

**REPORT ON COORDINATION OF
ADULT EDUCATION PROGRAMS**

**REPORTED TO
THE GOVERNOR
AND
GENERAL ASSEMBLY OF VIRGINIA**



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COMMONWEALTH OF VIRGINIA
STATE DEPARTMENT OF EDUCATION
DEPARTMENT OF COMMUNITY COLLEGES
STATE COUNCIL OF HIGHER EDUCATION
Richmond, Virginia

February 10, 1976

The Honorable Mills E. Godwin, Jr., Governor of Virginia
and
Members of the General Assembly

It is our pleasure to transmit herewith the State Coordinating Committees "Report on Coordination of Adult Education Programs." The State Committee consists of two members each of the Board of Education, Department of Community Colleges, and State Council of Higher Education, with the State Superintendent of Public Instruction, the Chancellor of the Department of Community Colleges, and the Director of the State Council of Higher Education as ex-officio members.

We are pleased that twenty two of the twenty three coordinating committees met at least once, many of them meeting two, three, and even four times during the calendar year. Only one had no meeting but expects to meet early in 1976. November 15 was established as the date for the regional committees to report. The attached report reflects a summary of data received from the twenty-three committees.

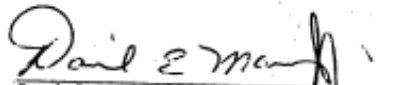
Respectfully submitted,



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REPORTS ON COORDINATION OF ADULT EDUCATION PROGRAMS

Organization and Meeting Patterns of Regional Adult Education Coordinating Committees

Between July 1 and November 1 of calendar year 1974, coordinating committees in all 23 community college regions were organized in accordance with the plan approved by the State Board of Education, the State Board for Community Colleges, and the State Council of Higher Education. During the calendar year 1975, all but one committee continued to function and to perfect their procedures for coordinating adult education activities. During the year, eight committees met once, six met twice, five met three times, and one each met four times, eight times, and twelve times respectively. In addition, thirteen committees indicated that sub committees had met from one to ten times.

Many of the committees adopted by-laws or permanent organizational plans during the year.

Role and Effectiveness of the Regional Coordinating Committees

Reports indicate that these committees understand their role to be that of determining educational and cultural needs of the adult population in their respective regions, determining present and future manpower needs of employers, analyzing present adult education courses and programs, making the public aware of the offerings and determining ways for effective cooperation and good working relationships between the school divisions, community college and other local agencies.

Several quotes from reports that emphasize the committee's effectiveness follow:

"The Committee continues to believe that continuing efforts at cooperation are of benefit to all concerned."

"The Committee seems to be an effective means of formalizing the good working relationships between the college and schools."

"It is anticipated that the Regional Committee will coordinate programs to the benefit of citizens in the region. In addition, it will be a visible agency to which feedback regarding existing programs and input toward new programs can be channeled."

"Cooperation and contact has been extended beyond the Committee to other community agencies involved in adult education, such as the Department of Parks and Recreation."

"The Committee brought about a deeper thinking concerning need for adult courses to meet the needs of the adult community and it brought the school divisions and the community college together in an effort to consolidate their efforts in meeting the needs of the communities."

"For the second year in a row the committee produced a cooperative schedule announcing many of the offerings in the region for adults. The committee is planning a workshop for the public school and community college occupational/technical teachers of the region to provide for better articulation and planning both for students and instructors."

"The Committee is very effective and influential in the quality of adult continuing education now being offered in the region. The Committee has furnished the additional input needed in order to identify the needs of the region."

"All members of the committee feel that this study of course offerings has brought the area schools closer together and that the future looks very good in the area of cooperation. We have found it

very valuable to meet together. Our meeting place is rotated so that all members have the opportunity to visit the area school plants and to view them in operation."

Only one committee questioned its effectiveness by stating, "the effectiveness of this committee is questionable since there seems to be no problem of duplication or availability of offering to the public."

"The committee feels that as a result of its efforts communication has been improved and unnecessary duplication of course offerings has been avoided."

One other committee reported that no meetings were held during 1975 but anticipated an early 1976 meeting.

Unmet Adult Education Needs

At least seven committees indicated that further assessment of the needs of adults in their regions was needed. With the aid of vocational education funds through a Division of Vocational Education Mini-Grant, one committee is currently developing an instrument for assessing adult needs and interests. Hopefully, the survey instrument developed through this project will have universal applicability and if so, it will be made available to all committees for their use.

Among the needs most frequently identified by the committees were:

1. Courses for the aging and retired persons
2. Courses for handicapped and disadvantaged persons
3. Courses in occupations requiring mechanical skills such as auto mechanics, welding, refrigeration, hydraulics, industrial motor controls, maintenance workers, food service and cafeteria workers, and office education occupations
4. Courses for people in semi professional occupations such as teacher aides; courses in health or courses in health occupations including

health care technicians, mental health technicians, preventive medicine & dental assistants; child care; management and supervision; real estate occupations; banking; and hotel-motel management

5. Courses in the general education category including high school completion, cultural activities, English diction, driver training, communications, safety education, adult basic education, consumer economics and career decisions
6. Specialized courses for special groups such as Vietnamese refugees.

Suggested Approaches For Meeting Adult Education Needs

Most committees suggested that continuous study of adult education needs accompanied by continuous cooperative efforts between the community college and the school divisions would provide the best approach toward meeting the educational needs of adults in the region. Numerous approaches were suggested as follows:

1. Establish sub-committees to examine current offerings, to identify concerns, to set priorities and to make recommendations on the validity of proposed offerings
2. Conduct needs assessment via various methods
3. Conduct open hearings with representatives from the public, business, industry, and other service agencies
4. Conduct active campaigns of public awareness to adult education offerings
5. Continue and improve present efforts of articulation between all agencies offering adult education courses
6. Direct communication between community college and public school officials to mutually agree upon best possible method of offering certain needed courses already identified.

Procedures Used to Facilitate Cooperative Effort to Provide Adult Education Courses Without Unnecessary Duplication

All committees agree that unnecessary duplication of courses should be avoided. Not all courses with the same title represent unnecessary duplication when the criteria used to make this judgement takes into consideration the purpose, content, level of instruction, and number of adults needing each course. Suggestions to avoid unnecessary duplication include review of all proposed course offerings prior to publication, establishing sub-committees to meet more often for this purpose, continuous sharing between all school and college officials of requests from citizens and industry for additional courses.

Some quotations from the reports that highlight procedures for resolving the matter of duplication of efforts are:

"We established sub-committees including additional members from other public agencies involved in adult education activities. These have been quite successful in establishing open lines of communication between the various agencies and in establishing processes for cooperative planning."

"A curriculum sub-committee reviews all adult continuing education courses offered by the community college and the school divisions to determine content, level, length of course, projected enrollment, and the possibility of duplication and overlap."

"Invitations were sent to other agencies offering adult education courses to provide a list of their offerings to be compiled along with those of the community college and school divisions."

"The Committee agreed to meet three times per year to coordinate course offerings and identify community needs (summer, fall, winter). The agenda will provide for exchange of course offerings for coordinating purposes, identification of any duplication, and identification of community needs."

"There is continuous sharing of information on needs, current programs, and projected programs. Local Virginia Employment Service representatives and other agencies have been invited to participate. The active, frank, and open participation by the business and industry members of the committee has been a major contribution. The rotation of meetings to various communities and educational facilities has contributed to an appreciation of resources and needs."

"The Regional Committee has a sub-committee of seven members from the school divisions and community college that meets monthly to work toward a cooperative, region-wide approach to increase the opportunities in adult and vocational education for residents of the area."

"It is an integral part of our philosophy and policy to work cooperatively to discuss overlapping and duplicating programs and to discuss new programs."

The Degree of Duplication Discovered and Corrective Measures Taken

Of the 22 reports received, all but two reported that no unnecessary duplication of courses existed. This was attributed largely to cooperative efforts of school officials as well as the constant review of all offerings by the coordinating committee.

There was an indication in the two reports that some duplication would have existed in the real estate and personal typing courses but that cooperative area planning had prevented this duplication.

Also, in several reports it was stated that the coordinating committee after reviewing all offerings, had requested a specific institution to cancel a course if unnecessary duplication would result. In some cases, the committee has recommended that a particular course be offered one semester by one institution and the next semester by another.

Items Referred to State Committee

To date, no items have been referred to the State Committee.