent education, and to outline the major features of a future education system geared towards the recurrent principle. It does not define a detailed strategy for attaining this long-term objective, although it touches on some of the major immediate implications.

Childers, B. E., & Nichols, C. Postsecondary career education. Raleigh, NC: Center for Occupational Education, North Carolina State University, 1973. (ERIC Document Reproduction Service. No. ED 076 756)

This monograph examines: 1) a mandate for teachers to adjust preconceived attitudes to a better knowledge of the students involved and to assume responsibility for planning a curriculum to meet the needs of individuals rather than those of the institution, 2) stages of career education for post-secondary and adult groups, 3) career modification for these groups, 4) preparation for career enjoyment; and 5) preparation for career termination.

Collins, R. Where are educational requirements for employment highest? Sociology of Education, fall 1974, 47(4), 419-442.

Evidence is presented showing the organizational characteristics associated with varying levels and types of educational requirements for employment. Educational requirements are found to be highest in organizations stressing a service rather than a market orientation, and emphasizing normative control over employees; in large, nationally oriented and internally bureaucratic organizations; and in organizations with high rates of technological change. These variables have independent effects on educational requirements, although interacting in specific contexts.

Commission on Non-Traditional Study. Diversity by design. San Francisco: Jossey-Bass, 1973.

This book is a comprehensive work on nontraditional study covering such things as lifelong learning, external degrees, college and community cooperation, faculty involvement, educational technology, new structures, and new evaluative tools. In addition, recommendations for making learning realistically available for all, reshaping institutions, establishing alternative education systems, awarding credit to students who take nontraditional study programs, and accrediting institutions that offer nontraditional study programs are presented.

Cross, K. P., & Valley, J. R. Planning non-traditional programs. San Francisco: Jossey-Bass, 1974.

This book presents the findings from a series of research projects sponsored by the Commission on Non-Traditional Study. The following questions and issues are analyzed: Who wants to enroll in nontraditional programs? What opportunities are available to these adults and part-time students? How effective are the new technologies now being used? How can out-of-class learning be properly assessed? What problems do accrediting agencies pose in restricting the nontraditional study movement? Where can the most useful literature on the subject be found?

David, H. (Ed.). Education and manpower. New York: Columbia University Press, 1960.

This book brings together chapters drawn from the National Manpower Council's past publications, papers prepared for one of its national conferences, and essays published by members of the Council staff. The following subject areas are included: 1) the interrelation of education and manpower problems and the significance of education for the nation's material well-being, 2) the role of secondary schools in vocational preparation and the development of skills, 3) vocational guidance and counseling, and 4) higher education.

Day, W. L. Recurrent education: "Apple pie" ... or ... "atomic bomb"? (ERIC Report No. ED 121 970). Washington, D.C.: Educational Resources Information Center, 1975.

The author conceptualizes recurrent education as organized, structured, institutionally sponsored learning activities with intentional outcomes, which are distributed over the life span of the individual in a recurring way. He suggests a more equitable education system to include: a basic education or common competency base at the elementary level, provision of job-entry skills to all students at age 16 at the secondary level, and further secondary or higher education from an "educational drawing account" guaranteed to the individual at later stages of his/her life cycle.

El-Khawas, E. J., & Kinzer, J. L. A survey of continuing education opportunities available to nonacademic scientists, engineers, and mathematicians (Higher Education Panel Reports, Number 23). Washington, D.C.: American Council on Education, 1975.

A survey of continuing education opportunities available to professional scientists, engineers, and mathematicians who are employed full-time in industry and government was conducted by the Higher Education Panel of the American Council on Education in 1974. The survey sought to gain information on the nature and extent of offerings available within the higher education community by which people employed in science fields could increase and update their professional knowledge and skills, whether in their present or related career fields. The results offer specific information on the type and number of offerings currently available, approximate enrollments, type of faculty and modes of instruction utilized, and the distribution of such offerings among institutions of higher education.

Enell, J. W. The CEU comes of age. Engineering Education November, 1975, 65(2).

This article discusses the Continuing Education Unit (CEU): the purposes of the CEU, what organizations may award it, and the kinds of programs utilizing the CEU.

Farmer, J. A., Jr. & Knox, A. B. Alternative patterns for strengthening community service programs in institutions of higher education. Urbana, Illinois: Office for the Study of Continuing Professional Education, 1977.

This study focused on alternatives used by decisionmakers in a variety of settings in which it was thought that strengthening and continuation had occurred as a result of developmental efforts funded under Title I (HEA, 1965). Interviews were conducted in Connecticut, Oklahoma, and Tennessee. As a result of these interviews, approximately 150 factors were identified as potentially important in developing community service programs. Data were analyzed qualitatively through the use of content analysis, and quantitatively through the use of multivariate analysis.

Frederickson, R. H., Maly, F. U., & Vickers, D. F. Barriers to adult career change. Syracuse, N.Y.: Regional Learning Service of Central New York, 1976.

The purpose of this article is to address the challenge of resolving the problem of educational institutions not acknowledging or fostering mid-career or second career changes. It outlines the services of an organization for adults in Central New York State - The Regional Learning Service (RLS). In addition, it describes the population served by RLS and the barriers adults have faced in trying to make career changes. The barriers to career change are divided into three major categories: Attitudes, Decision-Making Skills, and Career Qualifications.

Gould, S. B., & Cross, K. P. (Eds.). Explorations in non-traditional study. San Francisco: Jossey-Bass, 1972.

This book presents a set of preliminary working-papers that explore some of the issues involved in non-traditional study: 1) full educational opportunities, 2) new flexibility in education, 3) parallel education systems, and 4) individualized learning. No conclusions or recommendations of the Commission on Non-Traditional Study are included.

Gretler, A. The training of adult mid-level personnel. Paris: United Nations Educational, Scientific, and Cultural Organization, 1972.

This study examines the need for the development of further adult education for "middle-personnel." It determines the extent of the problem and identifies and describes the activities and the categories of manpower which belong to the intermediate level. In addition, it describes the kinds of training involved at this level for the various sectors, provides statistical information and reviews the laws and regulations relating to status and training requirements. A number of training programs in different countries and regions are discussed.

Gross, R. Higher/wider/education: A report on open learning. New York: Ford Foundation, 1976.

This report describes some of the undertakings in the area of "development of open learning approaches" for which the Ford Foundation has granted funds: 1) The University of Mid-America, 2) The University Without Walls, 3) Empire State College, 4) The Regents External Degree Program, and 5) The Regional Learning Service of Central New York.

Gunderson, N. O. The development of a continuing education program for mid-career professionals. Paper presented at the Annual Meeting of the American Society for Engineering Education, Ft. Collins, Colorado, June 16-19, 1975.

In this paper the author discusses the Master's Degree Program in Cybernetic Systems, which was proposed a decade ago as an interdisciplinary problem-solving oriented educational effort. Implemented seven years ago, it has developed into a successful continuing education vehicle for mid-career professionals.

Harcleroad, F. F., & Armstrong, R. J. New dimensions of continuing studies programs in the Massachusetts state college system. Iowa City, IA: American College Testing Program, 1972.

This report presents the findings of a study which was conducted to explore the possibility of institutions in the Massachusetts State College System to develop external or alternate degree programs. In addition, it was designed to provide available data and recommendations for action related to various questions concerning degree programs (i.e., Should a degree program be at the bachelor's or master's level--or both? How should a program be administered--by existing mechanisms, or by new ones? What clientele could be reached by such a program?).

Hefferman, J. M., Macy, F. U., & Vickers, D. F. Educational brokering: A new service for adult learners. Syracuse, NY: National Center for Educational Brokering, 1976.

A monograph which brings together the experiences of a number of people who have been involved in establishing and running educational brokering programs. It deals with the following problems and processes in establishing and maintaining such programs: Mission and Purpose, Services, Clientele, Staff, Organization, External Relationships, Client Outreach, Finances, and Self-Appraisal.

Hesburgh, T. M., Miller, P. A., & Wharton, C. R. Patterns for lifelong learning. San Francisco: Jossey-Bass, 1974.

The book examines how an institution of higher education can build systems of learning which institutionalize education as a lifelong process. Three distinct explorations are presented: Part One deals with an effort centered at the University of Notre Dame to outline in general terms the nature of a learning society and how to go about achieving it.

Part Two is an essay on the relationship between continuing education and each of three important entities and processes: the academic community, the shaping of civic policy, and the creation of a new life style in the modern community. Part Three deals directly with the question of how the general topics mentioned in the first two parts influence a specific institution.

Hiestand, D. L. Changing careers after thirty-five. New York: Columbia University Press, 1971.

Reports findings of a study of career changers—students over thirty-five in graduate or professional schools. Provides information about the diverse reasons that people return to school to prepare to make a career change, the flexibility and suitability of admission and curriculum policies, and the prospects of these older students of making a successful change upon completing their studies. In addition, the author points out some of the major implications for manpower and educational policy from his exploratory study which warrant further research and evaluation.

Hodgkinson, B., Kaplin, P., McNett, I., & Nolfi, G. Report of the PECA task force on lifelong learning. Washington, D.C.: Postsecondary Education Convening Authority, Institute for Educational Leadership, The George Washington University, 1976.

This report presents the finding of a task force's investigation of the lifelong learning resources available outside of traditional postsecondary institutions in American society. The objectives of this task force were: 1) to identify the present and future agendas of various sectors of American society for providing educational services to their constituents and to the general public, 2) to compare these undertakings of the various sectors for similarities and differences, 3) to identify areas where cooperation between groups might be possible and plausible, 4) to identify potentials for links between the needs, wants, and demands of some groups with the services offered by others, and 5) to identify needs, wants, and demands for which there are currently no services available.

Hodgkinson, H. L. Adult development: Implications for faculty and administrators. Educational Record, fall 1974, 55(4).

The author divides adulthood into several stages of development, describing the particular problems of each level, and interprets the emotional and mental state of teachers and administrators in terms of job pressures. He concludes that there may well be a good reason for an aura of remoteness around professors and deans "of a certain age."

Hooten, D. E. (Ed.). Proceedings of the patterns seminar. Rochester, NY: Rochester Institute of Technology, April 10-11, 1975. (ERIC Document Reproduction Service No. ED 110 112)

This document contains the proceedings of a seminar concerned with systematic development of the concept of lifelong learning. The three most critical issues were identified as the adult learner, organization, and finance.

Hopper, E., & Osborn, M. Adult students. London: Frances Pinter, 1975.

This monograph provides information about adult students in the context of the education and stratification systems of industrial societies. It reviews the available data about the population that returns to some form of full-time further or higher education in adult life after having participated in the labor market.

Houle, C. O. The external degree. San Francisco: Jossey-Bass, 1973.

This book, sponsored by the Commission on Non-Traditional Study, is a thorough assessment of the external degree. It describes the historical roots of the external degree and shows why it will be prominent in the future. The book examines established programs, both here and abroad, explores major ideas and themes around which new proposals are centered, and considers issues which will arise as the external degree is absorbed into American academic life.

Huddleston, T., Lord, J. M., Mundel, D. S., & Van Kleeber, E. J. Student marketing. College and University, summer 1975, 50(4).

This article presents the views of several individuals concerning the matter of how to increase the effectiveness of public and private policies with respect to student enrollment. It is felt that an improved understanding of the determinants of demand for and supply of higher education is necessary to achieve this goal. An explanation of the model presently utilized is provided.

Kim, S., Roderick, R. D., & Shea, J. R. Dual careers. Manpower Research Monograph (No.21). Washington, D.C.: U.S. Department of Labor, 1973.

A report on a longitudinal study of the labor market experience of women 30 to 44 years of age. The study seeks to identify those characteristics that appear to be most important in explaining variations in important facets of labor market experience.

Kurland, N. A. A national strategy for lifelong learning. Washington, D.C.: Institute for Educational Leadership, George Washington University, 1976.

This paper presents the author's remarks prepared for the Dialogue on Lifelong Learning (October 18, 1976). His remarks are directed toward the following question: "Why a national strategy at this time?" He attempts to show that a strategy for lifelong learning can be a strategy for achieving certain basic objectives in education. Some problem areas that must be dealt with in any comprehensive lifelong learning strategy are then presented. He concludes by outlining a number of key steps which should be taken in order to facilitate the development of a national lifelong learning strategy.

Lengrand, P. An introduction to lifelong education. Paris: United Nations Educational, Scientific, and Cultural Organization, 1970.

A In this study, the author discusses the varying significance of the concept of lifelong education. He shows what forces militate in its favor and explores its dimensions. In addition, he attempts to define its impact and consequences for the educational effort taken as a whole.

LeShan, E. The wonderful crisis of middle age. New York: Warner Paperback Library, 1975.

Based on the author's personal experiences, her expertise in family guidance, and interviews with men and women in their middle years, the author attempts to explain that "middle age with its opportunity to continue to explore the astonishment of living has its own special pleasures." It is an attempt to aid individuals in facilitating their future growth.

Leslie, L. I. Innovative programs in education for professions.
University Park, PA: Center for the Study in Higher
Education, The Pennsylvania State University, 1974.

A monograph which reports the results of Phase I of a multi-phase project, which set out to identify means by which professional schools could respond to the urgent and rising demands of society. Phase I set out to identify and describe exemplary professional school programs currently underway.

Levitt, E. S. Vocational development of professional women: A review. Journal of Vocational Behavior, October, 1971, 1(4).

This article reviews a number of studies investigating women's interests (values, personality, background, and current life situations factors) and how these variables are related to women's vocational development and behavior.

Liveright, A. A. A study of adult education in the United States.
Boston, MA: Center for the Study of Liberal Education
for Adults, Boston University, 1968.

This study of adult education was undertaken at the request of the U.S. Commissioner of Education. It attempts to determine: 1) social and economic trends affecting adult education; 2) the impact of such trends, 3) what the Federal Government is doing, 4) what non-federal agencies are doing and 5) the role of the U.S. Office of Education.

Lusterman, S. Education in industry. Paper presented at the 32nd National Conference on Higher Education, sponsored by the American Association for Higher Education, Chicago, March 22, 1977.

In this paper, the author describes a study of corporate education which was conducted by The Conference Board. A brief explanation of the design of the study is presented. The author then summarizes briefly some of the quantitative findings about such matters as expenditures, course enrollments, staff, and curriculum. Finally he attempts to consider some unique features of the corporate system that modify the meaning or significance of some of the measurements.

McDermott, J. M. Servicing the needs of a non-traditional clientele: The new resources approach. Liberal Education, May 1975, 61(2).

This article raises various concerns about the ability of traditional colleges and universities to serve the needs of adults. It explains how the School of New Resources at the College of New Rochelle is attempting to respond to these concerns. "The program rests on a recognition that the traditional educational structures deemed appropriate to preparation of young adults for participation of life in the community are not suited to those persons who have for some time been engaged in that very life process."

McNeil, D. R. The university and continuing education. University Extension Bulletin (No.8). New Brunswick, N.J.: Rutgers, The State University, 1970.

This paper was presented by the author at the dedication program of the Continuing Education Center, located on Douglas College campus, in New Brunswick, New Jersey on June 1, 1970. The author concentrates on what is wrong with the present continuing education and extension programs within university systems.

Moore, A. B. Career education: The role of adult education. Columbus, OH: Center for Vocational and Technical Education, Ohio State University, 1973. (ERIC Document Reproduction Service No. ED 080 661)

This paper is organized to provide the reader with basic information about adult education and the emerging concept of career education. Brief definitions and descriptions of these domains are presented in the first section. The remaining portion of the paper directs attention to the point of interface of adult and career education: methods and techniques of articulating the needs of youth and adults as they exit secondary schools and proceed to "their next step."

Moses, S. The learning force: A more comprehensive framework for educational policy. Syracuse, N.Y.: Publications in Continuing Education, Syracuse University, 1971.

This monograph is an examination of two educational areas 1) the core (the present traditional system) and 2) the periphery (learning experiences outside the schooling system). It is the author's feeling that the challenge to public policy in the future will be to innovate new programs and experiences which will yield opportunities for growth and development not afforded by the traditional educational system.

Mulligan, K. A question of opportunity: Women and continuing education. Washington, D.C.: The National Advisory Council on Extension and Continuing Education, 1973.

In this report, the National Advisory Council on Extension and Continuing Education considers the impact of Federal aid in the area of "Continuing Education Programs and Services for Women" and suggests ways its effect could be maximized. The Council identified three areas of inquiry as a means of exploring the question: 1) a review of relevant research concerning employment, the appropriateness of traditional university offerings, and vocational and educational lifestyles of women; 2) an analysis of the size, nature, method of financing, and constituency of the continuing education programs and services for women; and 3) to assess the impact of the activities for women provided by the Civil Service Commission and the Department of Agriculture, through the Cooperative Extension Service, and to identify potential funding sources for practitioners in the field.

Muskin, S. J. (Ed). Recurrent education. Washington, D.C.: National Institute of Education, 1973.

This volume is a compilation of papers drawn from a conference on recurrent education, held by the Public Services Laboratory of Georgetown University. This volume is a multifaceted examination of recurrent education (a system starting at the completion of one's formal compulsory schooling and continuing throughout the remainder of a person's active life). The findings in this volume underscore the many problems and issues that argue both for greater flexibility in the timing of education and for educational systems that give meaning to the broadening of these choices.

National Advisory Council on Adult Education. Adult education: Annual report. Washington, D.C.: National Advisory Council on Adult Education, 1972. (ERIC Document Reproduction Service No. ED 060 435)

This report presents the recommendations of the President's National Advisory Council on Adult Education. These recommendations include: 1) the development of a Comprehensive Adult Education Act, 2) a single agency to be held accountable for the coordination of all adult education services financed by the federal government, 3) career-oriented education for adults, and 4) expanded use of local education facilities to include adults.

National Advisory Council on Adult Education. Career renewal for adults through education. Washington, D.C.: National Advisory Council on Adult Education, 1972. (ERIC Document Reproduction Service No. ED 064 590)

In this position paper concerns are raised, positions are defined, and recommendations are made about the way in which adult education and career education relate and co-exist.

National Advisory Council on Extension and Continuing Education. A measure of success: Federal support for continuing education (7th Annual Report). Washington, D.C.: Author, March 31, 1973.

This report is an examination of the impact that Federal programs have had on institutions of higher education and especially on their continuing education resources and facilities. In this report the council presents its findings and recommendations.

National Advisory Council on Extension and Continuing Education. Equity of access: Continuing education and the part-time student (9th Annual Report). Washington, D.C.: Author, March 31, 1975.

This report presents the council's recommendations and major findings, with support material and appendices, of a comprehensive, nationwide evaluation of Title I of the Higher Education Act of 1965.

National Advisory Council on Extension and Continuing Education. Program evaluation: Title I of the Higher Education Act. Washington, D.C.: Author, March 31, 1975.

In this report, the Council presents (its recommendations and) the results of formal studies of Title I, conducted in response to a congressional mandate. In pursuing its tasks, the council raised a series of questions which it considered fundamental to an understanding of the overall effectiveness of the Title I program. In answering these questions, the council suggests improvements in the operation of the program which will contribute to its impact upon community problems.

National Advisory Council on Extension and Continuing Education. A decade of community service and continuing education (10th Annual Report), Washington, D.C.: Author, March 31, 1976.

This report is primarily concerned with the changing clientele in postsecondary education and the role the Federal Government should play in continuing education. The Council sets forth six recommendations. The report also includes a discussion of the council's activities and a list of council members and their meeting dates.

Nelson, V. I., Nolfi, G. J., & Bush, J. W., Jr. Adult career education as an intervention strategy in mid-career crisis. Cambridge: University Consultants, July 1975.

This project is a systematic analysis of what is known today about the mid-career crisis and about intervention strategies to alleviate the often unavoidable psychological and economic effects of loss of work. The study was initiated by NIE with the following specific tasks in mind: A review of the literature on mid-career crisis and various intervention strategies, collection of a representative inventory of services currently available, development of a strategy and role for adult career education, and prioritizing and highlighting of an R&D strategy for NIE.

Nero, S. A. An exploratory study of the sociological and psychological impacts of mid-career changes for women. Menomonie, WI: Center for Vocational, Technical, and Adult Education, Wisconsin University, 1975. (ERIC Document Reproduction Service No. ED 120 567)

This is the final report of a study which explored the impact of mid-career changes for women who were enrolled in or had recently completed a program in the Wisconsin Vocational, Technical and Adult Education (VTAE) System for the purpose of changing careers from housewife and mother to that of labor force participant.

Nolfi, F. J. Design for open learning: Implementing a network of existing educational resources. Cambridge, MA: University Consultants, Inc., 1975.

This paper consists of some analytical reflections on what has been learned about implementing expanded adult open learning in Massachusetts through research and by trial (experimental learning). The experiences of several states have been drawn upon to provide an analysis of the factors which govern successful implementation of expanded open learning. The first part of this paper consists of prescriptive comments on effecting the process of research, design, pilot testing, and implementation for open learning. The second part consists of a discussion of the specific implementation of two recommendations, which were made to the

Commonwealth of Massachusetts: 1) Community-Based Educational and Career Counseling Centers, and 2) an Adult Recurrent Education Entitlement Voucher proposal.

Nollen, S. D. Recurrent education for adult workers in Europe and the U.S. Paper presented at the 32nd National Conference on Higher Education, jointly with the National Conference on Alternative Work Patterns, sponsored by the American Association for Higher Education and the Committee on Alternative Work Patterns, Chicago, March 21, 1977.

The thesis of this paper is that there are some profound changes taking place in the work sector in Europe and the U.S. which are having the effect of creating a "demand for recurrent education on the part of workers, employers, or labor unions. It is this "demand side of the market" to which this paper is addressed. The first part of this paper focuses upon the work sector and the demand for recurrent education in Europe. Work sector changes and education policy developments are identified, and new recurrent education for adult workers which are associated with these changes are described. Examples are drawn from West Germany, Sweden, and Britain. In the second part, a similar search is conducted for such examples in the U.S., and similarities and differences are analyzed.

Northcutt, N. Adult functional competency: A summary. Austin: Adult Performance Level Project, The University of Texas, 1975.

This report describes the central objectives of the Adult Performance Level (APL) project, which are to specify the competencies which are functional to economic and educational success in today's society and to develop devices for assessing those competencies of the adult population of the United States.

O'Neil, N., & O'Neil, G. Shifting gears: Finding security in a changing world. New York: M. Evans and Company, 1974.

This book was written as an expression of the author's concern for individuals caught in a world of change. It is about how to shift gears in a world of constant change and how to deal with this change on a personal basis.

[O'Toole, J. Chm.] Health, Education and Welfare Special Task Force. Work in America. Cambridge, MA: The MIT Press, 1973.

This report examines the uses of one institutional fulcrum-- ("the institution of work")---to move aside the expressed dissatisfactions of many Americans. It discusses: 1) the functions of work, 2) the effects of work problems on various segments of our society, 3) the physical and mental health costs of jobs as they are now designed, 4) the redesign of work, and 5) federal policy in relation to the creation of jobs, manpower, and welfare.

O'Toole, J. (Ed). Work and the quality of life resource: Papers for "work in America." Cambridge, MA: The MIT Press, 1974.

This book contains a representative collection of the papers commissioned for Work in America, the report of a special task force to the Secretary of Health, Education and Welfare. The sixteen papers, which are presented in this book, examine in depth the following issues: 1) job dissatisfaction and the changing work ethic, 2) problems of American workers, 3) work and health, 4) the redesign of jobs, 5) education and work--career education and vocational education, and 6) federal work strategies.

Palola, E. G., Lehman, T., Bradley, A. P., & Debus, R. PERC handbook (Program Effectiveness and Related Costs). Saratoga Springs, NY: Office of Research and Evaluation, Empire State College, 1977.

This handbook seeks to do two things: (a) provide a framework whereby assessments of educational effectiveness and associated costs are integrated, and (b) reverse the priorities that put costs above effectiveness. It is organized into five sections: 1) an overview of the complete PERC framework, 2) a discussion of key dimensions of PERC (multiple perspectives strategy, outcome-cost, relationship, and effectiveness), 3) a presentation of instruments and discussions of how to adapt and use them; 4) a description of approaches to PERC data analysis, and 5) an examination of data application and use.

Panzer, M. You can change your career. New York: McGraw-Hill, 1950.

This book is primarily a guide to help individuals get a fresh start in finding a new career. The author outlines a program to be followed and discusses such things as individual characteristics, the chances of a successful reorientation, whether a change is actually desirable, how will age affect the plans, and obstacles one might expect to encounter.

Parnes, H. S. Career thresholds (Manpower Research Monograph No. 16 Volumes 1 through 5). Washington, D.C.: U.S. Government Printing Office, 1971.

Five studies which present reports on a longitudinal study of the educational and labor market experiences of young men. Each study seeks to identify and measure those characteristics that appear to be important in explaining variations in several facets of labor market experience.

Parnes, H. S. The pre-retirement years (Manpower Research Monograph No. 15 Volumes 1 through 4). Washington, D.C.: U. S. Government Printing Office, 1971.

Reports of four studies (examination of four groups of the United States population: men 45 to 59 years of age, women 30 to 44, young men 14 to 24, and women 14 to 24) that view the experience and behavior of individuals in the labor market as resulting from an interaction between the characteristics of the environment and a variety of demographic, economic, social, and attitudinal characteristics of the individual.

Parnes, H. S. The national longitudinal surveys handbook. Columbus, OH: Center for Human Resource Research, Ohio State University, 1976.

This report is designed as a comprehensive guide to the National Longitudinal Surveys of Labor Market Experience (NLS). It presents a detailed description of the objectives of the surveys, the samples covered, and the types of information collected.

Pascal, A. H., Bell, D., Dougharty, L. A., Dunn, W. L., & Thompson, V. M. An evaluation of policy related research on programs for mid-life career redirection. Santa Monica, CA: Rand, 1975.

This report is an evaluation of the existing literature on mid-life redirection of careers. The authors sought to answer questions about the scale of intensity of the need for a mid-life redirection program, the nature of the potential clientele, guidelines for designing, operating, and financing possible new programs, and additional research requirements.

Reed, J. G., & Murphy, M. T. Academic performance of mature adults and veterans. College and University, winter 1975, 50(2).

This study examined the academic performance - as measured by college grade point average (GPA) - of veterans and mature adults, in comparison with that of young adults at Towson State College. A second purpose of the study was to evaluate findings in relation to college admission policies and procedures.

Schultz, R. E. Lifelong learning: Higher education's response. Tucson, AZ: Higher Education Program, University of Arizona, 1976.

The purpose of this paper is to explore how higher education is responding to the increased interest expressed by many individuals in lifelong learning. To illustrate how higher education is responding, three specific areas were selected for elaboration: 1) new degrees, 2) academic credit for experience, and 3) programs for older people.

Schwartz, M. M. Psychological foundations of adult education. University Extension Bulletin (No. 5). New Brunswick, N.J.: Rutgers, The State University, 1965.

The purpose of this paper is to examine some of the major theories and findings concerning motivation from the fields of psychology and psychoanalysis, and to integrate them into a single conceptual framework as a schema for classifying the educational motives of adults. Three broad areas appear to make the largest contribution to contemporary thinking on motivation: Animal psychology, psychoanalysis, and research on human social motives. The field of motivation is highly complex; theories are so varied and contradictory that no single conceptualization has received general support. Nevertheless, a sufficiently large number of well established facts and highly regarded views exists to warrant consolidating them into a general model.

Seaman, D. F. "Adult education evidence of a positive approach." Adult Leadership, January 1972, 20(7).

This article discusses the adult basic education program which was conducted by Futurian Manufacturing Company for its employees. It resulted in increased employee cooperation and self-confidence.

Sheehy, G. Passages. New York: E. P. Dutton & Co., 1974.

In this book the author examines the personality changes common to each stage of life, the differences between the developmental rhythms of men and women, and the resulting crises that couples can anticipate. It is an examination of the passages of adulthood: the twenties, thirties, and forties—onward.

Striner, H. E. Continuing education as a national capital investment. Kalamazoo, MI: W. E. Upjohn Institute for Employment Research, 1971.

In this study, the author attempts to show how three nations—Denmark, France, and West Germany—have taken steps to deal with the problems of economic growth in an advanced industrial society by reconceptualizing the role of adult education. The author's thesis is: 1) that an advanced industrialized society must see its labor force as a national capital investment and (2) without that capital investment, the United States cannot hope to maintain the basis for continuing what had been an impressive historical rate of economic progress up until the 1960's.

Terkel, S. Working. New York: Pantheon Book, 1974.

This book is an account of three years' interviews with people in a wide variety of occupations to see what they actually did all day and to discover how they felt about their jobs and their lives. The author tries to present how the contiguity of jobs reveals the common factors involved in seemingly different tasks.

Topey, W. G. "Company investment in continuing education for scientists and engineers." Educational Record, fall 1964, 45(44).

This article reports the findings of a study, which examined the educational activities conducted by companies in scientific and technical fields for their own scientists and engineers.

Toupin, H. O. Certificate program for adults: They call it career education in Hopkins, Minnesota. American Vocational Journal, May 1973, 48(5).

This article discusses the career education project in Hopkins, Minnesota. The project serves a variety of adult groups--- recent high school graduates, women preparing to re-enter the business world, senior citizens, employees wishing to upgrade themselves in their present job, and job holders wanting to prepare for new and more rewarding careers.

Traux, A. Special admissions for adult women. College and University, summer 1975, 50(4).

In the article, the author identifies four basic types of women in education and sets forth nine special needs of older women in education.

U.S. Department of Health, Education, and Welfare, National Institute of Education. Continuing education unit: A collection of five journal articles, 1968-1971 (ERIC Report No. ED 090 443). Washington, D.C.: Educational Resources Information Center, 1971.

This document is a series of five journal articles. Both Milton Stern, in "Continuing Education", Journal of Higher Education, 39(8), 1968, pp. 468-470, and Robert J. Fitchell in "The Washington Scene", The National University Extension Association Spectator, January 12, 1969, report on the 1968 National Planning Conference, which explored the problems and needs of a new system of academic credit. Paul J. Grogan presents a synopsis of the deliberations of the National Task Force, authorized by the National Planning Conference, in "Recommendation: Establish a Credit Norm for Continuing Education," The Personnel Administrator, 15(5), September/October 1970, pp. 23 and 24. Emphasizing the potential of the Continuing Education Unit (CEU), Keith E. Glancy's "A Permanent Record of Continuing Education Using the C.E. Unit," Journal of Continuing Education and Training, 1(2), August, 1971, pp. 109-116, defines the CEU, traces its development, and presents the findings of the 1970-71 pilot project. In a brief report, Robert L. Jacobson's "Southern Accrediting Unit Sets Standards for Off-Campus Programs," Chronicle of Higher Education, December 5, 1971, pp. 1 and 5, discusses the revised standard of the Southern Association of Colleges and Schools and its application to non-traditional study.

Valley, J. R., & Hamilton, I. B. Matching new needs with new resources (Vol. 1). Princeton, NJ: Office of New Degree Programs, Educational Testing Service, 1976.

This is the first issue of a series that will be devoted to the analysis of critical issues facing institutions, systems, and other organizations serving the learning needs of a variety of new learners by methods and means that may differ from those traditionally used. This issue presents the four papers (edited into three) which were commissioned by the Office of New Degree Programs and delivered at a conference sponsored by the Education Commission of the States and the Harvard Graduate School of Education at Cambridge, Massachusetts, on May 16-18, 1976. The first paper, "Assessing Adult Learning Needs" by I. Bruce Hamilton, focuses on ways and means for determining learner needs. "Synthesizing Needs and Resources" by Patrick M. Callan, the second paper, looks at how data about learner needs can be synthesized and integrated into plans and strategies that meet needs on a statewide basis. Henry J. O'Donnell's "Educational Planning and Politics," the third paper, by raising into consciousness the fact that education is but one of several priorities, deals with the integration of educational planning with the political realities and political forces within educational systems and the state at large.

Vermilye, D. W. (Ed). Lifelong learners: A new clientele for higher education. San Francisco: Jossey-Bass, 1974.

This book, containing principal papers presented at the Twenty-ninth National Conference of the American Association for Higher Education, focuses on lifelong learning and what it might mean to live in a "learning society." It recognizes learning as a national resource and deals with ways to make the resource available to all citizens who need it or want it. In particular, the contributors to this book are concerned about the role that higher education can play in lifelong learning.

Vickers, D. F. The learning consultant: A response to the external degree learner. Journal of Higher Education, 1973, 44(1).

The author explains that the traditional ways of relating to individual students will not be adequate for many of the users of External Degree programs. He discusses four models which are useful and contribute to a new role for the external degree counselor: 1) the tutor or mentor relationship, 2) the full-time academic counselor, 3) the peer counselor, and 4) the learning consultant (a new "counselor-like"

role designed as the counseling arm of the Regional Learning Service of Central New York [RLS]).

Wells, J. A. Continuing education for women: Current developments. Washington, D.C.: Employment Standards Administration, 1974. (ERIC Document Reproduction Service No. ED 099 622.)

This paper reports the current developments in continuing education for women. The author discusses new programs, studies being conducted, and areas of concern which warrant further study.

Wells, J. A., and Magruder, H. G. Education programs for mature women. The Education Digest, January 1972, 37(5).

The article raises questions about the adequacy of education programs available for women in many colleges and universities. The authors feel that mounting evidence confirms the need to examine current curriculum and services of higher educational institutions to learn whether more should or could be done in the light of current developments.

Wirtz, W. The boundless resource. Washington, D.C.: The New Republic Book Company, 1975.

This prospectus is the product of the National Manpower Institute, which was established in 1970 by a group of business leaders, academic administrators, and others seeking to bridge the gap between education and work. It is an attempt to develop an effective school-to-work policy. The analyses, in the first two parts of the book, are followed by a series of specific program proposals, and a final chapter provides a practical agenda for private and public policy.

Worthington, R. M. The implications of career education for adult education in the United States. Paris: United Nations Educational, Scientific, and Cultural Organization, 1972. (ERIC Document Reproduction Service No. ED 065 733)

The article presents the four current models that are being utilized by high schools, colleges, and others to adapt the career education concept to their particular needs. These include the school-based, employer-based, rural-residential, and home-community models.

Ziegler, W. L. (Ed). Essays on the future of continuing education worldwide. Syracuse, NY: Publications in Continuing Education, Syracuse University, 1970.

This book is a compilation of working papers. The topics chosen for these papers divide, basically, into three categories: first, discussion on the process of, and the methods for thinking about and planning for the future of adult education; second, some attempt at projections into the future of world-wide problems, such as urbanism, conflict, the population explosion, and specific trends in adult education; and third, some discussion of the current scene in order to identify, if possible, the very ways in which adult education is going about inventing its future.

Zeigler, W. L. Recurrent education: A model for the future of adult education and learning in the United States. Syracuse, NY: Educational Policy Research Center, Syracuse University, 1972. (ERIC Document Reproduction Service No. ED 115 181)

The author utilizes the concept of recurrent education as the means to examine various alternative social meanings available for the future of postcompulsory education. After examination of the implications of the concept of recurrent education, it is found that the future of adult education and learning is not best served by the recurrent model imported from Europe.

1978 ADDENDUM TO
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APPENDIX C

BIOGRAPHICAL DATA ON THE PROJECT STAFF

James Gilbert Paltridge

BS and MBA - Economics and Business Administration

PhD - Higher Education Administration

**Post-doctoral study at London School of Economics and
Lancaster University, United Kingdom**

**Research Educator, Department of Education, Division of Higher
Education Policy and Administration, University of California -
Berkeley**

For twelve years prior to 1977, Dr. Paltridge was Senior Project Director in the U.C.- Berkeley Center for Research and Development in Higher Education. He is now a Research Educator in higher education policy and administration in the U.C.-Berkeley Department of Education. His principal research over the last fourteen years has been in the areas of state systems of higher education, state coordination and planning for postsecondary education, the policymaking role of governing boards, and continuing education for mid-career adults. He served as a consultant to state and federal education agencies and to educational institutions in the United States and in developing nations abroad. He has studied European recurrent education programs at UNESCO and OECD in Paris.

He has had personal experience with a mid-career change, having exchanged a 25-year career in private business (management, ownership, and industry directorships) to become Assistant to the President of U.C. for four years prior to his affiliation with the Berkeley research and development center.

Mary C. Regan

BS - Food Technology

MS - Psychology and Adult Education

PhD - Public Policy

Dr. Regan is Associate Professor of Applied Behavioral Sciences at the University of California - Davis. Her principal research and writing over the last 12 years has been in the fields of personality change in early adulthood, institutional development, innovation and change, administrative organization and decisionmaking in postsecondary education. She served on the (U.C.) President's Task Force on the Extended University which developed proposed policy objectives and plans for the University's programs of continuing education. She has also served on the (U.C.) President's Task Force on Evaluation of Student Participation in Governance of the University. She has served as advisor to the Government Advisory Committee on the Status of Women, National Student Personnel Administrators, the National Training Laboratories, Association of Land Grant Colleges, Western College Association, and was a U.C. representative on the California Joint Legislative Committee on the Master Plan for Higher Education. She is co-author of The Myth of the Generation Gap. (Albion Press, San Francisco, 1975)

Dawn Geronimo Terkla

BA - Politics and Government, Education at Ohio Wesleyan University

MPP - Public Policy at University of California - Berkeley

Ms Terkla is a Research Associate at U.C. Berkeley. She has specialized in public policy related to higher education. She has been a Congressional research assistant and has served as staff analyst on a study of the Special Education Master Plan by the California State Department of Finance Program Evaluation Unit. Prior to joining the Mid-Career Project Team she was a research assistant on the University of California-HEW Student Financial Aid Study Group. She is co-author of A Preliminary Report on the California Master Plan for Special Education, California State Department of Finance, 1976, and the Annotated Bibliography of Literature Related to Mid-Career Change, Center for Research and Development, Berkeley, 1977.

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Mid-Career Project
4423 Tolman Hall

BERKELEY, CALIFORNIA 94720

Dear Friend:

Will you help us complete what we believe is an important study of the experiences of people who are "going back" to college or school for additional education or training some time after they completed (or interrupted) their regular educational experience?

You have been identified to us as such a person. If you will answer the questions in this survey questionnaire, we will be most appreciative. We assure you that your name will not be used with any of the information you give us.

The purpose of the survey is to learn more about people--like you--who are doing something about their lives and careers, so that colleges and training institutions will know how to better serve their adult mid-career students. This questionnaire is a very important part of a study being conducted under the auspices of the U.S. Office of Education with the cooperation of the colleges and other institutions in your area.

Now...we are going to ask you a few questions about why you have taken some educational courses, whether you are changing your occupation--or think you might change it--or other reasons why you are seeking more education. Then, a few questions about your experiences as an adult student. We would also like to know a little about you as a person--such as your approximate age, previous education, family responsibilities--so that we will know more about how to accommodate educational services to personal preferences.

Will you take a little time to help us help you and others? If you care to do so, will you start with the first question...now?

Thank you.

Cordially,

J. G. Paltridge
J. G. Paltridge

Mary C. Regan
Mary C. Regan
Project Directors

P.S. When you have completed the questionnaire, please re-fold the cover with our Berkeley address on the outside and staple or tape it closed. Drop it in the mail. No stamp...we will pay the return postage.

Please disregard numbers in the left margin.
They are for data processing purposes only.

(1/1-5) 1 _____

FIRST, A FEW QUESTIONS ABOUT YOUR CAREER--YOUR PRESENT WORK. NOTE: IN YOUR ANSWERS, PLEASE REGARD "HOUSEWIFE" OR "HOMEMAKER" OR REGULAR VOLUNTEER WORK AS AN OCCUPATION (OR JOB).

1. What is your present work status? Please check those statements that apply to you.

- | | | | |
|--------------|----------------------------|--------------|---------------------------------|
| (1/6) _____ | I am employed full-time | (1/11) _____ | I am a welfare recipient |
| (1/7) _____ | I am employed part-time | (1/12) _____ | I am a retired person |
| (1/8) _____ | I am unemployed | (1/13) _____ | I am a student |
| (1/9) _____ | I am a housewife/homemaker | (1/14) _____ | I am presently looking for work |
| (1/10) _____ | I am a volunteer worker | (1/15) _____ | I am on layoff from my job |
| | (1/16) _____ | | Other, please specify _____ |

2. What has been your principal occupation? If you are not presently employed, please answer for your most recent job. Please state your job title (e.g. licensed practical nurse, purchasing agent, homemaker) and give a brief description of the kind of work you do.

(1/17-20) _____

Job title _____

Description _____

(1/21) _____ 3. How many times have you changed jobs since leaving school or college?

Once _____, Twice _____, 3 times _____, 4 times _____, 5 or more times _____,

None, I have held the same job _____.

(1/22-23) _____ 4. How long have you held your present job? _____ Years _____ Not presently employed.

(1/24) _____ 5. How satisfied are you with your present job (or with the last job you had)?

_____ I am definitely satisfied

_____ I am satisfied

_____ I am neither satisfied nor dissatisfied

_____ I am dissatisfied

_____ I am definitely dissatisfied

(1/25) _____ 6. In general, do you feel that you are now in a period of stability or transition/change in your work or career?

_____ I am in a period of stability relative to my work.

_____ I am in a period of transition/change relative to my work.

(1/26-27) _____ 6A. If you are in a period of transition/change in your work, please describe your situation.

(1/28) _____ 7. In general do you feel that you are now in a period of stability or transition/change in your life?

_____ I am in a period of stability relative to my life.

_____ I am in a period of transition/change relative to my life.

(1/29-30) _____ 7A. If you are in a period of transition/change in your life, please describe your situation.

(1/31) _

8. In summary, how would you describe your overall situation at this point in your life? Please check the one statement which most nearly describes your situation.
- ☐ Not much has changed for me in the last several years and I do not see any reason or circumstances for a change.
- ☐ I am definitely making some changes in my life and/or work.
- ☐ I have just come through a major transition period of my life and/or work.
- ☐ I am now making an appraisal ("sizing up") of my present life to see if I should make some changes.

(1/32) _

9. In general, as you think about the quality of your life at this time, how would you rate the past five years and the next five years?

I feel the past five years of my life have been:

- ☐ better than the present
- ☐ the same as the present
- ☐ not as good as the present

(1/33) _

I feel the next five years of my life will be:

- ☐ better than the present
- ☐ the same as the present
- ☐ not as good as the present

(1/34) _

10. How would you describe your career/job plans? Please check the one statement that most nearly describes your plans?

(1/35-38) _

- ☐ I am changing my career/line of work to a different one, in the foreseeable future.
To what new career/line of work? _____
- ☐ I am preparing to change to a different career/line of work with my present employer.
To what new career/line of work? _____
- ☐ I would like to change to some different career/line of work at some future time.
To what new career/line of work? _____ or,
Right now I am not sure what new career/line of work I want to get into _____
- ☐ I am hoping/expecting to get an advancement in my present career/line of work with my present employer or with a new employer in the same line of work.
What type of advancement? _____
- ☐ I plan to stay with my present job, in the same career/line of work, for the foreseeable future.

11. How do each of the following best describe your present situation?

(3) (2) (1) (0)
Very Somewhat Not at all Not
descriptive descriptive descriptive applicab

(1/39) _

- (a) I am out of a job, or I expect to lose my job, and I think this is the time to change to a different line of work.

(1/40) _

- (b) My home and family responsibilities have decreased, so now I can resume the career I had in mind a few years ago, or start out on a new career.

(1/41) _

- (c) My home and family responsibilities have increased, and I feel I need a different job/career in order to bring in enough money.

(1/42) _

- (d) I am retired, or will soon have to retire, and I want to develop a new or "second career."

(1/43) _

- (e) My personal health, or health problems in my family, necessitate a change to a new line of work.

(1/44) _

- (f) Some other experience?
Please describe it _____

NOW, SOME QUESTIONS ABOUT YOUR FUTURE PLANS--THE NEXT THING(S) YOU WANT TO DO WITH YOUR LIFE--
YOUR JOB--YOUR CAREER

12. When you think about a possible change of career or job, to what extent do each of the following statements describe how you personally feel?

	(3) Great deal like me	(2) Somewhat like me	(1) Not at all like me	(0) Not applicable
(1/45) (a) I expect to find a better job than the one I have now.	_____	_____	_____	_____
(1/46) (b) I feel rather apprehensive about making a career/job change.	_____	_____	_____	_____
(1/47) (c) I feel that a career/job change would be an exciting opportunity for me.	_____	_____	_____	_____
(1/48) (d) I feel my own lack of experience is a problem in making a career change.	_____	_____	_____	_____
(1/49) (e) I feel I lack the credentials necessary for a career change.	_____	_____	_____	_____
(1/50) (f) I think I can make more money in the long run if I change my line of work now/soon.	_____	_____	_____	_____
(1/51) (g) I am now in a fairly good financial position to go ahead with a change of career/line of work.	_____	_____	_____	_____
(1/52) (h) I really do not think I can financially afford to change to a new career.	_____	_____	_____	_____
(1/53) (i) It is going to call for some real sacrifices but I want to/need to go ahead to a new line of work anyway.	_____	_____	_____	_____
(1/54) (j) I feel my own talents and abilities will be more appreciated if I move to a new line of work.	_____	_____	_____	_____
(1/55) (k) I feel my age may be against me when I think about changing careers.	_____	_____	_____	_____
(1/56) (l) I have my doubts about whether there is any job available in the line of work I am thinking about.	_____	_____	_____	_____
(1/57) (m) I think because of my ethnic background, a career change would be difficult.	_____	_____	_____	_____
(1/58) (n) I am seeking a better job because of my own career ambitions.	_____	_____	_____	_____
(1/59) (o) I feel my sex is a barrier to the kind of career change I would like to make.	_____	_____	_____	_____
(1/60) (p) I know about some new career opportunities that are opening up and I feel I am qualified (or can become qualified) to get into them.	_____	_____	_____	_____
(1/61) (q) I feel I need to find a new job or different line of work which offers better job security.	_____	_____	_____	_____
(1/62) (r) I feel that I ought to change my line of work, but actually I am unable to define my goals.	_____	_____	_____	_____
(1/63) (s) I am hesitant about taking any new risks.	_____	_____	_____	_____
(1/64) (t) I simply got tired of the same old line of work and decided to change it.	_____	_____	_____	_____
(1/65) (u) I would like to change to a career/line of work that has more status.	_____	_____	_____	_____
(1/66) (v) I feel I have a good sense of control over my own life at this point.	_____	_____	_____	_____

13. Which of the following have you experienced in planning for a definite or possible career change?
Please check all that are applicable.

- (1/67) ☐ I have been thinking about planning a career change for some time.
 (1/68) ☐ I have learned about possible career changes through my previous work experience.
 (1/69) ☐ I have sought advice through a college or university placement or counseling center in my area.
 (1/70) ☐ I have sought information from the state employment service.
 (1/71) ☐ I have filed job applications which would lead to a career change.
 (1/72) ☐ I have planned additional education or training that should prepare me for a career change.
 (1/73) ☐ I have sought information from people who are in the type of career/line of work I would like to be in.
 (1/74) ☐ I have looked over lists of jobs that might be of interest to me.
 (1/75) ☐ I have looked into the types of agencies that offer job skills training.
 (1/76) ☐ I have used a local agency offering career planning services.
 (1/77) ☐ I have actually developed a systematic plan of college or school courses to accomplish my career change.
 (1/78) ☐ I am presently taking courses which are part of my educational plan leading to a possible career change.
 (1/79) ☐ I have actively sought assistance which has expanded my knowledge and awareness of available jobs or career options.
 (1/80) ☐ I have done no planning as I do not plan to make a change in my career/line of work.

NEXT, A FEW QUESTIONS ABOUT YOUR DECISION TO GET ADDITIONAL EDUCATION OR TRAINING AND WHAT YOU ARE TAKING (OR HAVE TAKEN)

(2/1-5) 2

14. How important was each of the following possible reasons for your decision to "go back to school" and take the particular courses you are (were) enrolled in?

		(3) Very Important	(2) Somewhat Important	(1) Not Important	(0) Not Applicable
(2/6) <input type="checkbox"/>	(a) The particular major, or group of courses, I <u>wanted</u> were offered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2/7) <input type="checkbox"/>	(b) The opportunity for <u>part-time</u> study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2/8) <input type="checkbox"/>	(c) The opportunity to get credit for prior work/life experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2/9) <input type="checkbox"/>	(d) The good reputation of the school or program among other people (including prospective employers).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2/10) <input type="checkbox"/>	(e) The low tuition(cost).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2/11) <input type="checkbox"/>	(f) Availability of financial support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2/12) <input type="checkbox"/>	(g) I could get courses that fitted my personal time schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2/13) <input type="checkbox"/>	(h) I could take the courses near to my home/work place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2/14) <input type="checkbox"/>	(i) I could pace my own learning, i.e. finish courses quickly or take as much time as I needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2/15) <input type="checkbox"/>	(j) To satisfy my personal desire to have a college degree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2/16) <input type="checkbox"/>	(k) My employer wanted me to go.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2/17) <input type="checkbox"/>	(l) My family wanted me to go.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2/18) <input type="checkbox"/>	(m) The opportunity to attain greater personal enrichment/development/general knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2/19) <input type="checkbox"/>	(n) I had friends who were taking this program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2/20) <input type="checkbox"/>	(o) It was an easy way to get a degree/certificate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2/21) <input type="checkbox"/>	(p) It was a way to meet job requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14A. Of the reasons checked on the preceding page in question 14, please circle the matching letter of the ONE REASON that was MOST IMPORTANT to you.

(2/22-23) _____ a b c d e f g h i j k l m n o p

15. In general, to what extent has your education/training program met the objectives you had in mind when you enrolled?

(2/24) _____ Completely, _____ Somewhat, _____ Not at all, _____ I'm too new in the program to respond

16. Did you feel the need for some counseling about the job or line or work you should try to get into?

(2/25) _____ Yes _____ No
If you answered "yes" above, please answer (a) and (b).

(2/26) _____ (a) Did you receive this help? _____ Yes _____ No

If your answer to (a) was "yes", where did you receive this help?

(2/27-28) _____

(2/29) _____ (b) Do you feel you got some good advice? _____ Yes _____ No

2/30) _____ 17. Would you be willing to pay for counseling services? _____ Yes _____ No

18. How did you find out about the education/training opportunities that were available to you?
Check all that apply.

2/31) _____ from a friend

2/32) _____ from a member of the family

2/33) _____ from a school or college you previously attended

2/34) _____ from telephoning or writing a school or college in the local area

2/35) _____ from ads or stories in the newspapers or on radio or television

2/36) _____ from a local community organization you heard about or were referred to

2/37-38) _____ What is the name of that organization _____

2/39) _____ Some other source? Please name _____

2/40-41) _____

19. Did you have any trouble being admitted as a student?

2/42) _____ Yes _____ No _____ Not applicable

20. Did you run into any of the following problems when you applied for admission as a student?
Please respond to each item.

	Yes	No	Not Applicable
2/43) (a) I did not have a "required" diploma or degree.	_____	_____	_____
2/44) (b) I had not previously taken certain courses.	_____	_____	_____
2/45) (c) My previous school or college grades were not high enough.	_____	_____	_____
2/46) (d) The school was not particularly interested in taking part-time students.	_____	_____	_____
2/47) (e) The school did not offer most classes I wanted at the times I could attend.	_____	_____	_____
2/48) (f) I was led to believe I was too old to be taking the courses I wanted.	_____	_____	_____
2/49) (g) Please list any other problem:	_____	_____	_____

2/50) _____ 21. Did you apply to the school/college for financial aid? _____ Yes _____ No

2/51) _____ (a) Did you receive any financial aid? _____ Yes _____ No

2/52) _____ (b) If you applied for aid and did not receive it, please state why you were turned down _____

22. Did you have a systematic plan of a series of courses, or "program", in mind?

(2/53) Yes No

23. Did you find that the courses you wanted were available to you?

(2/54) All of them, Most of them, A few of them, None of them

24. In general, for the courses you are taking (have taken):

	Yes	No	Not Applicable
(2/55) (a) Do (did) the classes meet regularly for lectures and/or discussion?	<u> </u>	<u> </u>	<u> </u>
(2/56) (b) Do (did) they meet only occasionally with the rest of the work done by some type of self-instruction (such as correspondence lessons, televised lectures, video cassettes, "programmed text books")?	<u> </u>	<u> </u>	<u> </u>
(2/57) (c) Is (was) practically all of your instruction done by some method of self-instruction?	<u> </u>	<u> </u>	<u> </u>

25. Does it (or would it) "bother you" if most of the students in a particular class were younger than you are?

(2/58) Yes No Not applicable

AND FINALLY--SOME PERSONAL INFORMATION ABOUT YOURSELF. IT WILL HELP US MATCH UP GROUPS OF PEOPLE WITH TYPES OF EXPERIENCES THEY HAVE HAD.

(2/59) 26. What is your sex? Male Female

(2/60-61) 27. What is your age?

(2/62) 28. What is your marital status?

 Single Married Remarried Widowed Divorced/Sepa

(2/63) 29. Do you have any children? Yes No

(2/64-65) (a) If "yes", how many? Please specify the number.

(b) How many in each of the following categories are living at home with you?

	Number of children living at home
(2/66) Aged 5 and under	<u> </u>
(2/67) Aged 6 - 12	<u> </u>
(2/68) Aged 13 - 17	<u> </u>
(2/69) Aged 18 or over	<u> </u>

(2/70) 30. What is your racial or ethnic background?

<u> </u> American Indian/Native American/Amerindian	<u> </u> Filipino
<u> </u> Black/Negro/Afro-American	<u> </u> Oriental/Asian American/Asian
<u> </u> Chicano/Latin American/Spanish surname	<u> </u> White/Caucasian
<u> </u> Other; specify <u> </u>	

31. Do you live in:

(2/71) (a) <u> </u> a city of over 500,000	(d) <u> </u> a community of under 10,000
(b) <u> </u> a city of 50,000 to 500,000	(e) <u> </u> a rural area
(c) <u> </u> a city of 10,000 to 50,000	(f) If you checked c, d, or e: Is your home within 30 miles of a city of at least 50,000 population?
(2/72) <u> </u>	<u> </u> Yes <u> </u> No

32. What is the highest level of formal education obtained by yourself, your parents, and, if married, by your spouse? Please check only one in each column.

		Self	Father	Mother	Spouse
(2/73/74) ___	Elementary school or less	___	___	___	___
(2/75-76) ___	Some high school	___	___	___	___
(2/77-78) ___	High school diploma	___	___	___	___
(2/79-80) ___	Some college or other postsecondary training	___	___	___	___
	Associate degree	___	___	___	___
	Bachelor's degree	___	___	___	___
	Some graduate school	___	___	___	___
	Master's degree	___	___	___	___
	Doctoral or professional degree (Ph.D., M.D., L.L.B., etc.)	___	___	___	___
	Other, specify _____	___	___	___	___
	Don't know	___	___	___	___
	Does not apply--not married				___

- (3/1-5) 3 ___ 33. What was your major subject--in high school or the first time you went to college?
 (3/6-9) ___

- (3/10-13) ___ 34. What was your first full-time (adult) job? _____

- (3/14-17) ___ 35. What were your first (adult) career goals--i.e., what did you first want to become?

- (3/18-21) ___ 36. What are your career goals now? _____

- (3/22-23) ___ 37. What was your total income last year from all sources before taxes? Do not count your parent's income, but if married do include your spouse's income.

___ None	___ \$9,000 - \$11,999
___ Under \$3,000	___ \$12,000 - \$14,999
___ \$3,000 - \$4,999	___ \$15,000 - \$19,999
___ \$5,000 - \$6,999	___ \$20,000 - \$29,999
___ \$7,000 - \$8,999	___ \$30,000 or more

38. Are you financially independent of your parents?

3/24) ___ Yes ___ No ___ Not applicable

- 3/25) ___ 39. Do your parents rely on you for financial support? ___ Yes ___ No ___ Not applicable

- 3/26) ___ 40. Is your spouse presently working? ___ Yes ___ No ___ Not applicable

(a) If "yes" describe your spouse's principal occupation. Please state job title (e.g., licensed practical nurse, purchasing agent, etc.) and describe the kind of work your spouse does.

3/27-30) ___ Job title _____
 ___ Description _____

(3/31)

41. Have you ever served on active duty in the U.S. Armed Forces?

Yes, I am serving now

Yes, but am not serving now

No

(3/32)

(a) What is (or was) your rank?

Enlisted person

Non-commissioned officer

Commissioned officer

42. Are you receiving some type of assistance from your employer, union, U.S. Armed Services, or Veteran's Administration--or other persons or organizations? (If so, please identify and indicate type of help.)

(3/33-44)

Employer Union Armed Services Vet's Admin. Other*

Financial aid (tuition and/or other cost reimbursement)

Encouragement and notice in your personnel record

Counseling and other advice

Change of work schedule to accommodate class attendance

Released time from work (with pay) to attend classes

*Please name any "other" source of help

(3/45-54)

43. What school(s)/college(s) are you now attending...or attended in the last two years?

44. Any general comments?

THANK YOU VERY MUCH.

NOW...PLEASE RE-FOLD THE COVER WITH OUR BERKELEY ADDRESS ON THE OUTSIDE AND STAPLE OR TAPE IT CLOSED. DROP IT IN THE MAIL. NO STAMP. WE WILL PAY THE RETURN POSTAGE.