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ABSTRACT

This is the text of the initial proposal to service disadvantaged urban adults through compensatory academic education and life coping skills. The publication includes a discussion of the general problem of today's disadvantaged adult, a brief description of the proposed program, a historical retrospect and a bibliography. The major aim of the Off-Campus College Preparatory Program is to assist the disadvantaged adult to re-enter the world of work by preparing him for immediate employment opportunities. The implementation of this program enhances the human potential of the disadvantaged by combining a program of: (a) basic education and (b) life skills supported by a related field experience. The population consisted of seventy-five participants selected by the Windsor Canada Manpower Centre. The program was designed for continuous weekly intake over a one-year period with a staff consisting of professionals, with paraprofessionals relating to field experiences. (Author/BW)

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The St. Clair College of Applied Arts and Technology

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CHAPTER I

INTRODUCTION TO PROBLEM

Few Canadians would deny the existence and seriousness of the problems of poverty, racial strife, unemployment, crime, and of the large number of people with low levels of education in Canada today. One wonders why little progress has been made in finding solutions to these age-old problems in spite of the vast resources and technical know-how we have in Canada.¹

Study of the literature, and direct observation reveal that many disadvantaged have a complex, interlocking set of inadequate behaviors. Some lack the skills needed to identify problems, to recognize and organize relevant information, to describe reasonable courses of action, and to foresee the consequences; they often fail to act on a rationally identified course of action, submitting rather to actions based on emotion or authority. Often they do not benefit from their experience since they do not evaluate the results of their actions once taken, and display fatalistic rationalizations of the consequences. Many disadvantaged have low levels of participation in the society surrounding them and few belong to voluntary organizations. They lack effective ways of seeking help from each other and from agencies already in existence, although some form of public assistance provides much of their income. Long periods of unemployment, or frequent job changes mark their work history. They have ineffective interpersonal relationships and lack basic communication skills. They lack the self-confidence to develop their abilities, and have low, or often surprisingly unrealistic aspiration levels.

¹Saskatchewan NewStart Inc.

Since the beginning of the present decade much attention has been focused on the plight of the disadvantaged citizen and governments in both the United States and Canada have enacted legislation to provide funds for remedial programs for the disadvantaged. The task of analyzing the poverty problem, and, subsequently of establishing and administering remedial programs, has been almost solely the prerogatives of white, middle-class professionals and political executives.¹ In consequence, remedial programs for the disadvantaged have remained piecemeal and notably inadequate to effect any significant change in the status of the disadvantaged adult or in their attitudes toward themselves and society.

There is a need for new methods of resolving our social problems. They are needed now. They cannot be invented by surveys or armchair methods. They can be invented only by means of action-research which conceives, develops, tests and evaluates various methods in real life situations until useful and constructive methods are developed.

To help the disenfranchised explore alternate and viable ways to adapt a value system that will suit their needs is more difficult than to change the environment, yet such behavioural change is an indispensable prerequisite for a solution to poverty. Although the values and attitudes of disadvantaged adults may be modified through effective educational programs, this matter has not yet received adequate attention in the war on poverty and existing educational programs emphasize literacy and fundamental education as a prerequisite to vocational training.²

¹Daniel P. Moynihan, "The Professors and the Poor." *Commentary*, 46:19 (August, 1968).

²Robert F. Barnes and Andrew Hendrickson, A Review and Appraisal of Adult Literacy Materials and Programs. Columbus, Ohio, State University Research Foundation, 1965.

St. Clair College is proposing a comprehensive remedial program designed to meet the needs of disadvantaged adults in Essex and Kent counties. The program would be affiliated with and accredited by St. Clair College, Windsor, and would be conducted in rented facilities in segments of the county where disadvantaged groups have been identified.

A. Statement of the Problem

The disadvantaged adult has been alienated by our present institutional programs and has rejected them as a means of developing his talents which would enable him to contribute to society. As a result, he is a part of the low income group, has a low educational level, has little self worth, is unemployed and is generally dependent on welfare agencies to sustain himself in society.

B. Importance of Program

The New York Department of Education¹ states that the number one priority for research appears to be the need to discover what changes are required in school functioning to bring about substantial changes in the education of the disadvantaged. Further, they state that if research in the area of the disadvantaged is conceived of as one of education's greatest challenges, the solution to this problem will contribute significantly to the improvement of society.²

¹The University of the State of New York, the State Education Department, Division of Research. The Education of Disadvantaged Children A Survey of the Literature. (New York, October, 1967.)

²Roy F. Giroux, "The Vocational Progress of Seniors in Two Inner-City High Schools: A Follow-up Study" (Unpublished doctoral dissertation, Wayne State University, Detroit, Michigan, 1970), p. 10.

C. Need For A New Program

There is evidence that children of low-income families are more likely to drop out of school, less likely to take the academic curriculum, and, therefore, less likely to go to college than youngsters of higher-income families.¹

It is no surprise to the informed educator that, by every conceivable measure, children of low-income families do not do as well in school as children from more affluent ones. The evidence has been presented in full and dramatic detail for the essentially white population such as those in Elmtown or River City²; for the essentially Negro population of Harlem³; for the mixed population of Big City and New York City⁴; and for cities in general by Conant⁵.

Life skills are needed by everybody yet they are not taught in school. Rather, they are learned at home, on the street, in the gang, and other places. Depending on the nature of family and friends, these life skills may lead to a successful life, to a life of crime, or to a life

¹Barnard Goldstein, Low Income Youth in Urban Areas (New York: Holt, Rinehart and Winston, Inc., 1967), pp. 62-63.

²Barnard Goldstein, op. cit., p. 31

³Harlem Youth Opportunities Unlimited, Inc., Youth in the Ghetto (New York: HARYOU, Inc., 1964).

⁴Patricia Cayo Sexton, Education and Income (New York: The Viking Press, Inc., 1961).

⁵James B. Conant, Slums and Suburbs (New York: McGraw Hill, Inc., 1961).

of poverty. The teaching of Life Skills to adults is needed in retraining programs, in welfare programs, in work training programs, and other projects dedicated to the improvement of human living.

To get and keep good jobs, people need at least a good basic education, social skills, job skills, and, of course, job opportunities.

Over 1,000,000 Canadian adults have had no schooling, or attended elementary school only. Because education is so important to getting and keeping good jobs, many of these people need training or retraining. Many adults, however, are excluded from present retraining programs because they do not have the minimum education standard for admission to retraining.

There is a need, therefore, to implement more economic and effective human resource training programs geared to adults so that all who need training may obtain it.

D. Objectives of the Program

The major aim of the Off-Campus College Preparatory Program is to assist the disadvantaged adult to re-enter the world of work by preparing him for immediate employment or for further vocational training which would provide employment opportunities. The implementation of this program enhances the human potential of the disadvantaged by combining a program of (a) Basic Education and (b) Life Skills supported by a related field experience.

a. Basic Education Defined

An individualized course of instruction in mathematics and communication skills designed so that an adult can progress at his own speed.

b. Life Skills Course Defined

The Life Skills Course provides the students with competence in the use of problem-solving skills to manage their personal affairs as suggested by the terms self, family, leisure, community and job.

c. Field Experience

Learning theorists continually expound the need for experiential learning. This can best be accomplished through real life experiences. Part of the remedial design to habilitate the disadvantaged adult is to establish "Reality testing." This will be accomplished through work experience, field trips, tours, role models, visiting the program and other activities which assist development of new attitudes and sense of self worth.

The curriculum of the programs defined above provide individual learning experience and maintain sufficient flexibility in order to accomplish the objectives of the program. Generally, the objectives can be summarized as follows:

1. To provide sufficient learning experiences which raise the educational level of disadvantaged adults and may lead directly to employment.
2. To provide essential skills which will prepare the disadvantaged adult for further vocational training which would lead to employment.
3. To create an environment and climate where the self worth of the disadvantaged is enhanced.
4. To assist disadvantaged adults to develop realistic aspiration levels and goals which are consistent with his skill through intensive counselling support programs.

5. To provide the human relations and problem solving skills to help the disenfranchised to live their lives responsibly and objectively.

To design learning experiences which are conducive to the learning style of the disadvantaged adult which will assist him in becoming a functional member of society.

Therefore, the objectives of the program should assist each participant to achieve a more dignified and satisfying life style by means of securing productive employment as measured by the individual and society.

CHAPTER II

RELATED LITERATURE

A. Education and the Disadvantaged Adult

It is quite evident that in order to provide equality of education for disadvantaged we must identify the adults and characterize the specific nature of their disadvantage. We need to know exactly how these adults differ from those with whom our traditional educational system has been successful; for even though the existence of academic deficiency among a high percentage of this population is well documented, the specific character of the deficiency is not.¹

The California Advisory Committee on Compensatory Education concluded that disadvantaged could generally be identified among those who are "below average in school achievement as measured by standardized tests," and who, in addition, have some combination of one or more of the following problems:

1. Economic deprivation attributable to an absent, non-producing, or marginally producing breadwinner.
2. Social alienation caused by racial or ethnic discrimination with all its accompanying deprivations in housing, employment,

¹Edmund W. Gordon and Doxey A. Wilkerson, Compensatory Education for the Disadvantaged (New York: College Entrance Examination Board, 1966), p. 11.

and education, or by membership in a different or non-English speaking subculture group.

3. Geographic isolation because of transiency or residence in an area far removed from adequate educational facilities.¹

The remainder of this section attempts to further characterize disadvantaged adults in terms of education levels, employment, and levels of aspiration.

Educational level, as measured by years of school completed, is a consistently significant variable related to occupation and income as well as to certain other social and psychological factors which may affect the level of living.² In Canada in 1961, families in which the head had less than secondary education accounted for more than two-thirds of all low income families. Amongst the disadvantaged, educational level has been found to be consistently below that of the general population so that a major proportion of the disadvantaged are characterized by educational deficiency.³

Among the disadvantaged, there is a disproportionate number classified as complete or functional illiterates and none who can satisfy the grade ten prerequisite for vocational training. Thus, a majority of the disadvantaged because they have

¹Gordon and Wilkerson, op. cit., p. 11.

²Profile of Poverty in Canada. Ottawa: Special Planning Secretariat, Privy Council Office, n.d.

³J. A. Porter, The Vertical Mosaic: An Analysis of Social Class and Power in Canada. (Toronto: University of Toronto Press, 1965).

not obtained grade nine or better are excluded from participation in those educational programs that offer a potential escape from poverty. A 1960 survey in Canada found that about half of the unemployed had not finished primary school and over 90 per cent had not completed high school. Among people who had not completed primary school, the unemployment rate was six times greater than that among high school graduates.¹ The unemployment rate of school dropouts from 14 to 19 years old, is twice the overall Canadian average.²

A low educational achievement results in unemployability for those in the poverty group³ and is, therefore, also related directly to income. An income level of \$3,000 or less was associated with illiteracy⁴. In an evaluative study of adult basic education in a Southern rural community, a participant generally had an annual family income of less than \$1,000 and frequently had terminated his formal schooling at the 4th grade level.⁵ In Canada, the average income of a family head reporting either no schooling or one to four years of schooling completed

¹ Profile of Poverty in Canada, op. cit.

² E. Robins, "Dark Spectre of Poverty." Canadian Labour. 9:5 (June, 1964)

³ R. Laskin, (ed.), "Socio-Economic Conditions of Negroes in Halifax." Social Problems: A Canadian Profile. (New York: McGraw-Hill, 1964) pp. 153-161.

⁴ R. A. Jenness, The Dimensions of Poverty in Canada. (Ottawa: Special Planning Secretariat, Privy Council Office, 1965).

⁵ G. F. Aker, I. R. Johns and W. L. Schroeder, Evaluation of an Adult Basic Education Program in a Southern Rural Community. (Tallahassee, Department of Adult Education: Florida State University, 1968).

was \$3,318 a year compared with an average of \$4,985 for all family heads.¹ Among Canadian males with only an elementary education, 26 per cent earned less than \$2,000 annually, and 46 per cent, less than \$3,000.

B. Employment and the Disadvantaged Adult

The disadvantaged generally suffer extended periods of unemployment.² In Hamilton, Ontario, 160 employable families and 300 unemployable families had been without work for more than a year.³ Likewise, the employment history of 160 Minneapolis subjects showed that almost half the group (45 per cent) had been out of work at least half the time during the preceding five years.⁴ A study of 52 "difficult-to-place" persons of a sheltered workshop in Montreal revealed that only two subjects had worked more than one hundred days out of a potential of 260 working days.⁵

In general, the disadvantaged worker is employed less and working less than he wants usually in part-time or casual employment

¹Edith Adamson, "Measuring the Need for Adult Basic Education." Continuous Learning (5:115 May-June, 1966).

²Long-Term Assistance Families--A Demonstration Project. (Toronto: Ontario Department of Public Welfare, 1964).

³Hamilton Demonstration Project--Long Term Assistance Families: (Toronto: Ontario Department of Public Welfare, 1964).

⁴Robert A. Walker, Rehabilitation of the Hard-Core Unemployed. (Minneapolis: Minneapolis Rehabilitation Center Inc., April, 1965).

⁵Alfred Feintuch, "A Study of Effectiveness of an Integrated Program of Vocational Counselling Casework and a Sheltered Workshop in Increasing the Employability and Modifying Attitudes Correlating with Employability of Difficult-to-Place Persons." (Unpublished doctoral dissertation, New York University, 1954).

where productivity and income are low. Hence, under-employment is a major factor in poverty, especially rural poverty.¹

Jenness² associated under-employment with certain occupations such as fishing, trapping, and some forestry operations in the eastern parts of Canada. The Chief of a Delaware settlement of over five hundred residents in Kent County estimates that 85 per cent of the potential work force is either completely unemployed or underemployed for most of the year.

C. Level of Aspiration and the Disadvantaged

One of the major explanations for the lower level of school achievement among youth from low-income families, White and Negro, has been that of aspirations. Partly because of their family background, partly because of the way they are treated in school, it is said, large numbers of these youth do not value education as highly, nor do they aspire to as much education as youths from more fortunate backgrounds.³ Support for such a contention is found in the conclusion of Wylie⁴ that more modest self estimates of school-work ability occur in girls rather than boys, Negroes rather than Whites, and low-status rather than higher-status children.

¹Jenness, op. cit.

²Ibid.

³Bernard Goldstein, op. cit., p.47.

⁴Ruth S. Wylie, "Children's Estimates of Their Schoolwork Ability as a Function of Sex, Race and Socio-economic Level," Journal of Personality: 31 (June, 1963) pp. 204-224.

In discussing the relationship between level of aspiration and self concept, Wylie¹ has concluded that self over-estimation is probably as common as self under-estimation. The effect on behaviour, as McClelland² has indicated, varies because setting goals and carrying through is markedly opposed to setting goals and not carrying them through. This phenomena is characteristic of minority youth. They might often verbalize a desired goal but they will not take the intermediate steps necessary to achieve the desired goal because of a real lack of faith or belief that they can achieve.³ Henderson⁴ describes this as the difference between real and ideal aspirations, with the ideal being what a person would like to achieve, and the real, what the person believes he will in fact achieve.

The Off-Campus program is designed to assist students in developing realistic aspirations and moving toward realistic goals.

¹Ruth Wylie, The Self Concept (Lincoln University of Nebraska Press, 1961).

²David McClelland, The Achievement Motive (New York: Appleton-Century Crofts, Inc., 1953).

³George E. Leonard, Developmental Career Guidance in Action: An Interim Report (Detroit, Michigan: Wayne State University, 1966).

⁴George Henderson, "Occupational Aspirations of Poverty Stricken Negro Student," The Vocational Guidance Quarterly, Volume 15, September, 1946, pp. 41-46.

CHAPTER III

DESCRIPTION OF PROGRAM

A. Introduction

The socio-economic characteristics of the disadvantaged suggest areas of program content which would be particularly useful. It would be a serious mistake, however, to regard any program area as prescriptive. At most, they are only suggestive because the disadvantaged themselves must be involved in developing programs which are relevant to their own needs.¹

The high proportion of illiterates and functional illiterates among the disadvantaged indicates a need for competence in the basic skills of reading, writing, and simple computation since these are prerequisite to most other areas of education. As has been shown, many disadvantaged adults do not possess even the minimum level of education required to qualify them for entry into vocational or job-training programs.²

Further, it has been shown that disadvantaged adults often lose jobs because of inadequate social or life skills. This provides a rationale for the Off-Campus Course. The program consists of two components (a) basic education which includes fundamental skills in mathematics and communication and (b) Life Skills which assist the individual to solve problems he encounters. Both programs are described below:

¹Darrell Anderson and John A. Niemi, Adult Education and the Disadvantaged Adult (Syracuse, New York: Syracuse University, ERIC Clearinghouse on Adult Education, 1970).

²St. Christopher House: A Family Life Project in a Downtown Neighbourhood. (Ottawa: Canadian Conference on the Family, 1963).

B. Basic Education

Basic education is one of the major components of the Off-Campus Program.

Research in Adult Basic Education has disclosed that many adults fail to achieve the academic level required for satisfying job placement or for entrance into vocational training programs. The curriculum consists of individualized courses in basic communications and mathematics.

Reports from all across Canada indicate two main conclusions:

- 1) No single set of material or methods could satisfy the wide variety of learning needs.
- 11) No two adults enter Basic Education courses at the same level or work at the same speed.

The Basic Education Program is designed to satisfy both of these conclusions. It will accommodate each student at his own level and rate of learning. It will also make possible a "continuous intake" where students are enrolled and graduate on a varied individual basis. This individualized adult upgrading program covers primarily Grade 5 to Grade 10 levels but can be flexible if the need arises.

Each unit of work is broken into relevant groups of items of behavioural objectives of precisely stated learning tasks. A system of tests enables the instructor to link each learner's needs to the appropriate objectives. Individual prescriptions of varied learning activities can be given to meet any specific set of objectives.

Generally, the objectives of the basic education program can be

summarized as follows:

1. To give students a truly individualized course by attending closely to individual learning difficulties and keeping a constant check on individual progress.
2. To give students greater responsibility for their own development by letting them know their weaknesses at every stage and letting them help to plan their own programs.
3. To use the most suitable methods, materials, and modes of learning for the students.

C. Life Skills Program

Adults frequently leave or lose their jobs for reasons other than lack of job skills. Others never get jobs even though they have certificates and skills to offer. Frequently, the real reasons for not getting or keeping jobs are that skills in solving problems are lacking. Through a planned sequence of experiences, adult students are encouraged and helped to implement a personal program of development in each of the following areas:

1. Developing Oneself
2. Coping with Home and Family Responsibilities
3. Using Leisure Time Purposefully
4. Exercising Rights and Responsibilities in the Community
5. Making Responsible Decisions for Work Future

The course provides a pre-planned set of experiences in which the students apply problem solving techniques to the problems suggested

by these five areas; however, the students also bring to the Life Skills groups an array of personal problems unique to them.

The consuming preoccupation with survival at the subsistence level by the disadvantaged adult clearly indicates that the content selected in the areas outlined above must be functional and immediately relevant to the problems of the individuals involved. Thus, educational and training programs conducted for disadvantaged adults must center on their needs rather than on content per se.¹

¹Anderson and Niemi, op. cit., p. 67.

CHAPTER IV

A DEMONSTRATION PROJECT TO MEET NEEDS OF DISADVANTAGED ADULTS

A. A New Approach

The disadvantaged adults reject the abstract impersonal institutionalized structure of society;¹ consequently, they may reject the school as an agency for further learning. In addition, their own prior experiences in the school which were such as to induce them to drop out reinforces their rejection of the school. Any efforts to persuade the disadvantaged adult to "return to school" in the traditional sense often meets with failure. In view of this, then, the school may not in some cases be the focus for initial educational programs for the disadvantaged. After some satisfactory experiences with learning in an alternate setting, it may be possible to reintroduce via a re-entry program the disadvantaged to the school building.

There are other physical facilities in a community, particularly in the immediate area of the disadvantaged, which are less objectionable than is the school and these should be used for basic education and training programs. Where the church is acceptable, such facilities as church halls and basements would provide a suitable setting. Union halls, community centers and neighbourhood houses might also be appropriate. At the moment, most school systems are not attuned to the conduct of education outside of the school building because of administrative inexperience and/or indifference

¹Coolie Verner, "Human Characteristics of Slow Growing Regions." Stimulants to Social Development in Slow Growing Regions. Winter, G. R. and W. Rogers (ed). Alberta Department of Agriculture, Department of Agricultural Economics, University of Alberta and University of British Columbia, 1967, pp. 16-31.

to the needs and culture of the disadvantaged.¹

The Upgrading Program St. Clair College as described has considered this in the implementation. The College Outreach Services in conjunction with several agencies in the Essex and Kent community have utilized this research data in implementing their program. The program is decentralized to small pockets of the community where unemployed disadvantaged adults are located and indicate a need for a rehabilitation program.

B. A Need for Demonstration Project

Specific details of educational planning to solve the problems inherent in programs designed for the disadvantaged cannot be stated with assurance at present because of the scarcity of substantial research. The generalized implications drawn from existing research provide clues to planning which the skilled adult educators on our staff have been able to translate into functional programs.

Any plan for a remedy for disadvantage must be concerned with cultural change which involves an alteration in the overall way of life. Piecemeal approaches directed toward the alleviation of individual distress will not solve the problem because they will not alter the basic cultural environment.² Clearly, if the disadvantaged are to be considered within an ecological framework rather than a cause and effect model, there is a need to deal with multiple levels of disadvantage in a co-ordinate way which

¹Darrell Anderson and John A. Niemi, Adult Education and the Disadvantaged Adult (Syracuse University, ERIC Clearinghouse on Adult Education) p. 68.

²T. Gladwin, "The Anthropologist's View of Poverty." The Social Welfare Forum 1961 (New York: Columbia University Press, 1961, pp. 73-86.

requires social institutions unlike any of those we now possess.¹ Thus, it may be more economical in the long run to establish new programs unrelated to present educational institutions than to attempt to reconstruct existing systems.

It is for these reasons that the college requests consideration for the establishment of a demonstration project. Such a project could draw on the conceptualization of present programs in both Canada and the United States; it could incorporate all current research available on the disadvantaged adult in order to plan and develop a program to assist minority groups to re-enter the work force or be prepared for vocational training whereby they could be employed. Such a program could serve as a model for all programs whose purpose it would be to upgrade the disadvantaged community so they could make a significant contribution to society.

C. Current Innovative Practices

The program staff have attempted to identify successful current innovative practices across Canada so that they might be modified and utilized in program development. The following provides a brief description of these practices.

I. Paraprofessionals

Current innovative programs have shown that the use of paraprofessional help can be useful in this type of program. Utilizing resources in the community who are familiar with the culture and understand the disadvantaged, if properly trained, can provide a significant impact to the program.

¹L. J. Duhl, "Are We Mentally Prepared for the Elimination of Poverty?" The Social Welfare Forum 1961 (New York: Columbia University Press, 1961, pp. 100-113.

II. Co-ordination of Basic Education, Life Skills and Field Experience

Unlike other programs who have isolated or fragmented their training, this program has attempted to blend basic education and life skills which contribute to the total development of the individual and also provides field experience at appropriate intervals whereby the candidate can test out some of the skills that he has developed. Recent educational leaders have referred to this latter concept whereby an individual can plot a career development plan as "sandwich training."

III. Decentralization

As opposed to traditional practices, this program has located itself in disadvantaged segments of the community. The rationale for this practice is that it is consistent with the life and learning style of the disadvantaged adult. Research has indicated that there would be greater progress away from the institution which he has rejected, and that drop-out rates are reduced.

IV. Individualized Learning

The program is designed so that an individual moves according to his own developmental level. This allows for a program of "continuous intakes" whereby an individual can start in any point in time and progress at his own speed. Likewise, a student working at a high developmental level would be able to transfer to the next stage which could be vocational training or he may be ready for employment.

V. Research and Testing Programs

Standardizing testing will be administered to optimize placement of the candidate in the program. Upon completion, standardized testing will also be used to evaluate the impact of the program.

VI. Community Liaison

The total community resources and agencies have participated in planning the program and have utilized their staffs in implementing the programs. The Canada Manpower Centre has exerted a leadership role in program development.

As previously mentioned, the concepts described above have been utilized successfully in dynamic programs across Canada. The Off-Campus College Preparatory staff have adapted these concepts to meet immediate local community needs.

D. Scope of the Project

I. Population

A recent survey by Windsor Canada Manpower Centre shows a potential population for this type of program to be approximately 3,000 in Windsor alone. If extended to Essex and Kent counties the college estimates a population of over 4,500. The present program has enrolled 116 candidates which have been selected in conjunction with sponsoring community agencies. It is requested that consideration be given to the selection of an additional 75 candidates for an administrative demonstration project.

II. Location

The present program is being conducted in the following locations: church basements, a community centre, Crossroads Human Potential farm and a civic centre. Present experience and current research indicates programs are effective when they are operating in an informal setting in a decentralized area. The action program would be operating in a location where a group of disadvantaged adults along with a community agency have indicated a need for such a program.

III. Length of the Program

The present program is designed for approximately 30 weeks.

It is suggested that the demonstration program be designed so that there is continuous intake on a weekly basis and that the course can be completed when the student has accomplished the institutional objectives. It would be considered that the project would be completed within a year incorporating training of staff, operation of project and evaluation of project.

IV. Staffing

Present experience with the current program and practices throughout Canada indicate that a ratio of 1-10 is adequate. The staff would be comprised of a combination of paraprofessionals and professional staff. The professional staff would be termed coaches who would concern themselves with both basic education and Life Skills. Paraprofessionals would provide specific input that may relate to field experiences as well as the Life Skill and Basic Education operation of the program.

CHAPTER V

S U M M A R Y

OBJECTIVES OF THE PROGRAM

The major aim of the Off-Campus College Preparatory Program is to assist the disadvantaged adult to re-enter the world of work by preparing him for immediate employment or for further vocational training which would provide employment opportunities. The implementation of this program enhances the human potential of the disadvantaged by combining a program of (a) Basic Education and (b) Life Skills supported by a related field experience.

Therefore, the program should assist each participant to achieve a more dignified and satisfying life style by means of securing productive employment as measured by the individual and society.

PROGRAM SCOPE

Population: Seventy-five participants from a potential population estimated at three thousand by the Windsor Canada Manpower Centre.

Locations: Appropriate physical facilities will be rented such as church basements, union halls, community centres, drop-in centres and neighbourhood houses in the participant's immediate home environment.

Length: Designed for continuous weekly intake over a one-year period.

Staffing: Professions with paraprofessionals relating to field experiences as well as the life skills and basic education operation on a ratio of 1 - 10.

Funding: Through a community demonstration project grant of \$200,000.

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APPENDIX

A

HISTORICAL PERSPECTIVE

Background

In November of 1970, the Board and Executive Director of Crossroads Farm, a youth drug rehabilitation commune, asked the Windsor C.M.C. to collaborate with St. Clair College in developing a program to move their people "back into the main stream." This prompted a series of events that on the 2nd of December, 1971, led to the establishment of a special project, known as the Off-Campus College Preparatory Program, consisting of academic and life skills training under the direction of George K. Lewis, Director of Outreach Services, St. Clair C.A.A.T.

Basic Aim of the Program

To provide academic and life skill training to those whose needs for this are not met by other programs. The target population is referred to in many ways such as those who would become and/or are the poor and the working poor, the culturally, socially and educationally disadvantaged. The end goal is to assist each person to develop his/her capacities more fully and through this to achieve a significant improvement in the quality of his/her personal and family life. This is to be accomplished by assisting each participant to design and realize a practical set of interim goals which can be achieved within a 15- to 30-week period leading ultimately to a more dignified and satisfying life style made possible, in most cases, by

securing meaningful, productive employment as measured by the individual and society.

Present Status

In November 1971, the Board of Governors of St. Clair College approved the Off-Campus College Preparatory Program for 100 students. This enabled the college to secure from the Department of Education something less than \$200,000 to conduct a 30 week "store front" or neighbourhood school for those in the community who were not being served by existing education or training programs (including CTP). In two days 300 applications were received and 116 students were selected for the program. Each student to be accepted had to be receiving on a continuing basis service from a recognized community agency. These became known as sponsoring agencies, they are:

1. The Black Heritage Club - 12 students, 1 advisor and 1 counsellor.
2. Both Childrens' Aid Societies - 7 students, 2 advisors.
3. Crossroads Human Growth Community Incorporated - 23 students, 1 advisor. (A Youthful ex-drug abuser rehabilitation commune.)
4. The East Windsor Citizens Committee Action Centre - 13 students.
5. New Beginnings (Home for Juvenile Offenders) - 3 students, 1 advisor, 1 Counsellor.
6. St. Leonard's House (Half-way House for Ex-Prisoners) - 4 students, 1 advisor, 1 Counsellor.
7. The Inn of Windsor (Rehabilitation Home for Young Women between 18 and 26) - 5 students, 1 advisor and 1 Counsellor.

8. The Windsor West Indian Association - 9 students, 1 advisor, 1 Counsellor.
9. Canada Manpower Centre - 40 students, 4 advisors, 4 Counsellors.

The above figures give an indication of the wide variety of students and the commitment that can be expected from the sponsoring agencies towards the success of these students.

In addition to the advisors and counsellors who are all practicing professionals, a number of teachers were hired. A few of a full time basis and most part-time, bringing the teaching and counselling staff to approximately 30. At the moment, there are 4 primary locations where the students can have access to the teachers and the training materials. These are:

The Jewish Community Centre - from 9:00 a.m. to 1:00 p.m.

The Adult Retraining Language Lab - from 6:00 p.m. to 10:00 p.m.

The Holy Rosary Church Community Resource Centre - from 9:00 a.m. until 1:00 p.m.

Crossroads Farm - daily including Saturday and Sunday.

The entire first three weeks of the program were spent on individual study or assessment, on testing and interviewing. This was followed by counselling sessions using this material to develop the 15 and 30 week personal objectives for each student.

The future of this program is not a foregone conclusion in spite of the fact that the need is great, e.g. according to

preliminary information the target population in Windsor alone exceeds 3,000. It is proposed that this program should expand to meet its basic aims. Conjecture points to the possible evolution of an Off-Campus "school" located in agencies and neighbourhoods becoming an established division of St. Clair College.

Challenge

To develop the "Off-Campus College Preparatory Program" into an effective vehicle that will contribute to the upward mobility of "Have Not Canadians," those who would become, and those who are, the poor and the working poor.