

HB

410

MINUTES OF HOUSE HESS COMMITTEE MEETING

April 25, 1977

The meeting was called to order by Chairman Parr at 3:05 p.m. Members present: Mr. Parr, Mr. Buchholdt, Mr. Phillips, Dr. Beirne, Mr. Cotten with Mr. Nakak coming in later.

Absent: Ose, Bennett, Chatterton.

Chairman Parr stated HB 410, 415 & 493 were on the agenda and asked Representative McKinnon, prime sponsor of HB 410 to testify. Mr. McKinnon said the problem as he sees it is the differences of the purposes and goals between a Community College and the University of Alaska have gone unrecognized which he felt was due largely because the Board of Regents are insulated from the philosophy of what a community college should do. He felt Community Colleges weren't consistent with a university's program. He felt regardless of any reorganization that could take place in the University system, it still wouldn't change the fact the the central administration won't act as a buffer between the Regents and the Community College. Stated he felt this bill would create a separate governing body for the Community Colleges. He passed out a sheet that showed the organizational structure as it would be set up under HB 410.

There was discussion regarding the courses that would be offered in the 2 year program, the transferability aspect, whether community colleges would be allowed to offer anything above the 1st 2 years.

Next to testify was Mr. Kerry Romesburg, Director of the Commission of Postsecondary education. Said with respect with HB 410, last year the Commission did conduct hearings around the state with regard to community college structure in Alaska and did formulate recommendations which the committee members had. He said they did make 7 recommendations, 6 of which were to the Board of Regents and the 7 to Board of Regents and also offered for legislative concern. He said in the hearings around the State, there were a number of people who were unhappy with the current structure, administratively, a number of community college advisory councils who feel that the community colleges do not receive the kind of hearing and kind of statute that they wish they would receive through the existing structure. Said one thing mentioned specifically was the community college split. He said there were a number of persons who did advocate 2 separate systems but the majority did not., felt the 2 systems should remain the same. Said there were 2 principal reasons mentioned for not splitting the system. One, transferability and the other accreditation. He did say he didn't think the accreditation reason was a valid reason, but said the issue of transferability bothered him.

HB 410,  
415  
493  
McKinnon

Romesburg

Mr. Romesburg went on to say that Wyoming has almost an identical type of structure to what we are talking about. (He called attention to the administrative structures that he had passed out to the committee members). Said in Arizona there are 2 systems with no coordination above them. He said transferability was not a problem in Arizona, because they established transferability guides.

With regard to HB 415, Mr. Romesburg said that particular structure comes closer to the type of thing the Commission was recommending in that it does establish a chancellor for community colleges within the present university structure and under the Board of Regents. Said the issues not mentioned in the bill but what he was interested in hearing comments on were: what do you do in Anchorage, Juneau & Fairbanks with regard to the community college and senior college sitting side by side;

Mr. Romesburg said with regard to HB 493, establishing branches of the University at Anchorage. Said this bill essentially eliminates community colleges and the community college identity from the terminology of a community college. Said there are some states which have a basic university and branches, including 2 year branches. Said the problem he would have with this bill is the fact that the concept of community college is lost.

Mr. Romesburg said not one bill addressed exactly what the Commission recommended, parts of the recommendation were in all the bills. He did say the Commission felt the problems could be addressed by the Board of Regents without having to create a number of different boards or putting it into law.

There was discussion as to how much autonomy the community colleges should have, what courses should be taught, the local input, more input for academic programs,

Mr. Romesburg said at the hearings the people felt that the central person should have access directly to the Board of Regents and also that the Advisory Council should have direct access to the Board of Regents.

Next to testify was Representative Meekins. He stated his bill was not new to the legislature, it is the same bill that Gruening introduced last year and co-sponsored this year. He said this bill is not a response to the current problem existing in the university, but said it is an idea that has been around for a long time but felt the problems they are currently having do reinforce it. He said he agreed with the Chairman' intention to not rush this matter through this session of the legislature and hoped there would be interim authority to review all of these bills because he knows they are quite complicated and felt there were problems in the bills that needed to be resolved. Did feel there was a good case for decentralizing.

Meekins

Mr. Meekins said if you look at it from the other aspect, you have to ask why there is a central administration that administers all of the different areas of the university system. Said the 3 primary reasons are: need standardization and coordination among the different campuses and among the different program and there is an attempt to reduce duplication and also to minimize harmful competition between the Regents. He said he did not think these theoretical reasons were any good as applied to Alaska for a number of reasons. He said his bill does not call for total autonomy, just takes away the central administration but still leaves the 4 units proposed under the Board of Regents. He said he felt more important to Alaska than standardization and coordination that is given by the central administration is the responsiveness if the units were more autonomous. They would still report to the Board of Regents, there would be the coordination in terms of academic standards and policy considerations which are necessary which could all be done through the Board of Regents but felt more responsiveness to the local level. Mr. Meekins said in terms of duplication this is the argument given him in opposition to decentralization. They say that every region will have to do all the accounting procedures that the central administration does. He said Anchorage already does those accounting procedures and then send them to Fairbanks and the central administration does them again so he feels the duplication in the system is in the current system.

Mr. Meekins agreed that a great deal of work needs to be done and hoped some interim authority would take a look at the bills. Does believe could benefit and spend a lot less money if we would decentralize and give the authority to the regional level.

Next there was discussion regarding the budgets, whether it would still go through the Regents.

Ostrosky  
Next to testify was Katherynn Ostrosky former member of this committee and Chairman of the Interim Higher Education Subcommittee during the last legislature and appeared as a representative of the Alaska Community College Federation of Teachers on behalf of their support and interest for HB 410. She stated HB 410 is the most recent effort to respond to the growth of the community colleges and is offered as the third Community College Act in the history of Alaska. and at this point she gave a historical perspective on the two previous Community College Acts. She believes the problems facing the community colleges is a statewide issues, not a local or regional issue. Said it affects the entire statewide student population from Nome to Ketchikan.

Marie Darlin spoke from the sidelines and said their main concern was that there be some attention given to these bills during the interim.

Mrs. Ostrosky said she felt there had been a real resistance to real basic reform rather than a response to the reforms.

Mr. Parr said that there will be some hearings held once the initial opening of the semester has gotten over with and people settle down, somewhere in the general vicinity of the first of October and he said it was his intent to have hearings both in town and on the Campuses in Anchorage and Fairbanks.. Said they would have it in one of the smaller communities. Said they wanted to get input from people who are not in any way members of the university in addition to the University. Would have Juneau hearings in January.

The meeting adjourned at 4:20 p.m.

Fiscal notes:

HB 410:

The following assumptions were made:

1. existing community college programs will remain essentially unchanged under this structure

2. existing facilities and property which the ten community colleges now occupy will be transferred at no cost from the Board of Regents of the University of Alaska to the Board of Governors of the Alaska Community Colleges

3. the present staff of the Office of the Chancellor for Community Colleges would essentially serve as the central administrative for the Board of Governors, with the following exceptions: (a) legal services would still be required at both Board levels

(b) labor relations personnel would be required at the central administrative level for the community college board and possible for both boards

4. staff functions at existing joint-use campuses would continue on a contractual basis or would be divided along equitable lines whenever possible

5. some additional staff would be necessary at the institutional level since

some duplication of services would be unavoidable

6. Insurance costs would remain essentially the same, however, they would be divided between the two central staff budgets

7. the existing policy advisory councils can serve as the required community college councils required by HB410

8. the University of Alaska, as it would remain under HB410, would be free to offer instruction at all levels of a postsecondary nature, including lower division undergraduate education

# STATE OF ALASKA

ALASKA COMMISSION ON POSTSECONDARY EDUCATION

JAY S. HAMMOND, GOVERNOR


907-465-2855

Pouch F — State Office Building

Juneau 99811

## M E M O R A N D U M

TO: Representative Charles Parr  
Chairman, House HESS Committee

FROM: Kerry D. Romesburg, Executive Director   
Alaska Commission on Postsecondary Education

DATE: March 31, 1977

I have had a request for information regarding postsecondary educational statewide structures (in reference to HB 410 and SB 294). Since this issue will be considered by your committee, I felt the information might be of use.

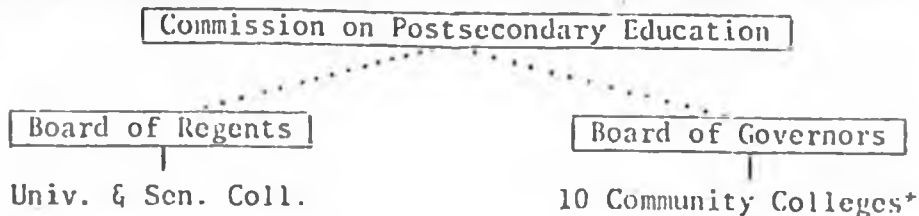
Specifically, the question was raised as to whether or not a structure such as that which would result from these bills is presently in existence in any of the states.

To respond, I first must interpret what Alaska's structure would look like (graphically) under the proposed legislation. This I have done. Then I checked to see if any other state had such a structure. The answer is yes. Wyoming has almost exactly what is being proposed. Oregon has a structure which is somewhat similar; Washington and a great number of others have expanded variations of the theme; and Arizona and Delaware have structures similar, but lacking a coordinating agency.

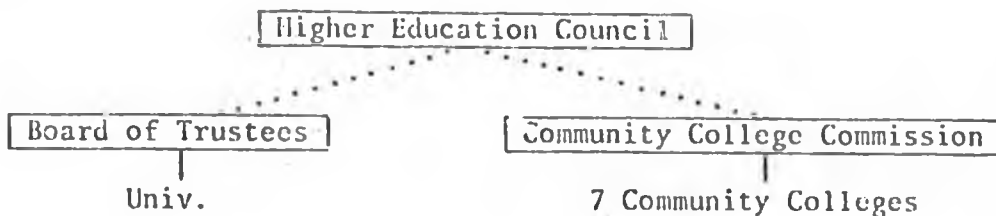
These administrative structures are presented graphically on the attached page. (Dotted line represents coordinative function as opposed to governing.)

Attachment

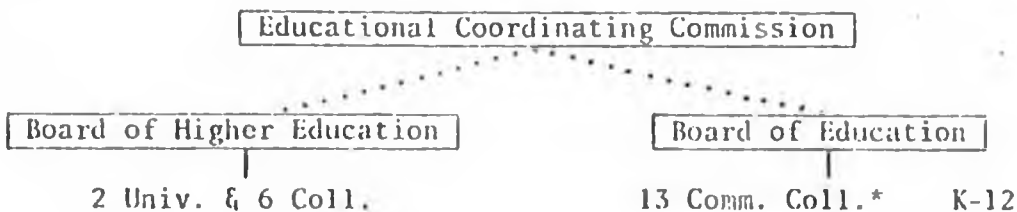
Alaska (Proposed)



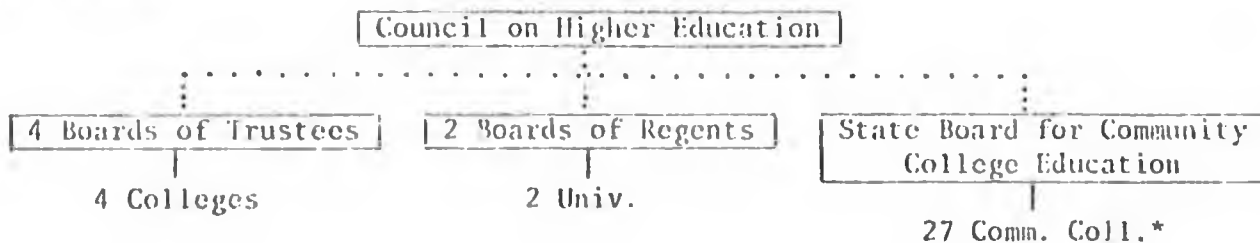
Wyoming



Oregon



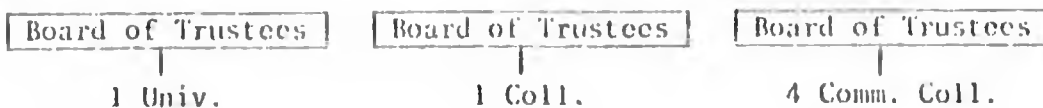
Washington



Arizona



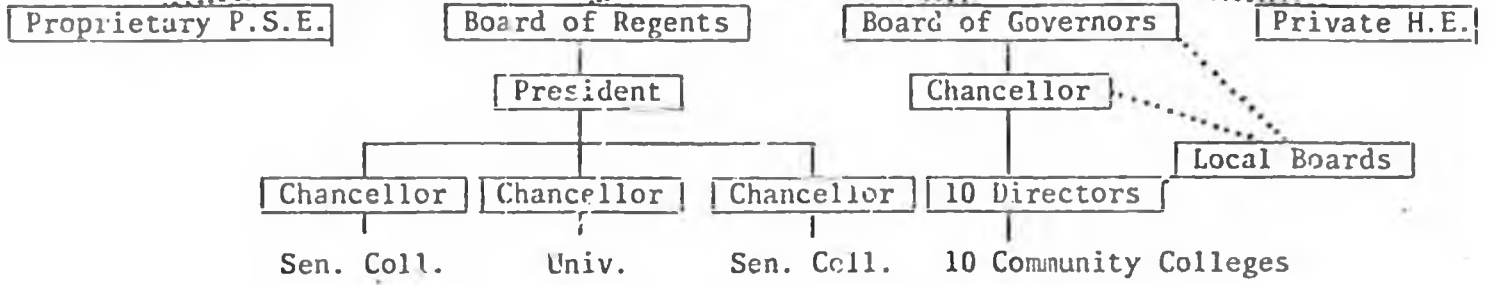
Delaware



\*Community colleges have local advisory and/or governing boards

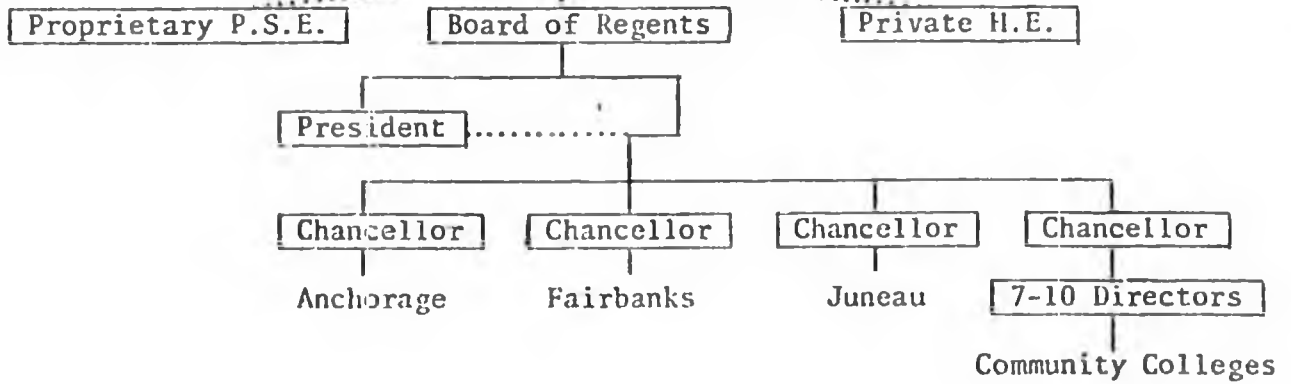
SB 294 - HB 410

Commission on Postsecondary Education



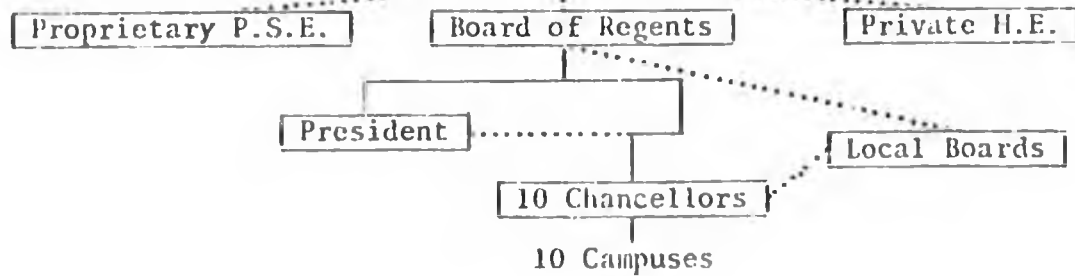
HB 415

Commission on Postsecondary Education



HB 493

Commission on Postsecondary Education





UNIVERSITY OF ALASKA  
FAIRBANKS ALASKA 99701  
EXTENSION AND RURAL EDUCATION

November 21, 1977

Charles Parr  
Star Route Box 50599  
Fairbanks, AK 99701

Dear Charles:

House Bill #410, which speaks to separation of the Community Colleges from the University of Alaska, would in my judgement work a substantial disservice on citizens of the state. It would do so primarily by bringing into existence an institutional arrangement separate from the parent institution, that of the four-year senior campuses. Although it has been a challenging and difficult process to implement, the Community College pattern within the University, ten colleges now exist organized under one administrative officer.

Related to that system of development is the very close linkage of Extension and Rural Education. It appears therefore that what H.B. 410 is trying to do already exists, but in a better fashion because of a close linkage to the larger system. Consequently, substantially less administrative and management resource investment should be required by the Alaska public than if completely different systems were established.

A substantial component of Extension and Rural Education within the University is reflected in the programs of the Cooperative Extension Service. These, by U.S. law, and accepting state statutes, must be linked to the Land Grant University. Potential for close interaction of this part of the system with Community College outreach is a positive feature that would not exist if Community Colleges were separated from the current University system. The Cooperative Extension relationship to the Land Grant system is required to facilitate the extending of research based knowledge to residents and helping them to interpret and apply such knowledge. Although H.B. 410 speaks to the possibility of some Land Grant status, states do not divide the Extension function if there is more than one University with such status.

Competing efforts of the University system and Community College system outreach appears to be a highly undesirable kind of overlap that potentially would duplicate and inflate costs of education.

-2-

Charles Parr  
November 21, 1977

The University has made considerable progress in recent years in establishing rural centers. Although rural centers have been established, building relevant and substantive programs that meet needs of rural residents effectively is viewed under the best of circumstances as a long-term challenge. The small numbers of such residents distributed across a broad landscape magnifies associated delivery costs.

If a set of Community Colleges were developed with rural centers it does not appear that this could be achieved without considerable overlap in program delivery and with accompanying even higher cost.

Consequently, I would argue strongly for the strengths of one University system that includes the Community Colleges. Although such a system has before it also significant developmental challenges, the array of resources available will in the long, as well as near, term provide more substantive educational and outreach potential than a separate Community College system.

Thank you for the opportunity to express these views.

Sincerely,



James W. Matthews  
Vice Chancellor

JWM:at  
cc: Pat O'Rourke

<u>COLLEGE</u>	<u>YEAR FOUNDED</u>
Fairbanks Campus	1917
Anchorage Community College	1953 - 1st Community College Act *
Ketchikan Community College	1954
Juneau-Douglas Community College	1956
Matanuska-Susitana Community College	1957
Sitka Community College	1962 - 2nd Community College Act **
Kenai Peninsula Community College	1964
Kodiak Community College	1965
Anchorage Senior College	1970
Kuskokwim Community College	1972
Southeast Senior College	1972
Tarana Valley Community College	1974
Northwest Community College - Nome	1975

1953 \* The first community colleges were to be "established, operated and maintained" by local school districts with only partial reimbursement by the University.  
Standards for instructors, administrators and curriculum set by Board of Regents.

1962 \*\* Authority for establishing community colleges changed to University "in cooperation with school districts or political subdivisions."  
Other changes:  
All funds related to degree programs shall be controlled by the University.  
All funds related to nondegree programs shall be held by the school district.  
Directors shall be selected by the Board of Regents with approval by the school districts.  
All instructors, part and full-time, shall be selected by the Board. No local approval required.  
All curriculum for degree programs shall be selected by the Board. No local approval required.

Note: There has been no update of the Community College Act (which is already obsolete) for 15 years.

- Prepared by Kathryn Ostrosky

- Charts & Graphs courtesy of the Postsecondary Education Commission

## Alaska's Community Colleges

In Alaska, the community colleges are part of the University of Alaska. The chief administrative official of each community college is titled either director or dean and reports to either one of three chancellors or to the Vice President for Rural Educational Affairs, who in turn reports to the President of the University of Alaska, who reports to the Board of Regents for the University of Alaska. Additionally, each community college has a local advisory council to assure that community needs are being served.

### Enrollments

The enrollment in Alaska's community colleges has been more than tripled in the last five years. This, of course, is largely due to the addition of new community colleges and the program maturation of existing institutions, but the fact remains that in 1975-76, community colleges accounted for 70% of the students enrolled for credit in the University of Alaska, and accounted for 59.4% of the student credit hours produced in the University. There were a large number of individuals enrolled in non-credit courses during 1975-76 in the community colleges also, but these were not included in the comparative figures.

This growth rate is reflected in Figures 1 and 2, and the individual institutional data are presented in Appendix A and Appendix B.

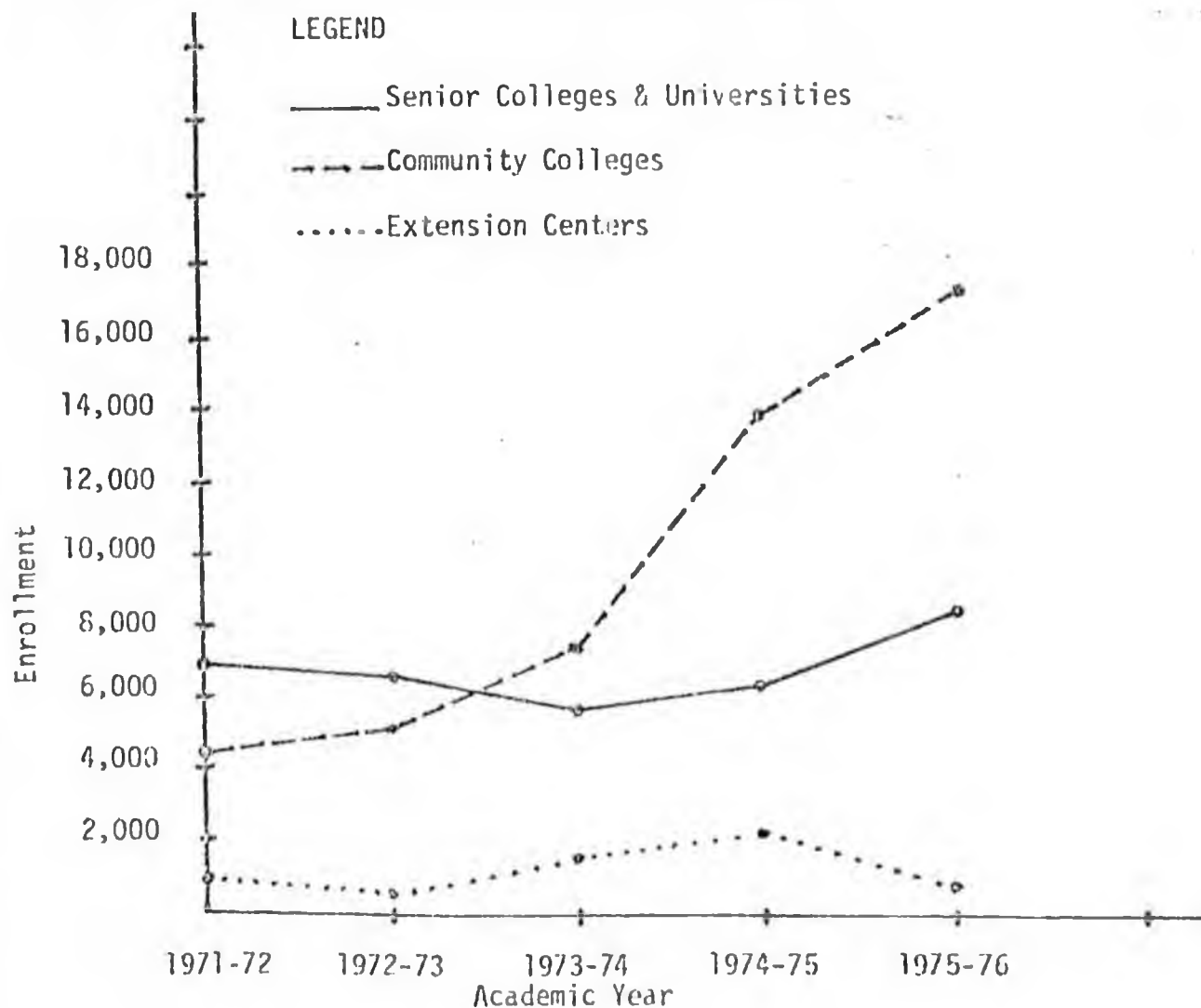


Figure 1  
University of Alaska Headcount Enrollments  
Peak Semester, 1971-72 through 1975-76

When the student credit hour production of the community colleges is converted to full-time equivalent students, a comparison can be made with the headcount enrollments. This comparison gives one an indication of the type of student being served (whether full-time or part-time). The full-time equivalent enrollment in Alaska's community colleges (presented in Appendix A) indicates that the community colleges are serving an increasing number of part-time students. In other words, the headcount enrollment is growing more rapidly than the full-time equivalent enrollment.

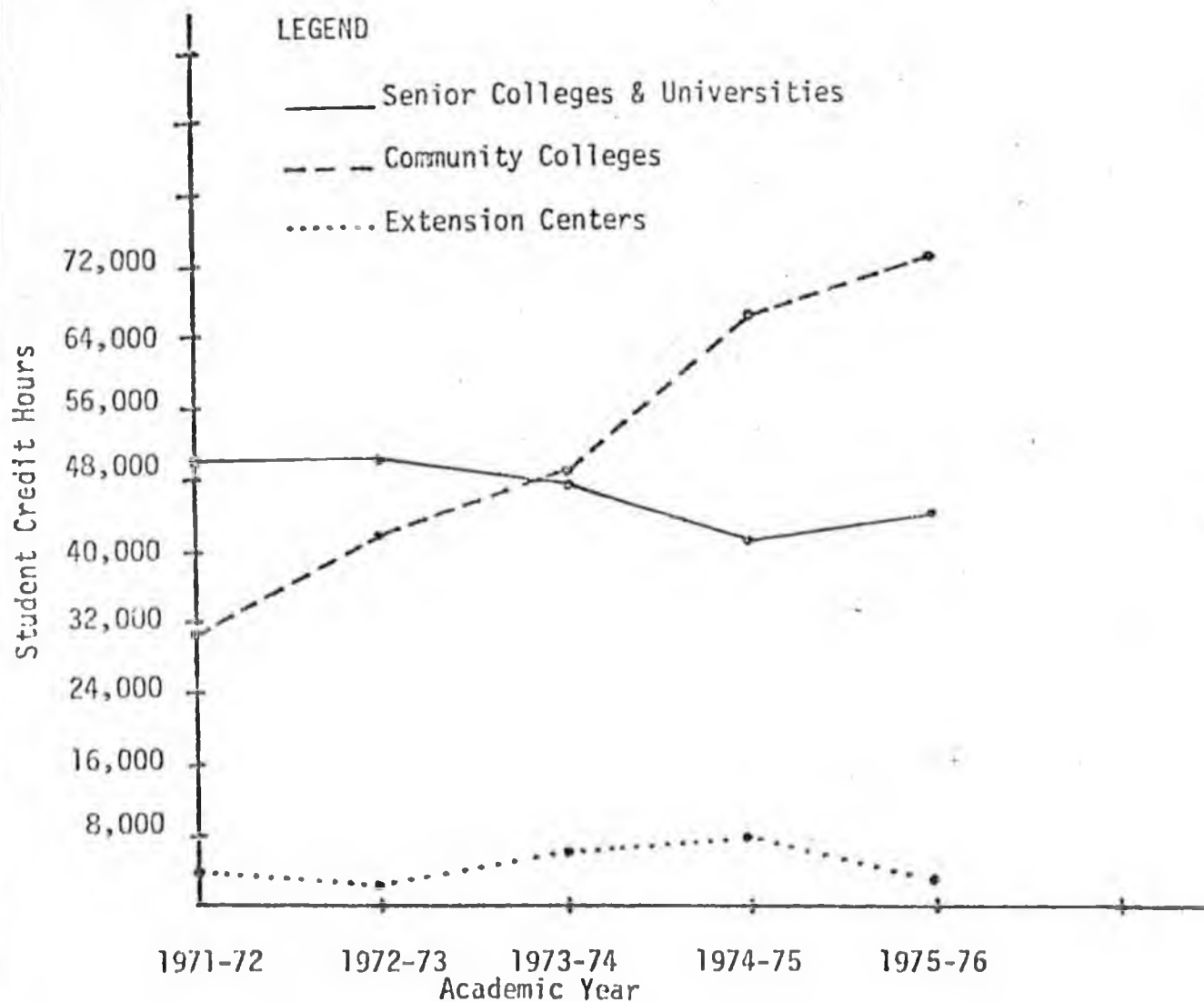


Figure 2  
University of Alaska Student Credit Hour Production  
Peak Semester, 1971-72 through 1975-76

### Faculty and Staff

An accurate count of the number of faculty and staff assigned to each campus is unavailable at this time. A payroll listing for the University contains just over 3,300 individuals; however, many of these are not full-time employees. Of the 3,300 individuals listed, 600 are readily identifiable as serving in the State community colleges. Additionally, a large number of the individuals involved in program and administrative support at the statewide, Fairbanks, Anchorage and Southeast budgetary units should be included in any consideration of the total manpower effort directed at the community colleges. Unfortunately, such a detailed breakdown is not presently obtainable.

## Facilities

All of the existing facilities and lands of the University are under title to the University of Alaska. Hence, all community college buildings and property are legally owned by the Board of Regents of the University of Alaska. This is an important point and is one to which reference will be made in consideration of alternative structures.

## Finances

The community colleges are funded, as is the entire University, through annual direct appropriation from the State. The actual State requirements may be lessened through grants, gifts, collections, etc.; however, the State is the principal funding source, supplying 55.6% of the operating budget for the University. The percentage of State support is appreciably higher for the community college operations than for the University as a whole.

The total operating budget for the University for the current year is \$93,708,500, of which \$52,100,000 is actual State expense. In an attempt to gain some insight into the distribution of these funds to the various campus sites, an analysis was made of the operating budget request for the current year. Since the actual operating budget differs from the requested budget, the analysis in Table 1 is presented in budgetary percentages rather than dollar amounts.

TABLE 1  
Percentage Distribution of FY Operating Budget  
Request for University of Alaska

Budget Component	Percentage of Total	Sub Component	Percentage of Total
Statewide Administration	7.6		
Organized Research	27.5		
Fairbanks Campus	30.3		
		Tanana Valley C.C.	1.7
Southeastern Region	4.9		
		Jureau-Douglas C.C.	1.1
		Ketchikan C.C.	0.7
		Sitka C.C.	0.5
Southcentral Region	22.5		
		Anchorage C.C.	8.4
		Matanuska-Susitna C.C.	0.7
Rural Education	7.2		
		Kodiak C.C.	0.9
		Kenai Peninsula C.C.	0.8
		Kuskokwim C.C.	2.4
		Northwestern C.C.	0.4
TOTAL:	100%		17.6%

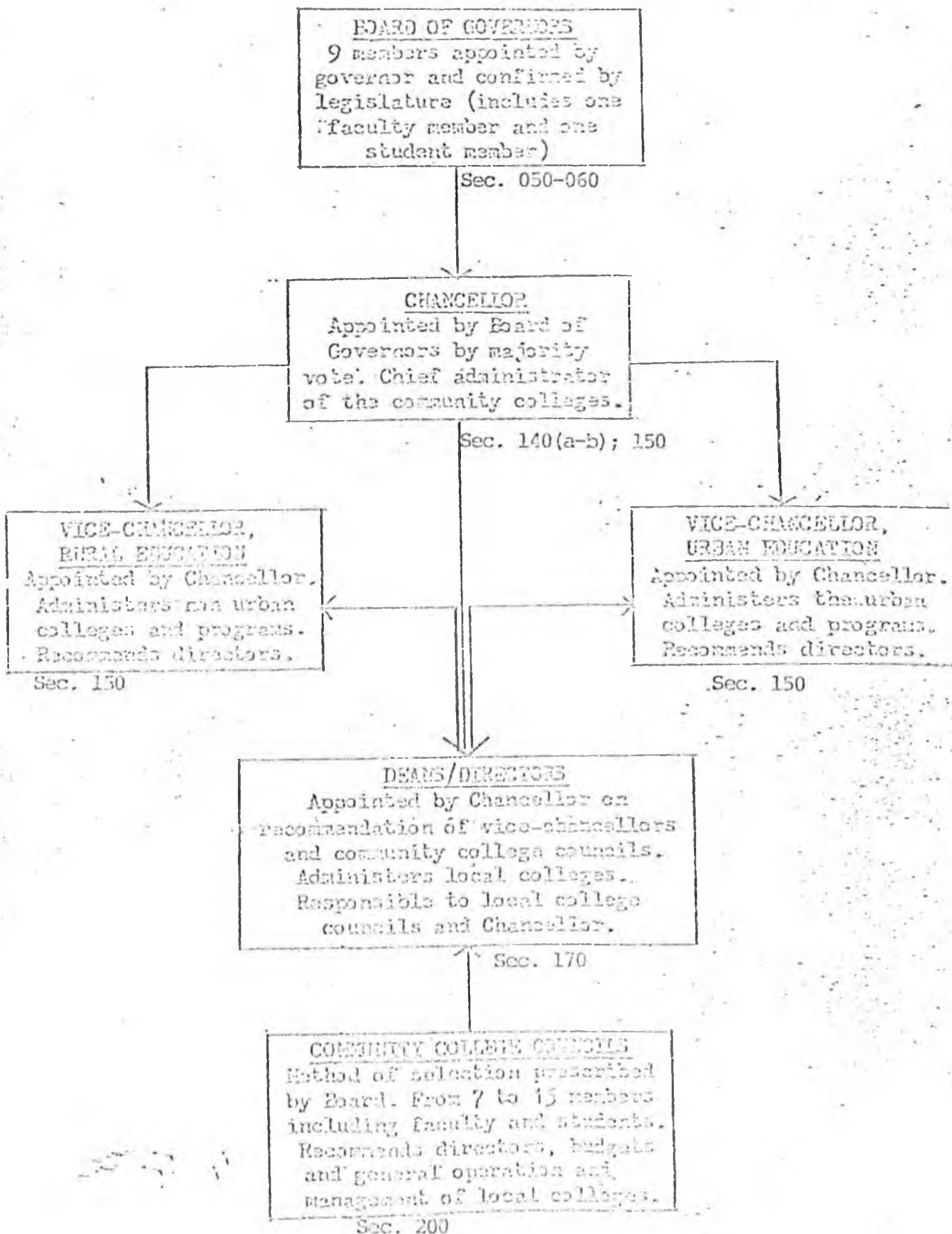
Student Credit Hour Production  
in University of Alaska  
(Peak Semester, 1971-72 Through 1975-76)

Institution	1971-72	1972-73	1973-74	1974-75	1975-76
University of Alaska Fairbanks	37,716	39,251	33,551	29,381	28,824
Tanana Valley C.C.	-	-	-	4,411	6,176
Anchorage Senior College	11,896	10,628	13,442	11,270	12,438
Anchorage C.C.	26,021	36,673	40,836	44,808	45,554
Matanuska-Susitna C.C.	584	815	1,016	1,724	1,739
Southeastern Senior College	699	769	1,606	1,789	2,966
Juneau-Douglas C.C.	1,482	1,465	1,800	3,180	3,723
Ketchikan C.C.	749	835	825	1,407	1,686
Sitka C.C.	330	390	360	757	1,004
Kenai Peninsula C.C.	1,225	734	2,592	2,068	3,764
Kodiak C.C.	700	596	1,185	3,013	2,070
Kuskokwim C.C.	-	633	1,860	3,273	3,607
Northwestern C.C.	-	-	-	-	489
Extension Centers	3,132	2,415	4,794	6,216	3,508
<b>TOTAL:</b>	<b>84,534</b>	<b>95,204</b>	<b>103,867</b>	<b>113,297</b>	<b>117,558</b>
Community Colleges	31,091	42,141	50,474	64,641	69,822
Extension Centers	3,132	2,415	4,794	6,216	3,508
University and Senior Colleges	50,311	50,648	48,599	42,440	44,228

TABLE 3  
Headcount and Full-Time Equivalent  
Enrollments in the University of Alaska  
(Peak Semester, 1971-72 Through 1975-76)

Institution	1971-72		1972-73		1973-74		1974-75		1975-76	
	Head-Count	FTE*	Head-Count	FTE*	Head-Count	FTE*	Head-Count	FTE*	Head-Count	FTE*
U. of A. Fairbanks	3,385	2,514	3,607	2,617	2,928	2,237	3,579	1,959	4,482	1,922
Tanana Valley C.C.	-	-	-	-	-	-	3,087	294	4,244	412
Anchorage Senior College	3,500	793	3,300	709	2,502	896	2,173	751	2,421	829
Anchorage C.C.	3,228	1,734	4,223	2,445	5,555	2,722	6,474	2,987	7,219	3,038
Matanuska-Susitna C.C.	120	39	138	54	201	68	529	115	524	116
Southeastern Senior College	233	47	212	51	479	107	613	119	1,189	198
Juneau-Douglas C.C.	203	99	258	98	379	120	935	212	1,088	248
Ketchikan C.C.	133	50	237	56	154	55	643	94	836	112
Sitka C.C.	65	22	135	26	111	24	332	50	468	67
Kenai Peninsula C.C.	134	82	297	49	298	173	529	138	979	251
Kodiak C.C.	252	47	233	40	376	79	782	201	685	138
Kuskokwim C.C.	-	-	90	42	417	124	685	218	669	240
Northwestern C.C.	-	-	-	-	-	-	-	-	133	33
Extension Centers	1,185	209	874	161	1,451	320	2,204	414	994	234
<b>TOTAL:</b>	<b>12,438</b>	<b>5,636</b>	<b>13,604</b>	<b>5,348</b>	<b>14,842</b>	<b>6,925</b>	<b>22,565</b>	<b>7,552</b>	<b>25,931</b>	<b>7,838</b>
Community Colleges	4,135	2,073	5,611	2,810	7,482	3,365	13,996	4,309	16,845	4,655
Extension Centers	1,185	209	874	161	1,451	320	2,204	414	994	234
University and Senior Colleges	7,118	3,354	7,119	3,377	5,909	3,240	6,365	2,829	8,092	2,949

\*FTE for University of Alaska at Fairbanks, Anchorage Senior College and Southeastern Senior College are understated due to lack of student level data.



## A SUMMARY OF THE COMMUNITY COLLEGE ACT

**PURPOSE:** The act establishes an independent, statewide system of comprehensive Community Colleges and defines these colleges to include transfer, occupational, and public service course offerings. In addition, "The comprehensive Community College includes flexible, versatile programs of post-secondary instruction, counseling and advising, job placement and other activities designed to meet the needs of the area it serves..."

**GOVERNANCE:** The system will be governed by a board of governors of nine (9) members including faculty and student representatives. A geographic distribution of both members of the board and meetings is guaranteed. The board will meet regularly with the individual community college councils to better understand campus problems.

**ADMINISTRATION:** A chancellor will be the chief administrative officer of the system assisted by a vice-chancellor each for an urban and a rural education division. Each college will be administered by a director appointed by the chancellor on the recommendation of the appropriate vice-chancellor and community college council. Each community college will have its own council; councils will take part directly in policy making for their colleges.

**ESTABLISHMENT:** The act sets up guidelines for establishing local community colleges and extension centers, including a required feasibility study; it also defines the relationship between the colleges and the local governing agencies.

**FINANCE:** The state is responsible for funding the community colleges. The community colleges are to report annually to the legislature on the use of the funds. Facilities currently shared by the University of Alaska and community colleges will continue to be shared. Future facilities will also have joint use where feasible.

**TRANSFER:** The Alaska Commission on Post-secondary Education shall oversee the transfer of property assets and funds from University of Alaska jurisdiction to that of community colleges. All personnel currently working in the community college system will also be transferred to the independent community college system.

184 12/10/62

COMMENTS ON SB 294 and HB 410  
ESTABLISHING ALASKA COMMUNITY COLLEGES

The provision in Sec. 14.41.090 for recorded votes of the board members is excellent. It would be good if the same provision applied to the Board of Regents!

In 14.41.120(b)(2) the words "the vice chancellors" should be inserted in line 21, page 7, following "chancellor," and preceding "the principal campus, etc.", in order to include the vice-chancellors in the process of determining instructional program content.

Under Section 14.41.170(a), second sentence, line 20-22, the vice chancellor is omitted. Since the vice chancellor is the division administrator (Sec. 14.41.140, line 19-20) the principal administrative officer should be responsible to him or to the chancellor through the vice-chancellor.

Also, the vice chancellors should be written into 14.41.150(4), line 1. Insert "vice-chancellor and" between "the" and "principal" on line 4.

There are some potential problems in establishing a community college council as a policy-making council. A non-governing council such as this really has no "teeth" to enforce policy decisions. Perhaps a better statement might be in a "policy-recommending" capacity.

In Sec. 14.41.210 it might be advisable to replace the term "the colleges" on line 27 with "the Board of Governors".

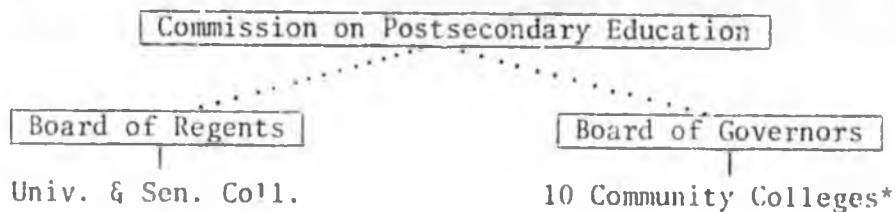
In Sec. 14.41.270 the reference to requisition of federal land grant college funds should be re-examined. Land grant colleges and universities are established by the Congress, and I don't believe any lands or land grant funds can be directed to community colleges by legislative action.

The same would apply to Section 14.41.330.

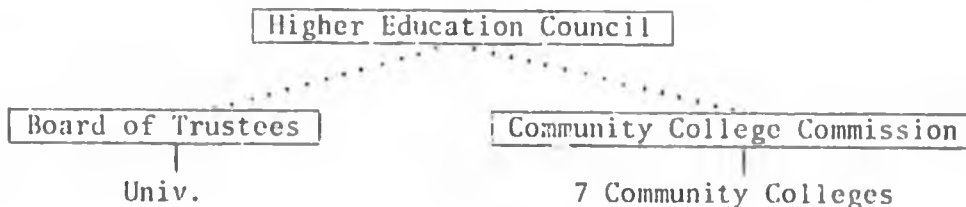
The provision in Section 14.41.355 for making library resources and services available to the community or service area is good.

Other than the above comments, the bill appears to be comprehensive and very well drafted.

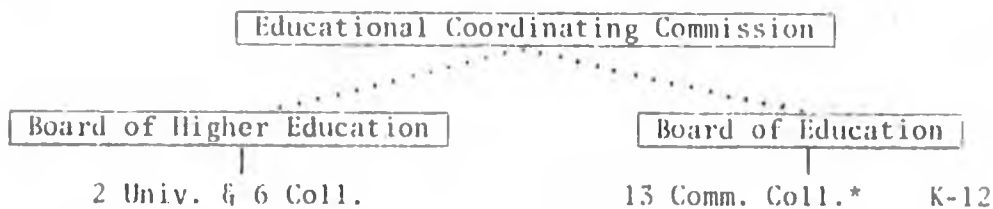
Alaska (Proposed)



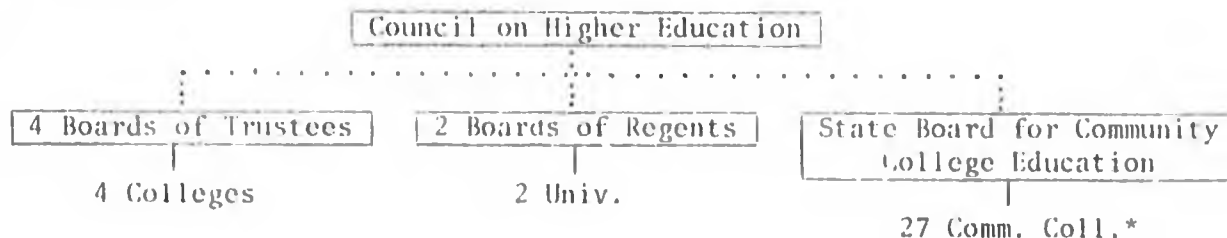
Wyoming



Oregon



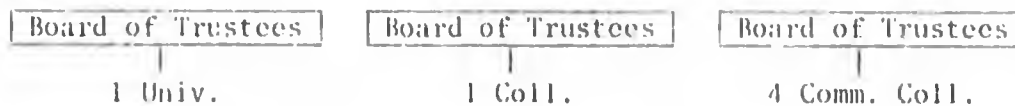
Washington



Arizona



Delaware



\*Community colleges have local advisory and/or governing boards

TELEGRAM

HOM ALASKA COMMUNICATIONS, INC

PHONE: 586-5440

TORONTO, ALASKA 99801

82127 NL ANCHORAGE ALASKA 52 02-15 0237P AST

PMS PER CHARLES PARR

JUN

I WISH TO URGE YOUR SUPPORT FOR HEALTH AND COMMUNITY

COLLEGE AUTONOMY

RON CRAWFORD

*Michael -  
H/S 4/18 file p/2*

PLEASE PRINT

EDUCATIONAL RESOURCES

FOR MAXIMUM DEVELOPMENT OF ALASKA POST SECONDARY  
GRADUATE STUDY PROGRAMS A NOTE FOR HEART IS A NOTE  
STIMULATINGLY OPENING THE WAY FOR UPPER DIVISION IN  
OF ALASKA TO EFFECTIVELY SERVE YOUNG ALASKANS WHILE  
COLLEGE AUTONOMY WOULD ENABLE THE COMMUNITY COLLEGE  
WHICH SERVES THE INTEREST OF ALL ALASKANS COMMUNITY  
PLEASE TO YOUR URGENT TO SECURE PASSAGE OF HEART A BILL

JUN

FOR CHARLES PARR

20126 N ANCHORAGE ALASKA 61-316-2372 AST

TELEPHONE: 286-6440

ALASKA COMMUNICATIONS, INC.

TELEPHONE

ALASKA COMMUNICATIONS, INC.

PHONE: 500-6440

JUNEAU, ALASKA 99901

#

32139 NL ANCHORAGE ALASKA 50 -316 -237P AST

PMS REP CHARLES PARR

JUN

PLEASE SUPPORT BEYOND THE COMMUNITY COLLEGE AUTONOMY BILL  
THE UNIVERSITY HAS SHOWN ITSELF UNABLE TO PUT ITS HOUSE  
IN ORDER AND I DO NOT FEEL THAT THE COMMUNITY COLLEGES  
SHOULD SUFFER AS A RESULT OF THE INCOMPETENCE OF THE  
UNIVERSITY CENTRAL ADMINISTRATION.

BILL WACKEY

TELEGRAM

ALASKA COMMUNICATIONS CO.  
PHONE 594-5440  
ANCHORAGE, ALASKA 99501

00142 NL ANCHORAGE ALASKA 50 -316 -237P AST

PMS REP CHARLES PARR

JUN

I SUPPORT AND STRONGLY URGE YOU TO SUPPORT HEALING I  
BELIEVE IT TO BE IN THE BEST INTEREST OF THE COMMUNITY.

DAVID HEADLEY

# TELEGRAM

ALASKA TELECOMMUNICATIONS CO. INC.

PHONE 300-6445

ANCHORAGE, ALASKA 99501

#

02141 NL ANCHORAGE ALASKA 50 -316 -237P AST

PMS REP CHARLES PARR

JUN

I URGE YOUR SUPPORT OF HB417 AUTONOMY FOR COMMUNITY COLLEGES HAS BEEN DISCUSSED FOR SEVERAL YEARS DURING THIS TIME THE PROBLEM IN THE UNIVERSITY HAVE CONTINUED AND GROWN WORSE ACTION NEEDS TO BE TAKEN THIS YEAR.

YIM CARLSON

DON MOHR

IANET McMULLIN

116  
Charlie

This is information on Cooperative Extension

I mentioned. The Smith Lever Act - 1914 -

sets the formula basis for Federal support.

That formula has changed very little since

1914. The adm. agreement follows. It updates periodically.

Thanks for your interest & support.

Jim Matthews

KEY FEATURES OF  
UNIQUE CHARACTERISTICS OF  
COOPERATIVE EXTENSION PROGRAMS

January 24, 1978

1. Programs authorized by federal law and accepted by State statute provides for cooperative funding and program support.
2. An administrator designated as director appointed by the University and concurred on by the Department of Agriculture through the Secretary.
3. Funds appropriated and allocated at both federal and State levels are to be used only for Extension education as agreed upon in annual plans of work and which do not allow education for University credit.
4. Regularly appointed Cooperative Extension faculty are joint employees of the University and USDA and are eligible for specific benefits of both systems subject to constraints. For example, all appointed faculty can use the penalty mail franking privilege for educational programming, are eligible for federal retirement benefits, cannot be politically active and cannot strike and maintain their federal appointment.
5. Cooperative Extension programs are offered through a wide variety of informal educational methods. Programs are designed to be delivered into the homes, at places of business and at community centers. Clientele are primarily adults, although youth aged 8 - 19 are also served through volunteer leaders.
6. Education is practical in nature, designed for immediate application and responsive to economic and social educational interests and needs. Consequently, Extension faculty must meet their students at the participants convenience which range from early morning to late evening and frequently involve extensive weekend activity in special workshops, conferences, camps, etc. Because of short duration of most programs, no consistent time schedule generally prevails as in the classroom setting. Extensive use of mass media through public and private outlets adds to variability of time responsibility. The responsibility for extending research-derived knowledge to clientele fosters close identification and interaction with research programs of senior campuses.

7. Extension programs are guided and developed through extensive interaction with advisory groups. Volunteer leader training and development involves large numbers of adults as well as older youth. Both dimensions of interaction emphasize the need for a flexible organization and responsiveness pattern.
8. Subject matter varies from single subjects such as planning a meal for good nutrition and sewing a parka to very complex public issues such as Alaska's d-2 land question. Consequently, results of programs may be measured over years or decades as well as in shorter timeframes.
9. Cooperative Extension faculty enjoy tenure and academic rank provisions on an equal basis to senior campus faculty. Consequently, there is a community of interest and close identification with such faculty.

## SMITH-LEVER ACT

Cooperative extension work between the Land-Grant Colleges and the United States Department of Agriculture is authorized by the Smith-Lever Act. The provisions of the Act, in effect as of June 23, 1972, are shown below.

SECTION 1. In order to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same, there may be continued or inaugurated in connection with the college or colleges in each State, Territory, or possession, now receiving, or which may hereafter receive, the benefits of the Act of Congress approved July second, eighteen hundred and sixty-two, entitled "An Act donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts", and of the Act of Congress approved August thirtieth, eighteen hundred and ninety, agricultural extension work which shall be carried on in cooperation with the United States Department of Agriculture: Provided, That in any State, Territory, or possession in which two or more such colleges have been or hereafter may be established, the appropriations hereinafter made to such State, Territory, or possession shall be administered by such college or colleges as the legislature of such State, Territory, or possession may direct.

SEC. 2. Cooperative agricultural extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics and subjects relating thereto to persons not attending or resident in said colleges in the several communities, and imparting information on said subjects through demonstrations, publications, and otherwise and for the necessary printing and distribution of information in connection with the foregoing; and this work shall be carried on in such manner as may be mutually agreed upon by the Secretary of Agriculture and the State agricultural college or colleges or Territory or possession receiving the benefits of this Act.

SEC. 3. (a) There are hereby authorized to be appropriated for the purposes of this Act such sums as Congress may from time to time determine to be necessary.

(b) (1) Out of such sums, each State and the Federal Extension Service shall be entitled to receive annually a sum of money equal to the sums available from Federal cooperative extension funds for the fiscal year 1962 and subject to the same requirements as to furnishing of equivalent sums by the State except that amounts heretofore made available to the Secretary for allotment on the basis of special needs shall continue available for use on the same basis.

(2) There is authorized to be appropriated for the fiscal year ending June 30, 1971, and for each fiscal year thereafter, for payment to the Virgin Islands and Guam, \$100,000 each, which sums shall be in addition to the sums appropriated for the several States of the United States and Puerto Rico under the provisions of this section. The amount paid by the

Federal Government to the Virgin Islands and Guam pursuant to this paragraph shall not exceed during any fiscal year, except the fiscal years ending June 30, 1971, and June 30, 1972, when such amount may be used to pay the total cost of providing services pursuant to this Act, the amount available and budgeted for expenditure by the Virgin Islands and Guam for the purposes of this Act.

(c) Any sums made available by the Congress for further development of cooperative extension work in addition to those referred to in subsection (b) hereof shall be distributed as follows:

1. Four per centum of the sum so appropriated for each fiscal year shall be allotted to the Federal Extension Service for administrative, technical, and other services, and for coordinating the extension work of the Department and the several States, Territories, and possessions.

2. Of the remainder so appropriated for each fiscal year, twenty per centum shall be paid to the several States in equal proportions, forty per centum shall be paid to the several States in the proportion that the rural population of each bears to the total rural population of the several States as determined by the census, and the balance shall be paid to the several States in the proportion that the farm population of each bears to the total farm population of the several States as determined by the census: Provided, That payments out of the additional appropriations for further development of extension work authorized herein may be made subject to the making available of such sums of public funds by the States from non-Federal funds for the maintenance of cooperative agricultural extension work provided for in this Act, as may be provided by the Congress at the time such additional appropriations are made: Provided further, That any appropriation made hereunder shall be allotted in the first and succeeding years on the basis of the decennial census current at the time such appropriation is first made, and as to any increase, on the basis of decennial census current at the time such increase is first appropriated.

(d) The Federal Extension Service shall receive such additional amounts as Congress shall determine for administration, technical, and other services and for coordinating the extension work of the Department and the several States, Territories, and possessions.

SEC. 4. On or about the first day of July in each year after the passage of this Act, the Secretary of Agriculture shall ascertain as to each State whether it is entitled to receive its share of the annual appropriation for cooperative agricultural extension work under this Act and the amount which it is entitled to receive. Before the funds herein provided shall become available to any college for any fiscal year, plans for the work to be carried on under this Act shall be submitted by the proper officials of each college and approved by the Secretary of Agriculture. Such sums shall be paid in equal quarterly payments in or about July, October, January, and April of each year to the treasurer or other officer of the State duly authorized by the laws of the State to receive the same, and such officer shall be required to report to the Secretary of Agriculture on or about the first day of January of each year, a detailed statement of the amount so received during the previous fiscal year and its disbursement, on forms prescribed by the Secretary of Agriculture.

SEC. 5. If any portion of the moneys received by the designated officer of any State for the support and maintenance of cooperative agricultural extension work, as provided in this Act, shall by any action or contingency be diminished or lost or be misapplied, it shall be replaced by said State and until so replaced no subsequent appropriation shall be apportioned or paid to said State. No portion of said moneys shall be applied, directly or indirectly, to the purchase, erection, preservation, or repair of any building or buildings, or the purchase or rental of land, or in college-course teaching, lectures in college, or any other purpose not specified in this Act. It shall be the duty of said colleges, annually, on or about the first day of January, to make to the Governor of the State in which it is located a full and detailed report of its operations in extension work as defined in this Act, including a detailed statement of receipts and expenditures from all sources for this purpose, a copy of which report shall be sent to the Secretary of Agriculture.

SEC. 6. If the Secretary of Agriculture finds that a State is not entitled to receive its share of the annual appropriation, the facts and reasons therefor shall be reported to the President, and the amount involved shall be kept separate in the Treasury until the expiration of the Congress next succeeding a session of the legislature of the State from which funds have been withheld in order that the State may, if it should so desire, appeal to Congress from the determination of the Secretary of Agriculture. If the next Congress shall not direct such sum to be paid, it shall be covered into the Treasury.

SEC. 7. Repealed. (Dealt with an annual report to Congress.)

SEC. 8. (a) The Congress finds that there exists special circumstances in certain agricultural areas which cause such areas to be at a disadvantage insofar as agricultural development is concerned, which circumstances include the following: (1) There is concentration of farm families on farms either too small or too unproductive or both; (2) such farm operators because of limited productivity are unable to make adjustments and investments required to establish profitable operations; (3) the productive capacity of the existing farm unit does not permit profitable employment of available labor; (4) because of limited resources, many of these farm families are not able to make full use of current extension programs designed for families operating economic units nor are extension facilities adequate to provide the assistance needed to produce desirable results.

(b) In order to further the purposes of section 2 in such areas and to encourage complementary development essential to the welfare of such areas, there are hereby authorized to be appropriated such sums as the Congress from time to time shall determine to be necessary for payments to the States on the basis of special needs in such areas as determined by the Secretary of Agriculture.

(c) In determining that the area has such special need, the Secretary shall find that it has substantial number of disadvantaged farms or farm families for one or more of the reasons heretofore enumerated. The Secretary shall make provisions for the assistance to be extended to include one or more of the following: (1) Intensive on-the-farm educa-

tional assistance to the farm family in appraising and resolving its problems; (2) assistance and counseling to local groups in appraising resources for capability of improvements in agriculture or introduction of industry designed to supplement farm income; (3) cooperation with other agencies and groups in furnishing all possible information as to existing employment opportunities, particularly to farm families having under-employed workers; and (4) in cases where the farm family, after analysis of its opportunities and existing resources, finds it advisable to seek a new farming venture, the providing of information, advice, and counsel in connection with making such change.

(d) No more than 10 percentum of the sums available under this section shall be allotted to any one State. The Secretary shall use project proposals and plans of work submitted by the State Extension directors as a basis for determining the allocation of funds appropriated pursuant to this section.

(e) Sums appropriated pursuant to this section shall be in addition to, and not in substitution for, appropriations otherwise available under this Act. The amounts authorized to be appropriated pursuant to this section shall not exceed a sum in any year equal to 10 per centum of sums otherwise appropriated pursuant to this Act.

SEC. 9. The Secretary of Agriculture is authorized to make such rules and regulations as may be necessary for carrying out the provisions of this Act.

SEC. 10. The term "State" means the States of the Union, Puerto Rico, the Virgin Islands, and Guam.

(Code reference is 7 U.S.C. 341 et seq.)

MEMORANDUM OF UNDERSTANDING  
BETWEEN THE UNIVERSITY OF ALASKA AND THE  
UNITED STATES DEPARTMENT OF AGRICULTURE  
ON COOPERATIVE EXTENSION WORK IN AGRICULTURE AND HOME ECONOMICS

Whereas, The University of Alaska has under its control Federal and State funds for extension work in agriculture and home economics which are and may be supplemented by funds contributed for similar purposes by counties and other organizations and individuals within said State, and the United States Department of Agriculture has funds appropriated directly to it by Congress which can be spent for extension work in the State of Alaska;

Therefore, with a view to securing economy and efficiency in the conduct of extension work in the State of Alaska the President of the University of Alaska acting subject to the approval of the Board of Regents of the said University of Alaska and the Secretary of Agriculture of the United States, hereby execute the following memorandum of understanding with reference to cooperative relations between said University of Alaska and the United States Department of Agriculture for the organization and conduct of extension work in agriculture and home economics in the State of Alaska.

I. The University of Alaska agrees:

- (a) To organize and maintain at said institution a definite and distinct administrative division for the management and conduct of all cooperative extension work in agriculture and home economics, with a director selected by the institution and satisfactory to the Department;
- (b) To administer through such division thus organized, known as the Cooperative Extension Service, any and all funds it has or may hereafter receive for such work from appropriations made by Congress or the State Legislature, by allotment from its Board of Regents or from any other sources;
- (c) To accept the responsibility for conducting all educational work in the field of agriculture and home economics and subjects related thereto as authorized by the Smith-Lever Act as amended and other Acts supporting cooperative extension work, and such phases of other programs of the Department as are primarily educational, which the Department has been authorized to carry on within the State.

II. The United States Department of Agriculture agrees:

- (a) To maintain in the Department an Extension Service which, under the direction of the Secretary, (1) shall be charged with the administration of the Smith-Lever Act as amended and other Acts supporting cooperative extension work insofar as such administration is vested in the Department; (2) shall have primary responsibility for and leadership in all educational programs under the

jurisdiction of the Department (except the graduate school); (3) shall be responsible for coordination of all educational phases of other programs of the Department, except the graduate school; and (4) shall act as the liaison between the Department and officials of the Land-Grant Colleges and Universities on all matters relating to cooperative extension work in agriculture and home economics and educational activities relating thereto.

- (b) To conduct through University of Alaska all extension work in agriculture and home economics and subjects relating thereto authorized by Congress to be carried on within the State except those activities which by mutual agreement it is determined can most appropriately and effectively be carried out directly by the Department.

III. The University of Alaska and the United States Department of Agriculture mutually agree:

- (a) That, subject to the approval of the President of the University of Alaska and the Secretary of Agriculture, or their duly appointed representatives, all cooperative extension work in agriculture and home economics in the State of Alaska involving the use of Federal funds shall be planned under the joint supervision of the director of Cooperative Extension Service of Alaska and the administrator of the Extension Service; and that approved plans for such cooperative extension work in the State of Alaska shall be carried out through the Cooperative Extension Service of Alaska in accordance with the terms of the consolidated project agreement.
- (b) That all State and county personnel appointed by the Department as cooperative agents for extension work in agriculture and home economics in the State of Alaska shall be joint representatives of the University of Alaska and the United States Department of Agriculture, unless otherwise expressly provided in the project agreement.
- (c) That the cooperation between the University of Alaska and the United States Department of Agriculture shall be plainly set forth in all publications or other printed matter issued and used in connection with said cooperative extension work by either the University of Alaska or the United States Department of Agriculture.
- (d) That annual plans of work for the use of Smith-Lever and other Federal funds in support of cooperative extension work shall be made by the Cooperative Extension Service of the State of Alaska and shall be subject to the approval of the Secretary of Agriculture in accordance with the terms of the Smith-Lever Act as amended or other applicable laws, and when so approved shall be carried out by the Cooperative Extension Service of the said State of Alaska.

IV. The University of Alaska and the United States Department of Agriculture further mutually agree:

- (a) That the Department of Agriculture shall make final determination on any proposed supplementary memoranda of understanding or similar documents, including those with other agencies, affecting the conduct of cooperative extension work only after consultation with appropriate designated representatives of the Land-Grant Colleges and Universities.
- (b) That the University of Alaska will make arrangements affecting the conduct of cooperative extension work with agencies of the Department, or with other Federal agencies, only through the administrator of the Extension Service, or in accordance with an existing general agreement which has been approved by him.
- (c) That all memoranda and similar documents hereafter executed affecting cooperative extension work, whether between agencies of the Department or between State Cooperative Extension Services and agencies of the Department, shall be within the framework of, and consistent with the intent and purpose of, this memorandum of understanding.
- (d) That all memoranda and agreements affecting policies in cooperative extension work shall be reviewed periodically by appropriately designated representatives of the Land-Grant Colleges and Universities and the Secretary of Agriculture for the purpose of determining whether modification is necessary or desirable to meet more effectively current developments and program needs.

V. This memorandum shall take effect when it is approved by the President of the University of Alaska and the Secretary of Agriculture of the United States, and shall remain in force until it is expressly abrogated in writing by either one of the signers or his successor in office. The agreement executed January 28, 1955 shall be deemed abrogated upon the effective date hereof.

UNIVERSITY OF ALASKA

4/8/76  
Date

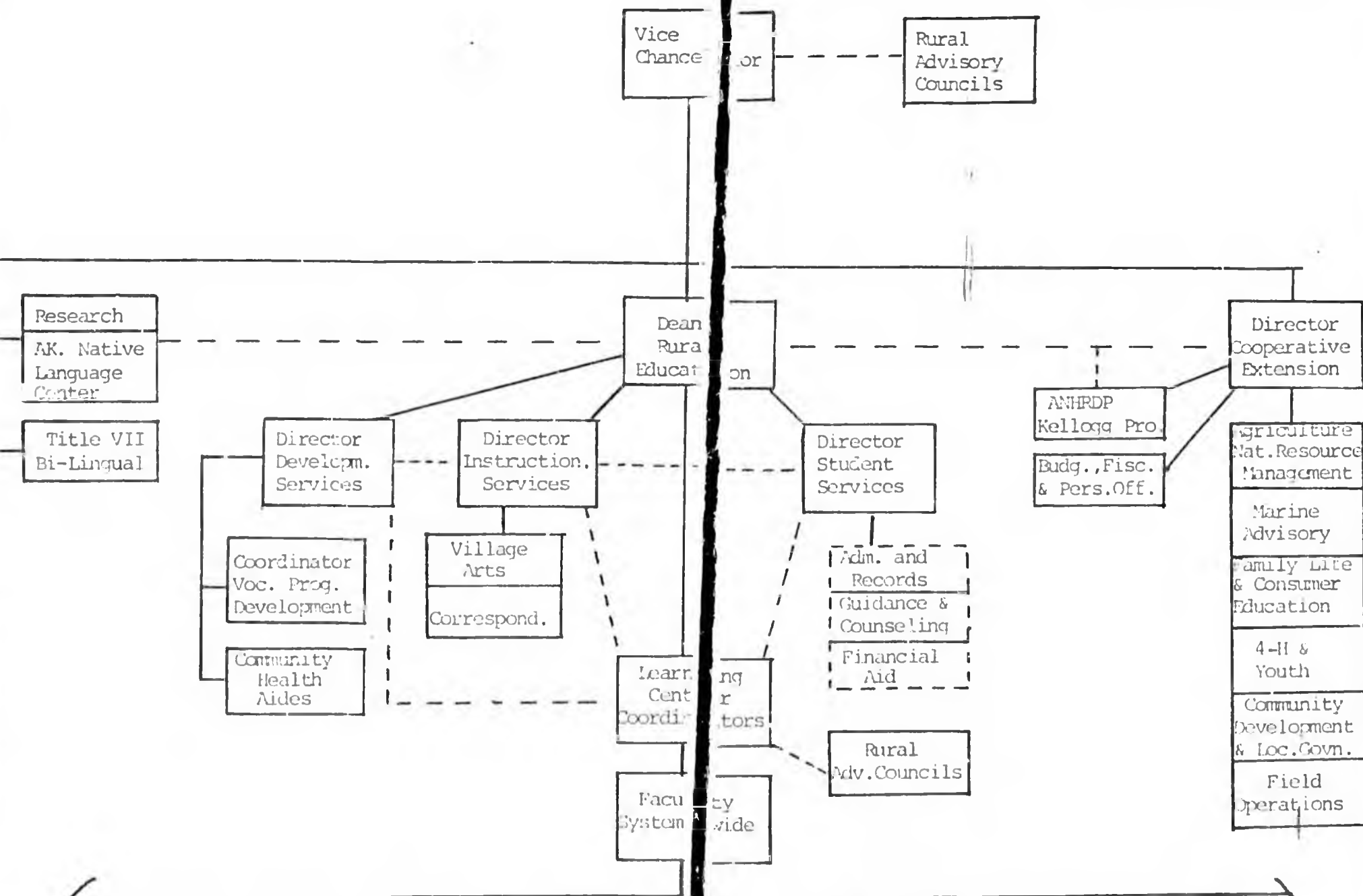
By [Signature]

UNITED STATES DEPARTMENT OF AGRICULTURE

APR 22 1976  
Date

By [Signature]  
Acting Secretary

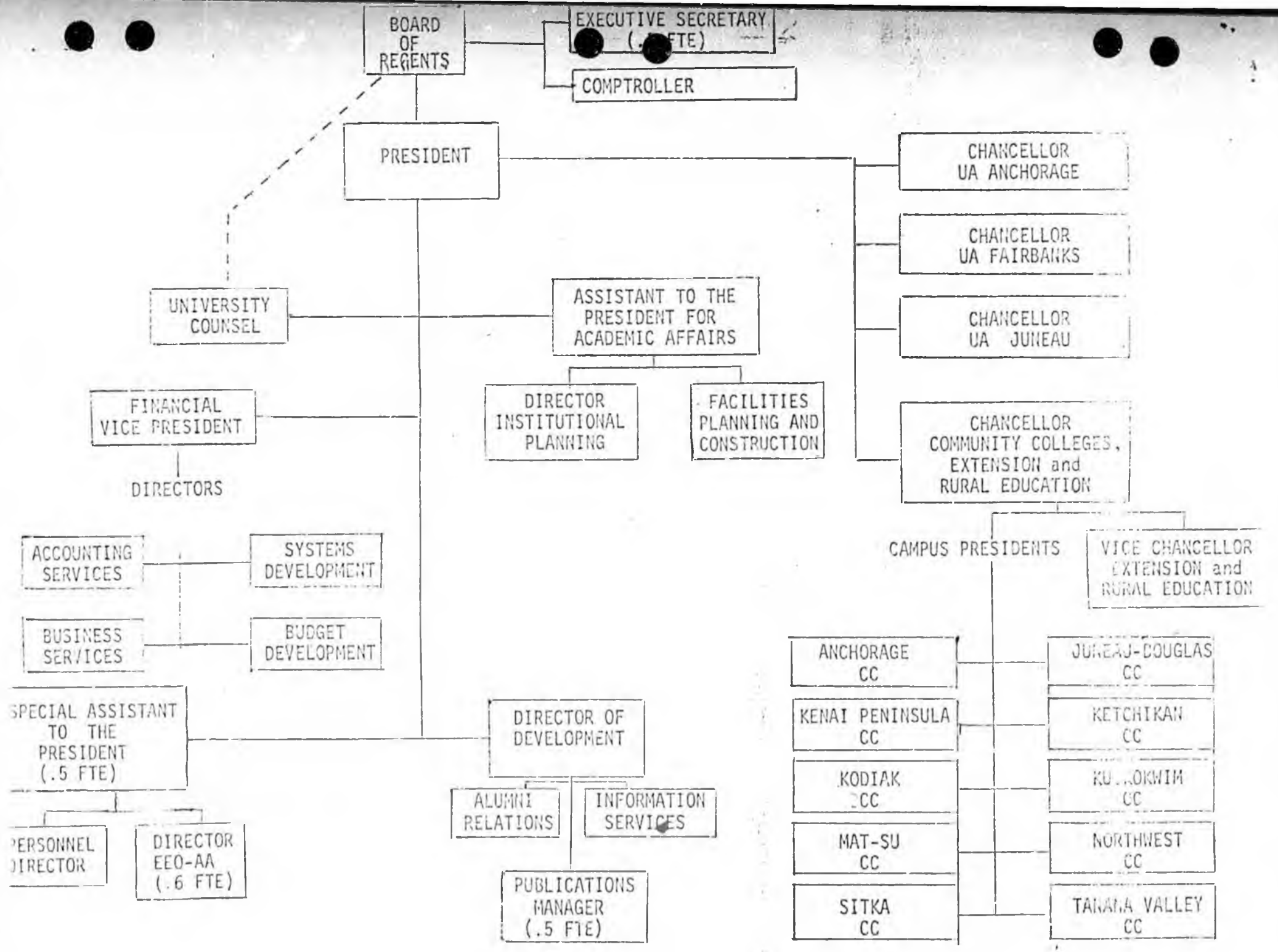
Organizational Plan



Research  
AK. Native Language Center  
Title VII Bi-Lingual

RURAL

ALASKANS



BOARD OF REGENTS

EXECUTIVE SECRETARY (.5 FTE)

COMPTROLLER

PRESIDENT

UNIVERSITY COUNSEL

ASSISTANT TO THE PRESIDENT FOR ACADEMIC AFFAIRS

CHANCELLOR UA ANCHORAGE

CHANCELLOR UA FAIRBANKS

CHANCELLOR UA JUNEAU

CHANCELLOR COMMUNITY COLLEGES, EXTENSION and RURAL EDUCATION

FINANCIAL VICE PRESIDENT

DIRECTOR INSTITUTIONAL PLANNING

FACILITIES PLANNING AND CONSTRUCTION

DIRECTORS

ACCOUNTING SERVICES

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CAMPUS PRESIDENTS

VICE CHANCELLOR EXTENSION and RURAL EDUCATION

SPECIAL ASSISTANT TO THE PRESIDENT (.5 FTE)

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ANCHORAGE CC

JUNEAU-DOUGLAS CC

KENAI PENINSULA CC

KETCHIKAN CC

KODIAK CC

KUSKOKWIM CC

MAT-SU CC

NORTHWEST CC

SITKA CC

TANANA VALLEY CC

PERSONNEL DIRECTOR

DIRECTOR EEO-AA (.6 FTE)

ALUMNI RELATIONS

INFORMATION SERVICES

PUBLICATIONS MANAGER (.5 FTE)

## EXTENSION PROGRAM CAPABILITIES AND ORIENTATIONS

Statewide problem and program focus associated with capability to draw on national, regional, state and local expertise in responding to program needs.

Specialize in providing easy and informal access to information and educational programs, minimal enrollment requirements, normally cost free or in a few cases nominal charges for materials.

Specialize in delivering practical education related to currently relevant problems associated with ability to respond quickly with broad and continuing delivery of information.

Long-range program development process based on 5 year goal planning geared to anticipate and respond to significant informational and educational concerns.

Extensive media development and delivery expertise, combined with systematic approach to delivery of subject information through many media, faculty are full time for the most part, specializing in adult education programming methods in addition to broad range of expertise in subject competencies as they relate to natural resource development, home management and family life, community development, 4-H and youth education.

Specialize in recruiting, selecting, and training volunteer leaders who assist in extending educational programs on a broad scale.

Specialize in working with organizations in building and delivering programs that reflect cooperative efforts of several agencies, organizations, and/or institutions.

## COOPERATIVE EXTENSION SERVICE

- I. Program Mission - The Cooperative Extension Service is an educational delivery system organized to provide ready access to practical and useful information for all Alaskans. Information is transmitted through programs in Natural Resource Development and enterprise management, Community Resource Development, Human Development and Home Management, and 4-H and Youth. Programming is directed towards helping Alaskans solve social and economic problems, helping them improve their communities and their quality of life, and assisting them in developing their aspirations, skills and abilities.

The basic approach of the Cooperative Extension Service is to provide, within a broad range of emphases, programs that directly meet the needs of the people of Alaska as expressed formally through advisory groups and informally through personal requests.

This mission is dedicated to the Land Grant University Philosophy of reaching Alaskans where they live, in their homes, in their communities, or in near by regions and utilizing educational tools such as workshops, demonstrations, personal consultations, modern electronic technology and mass media, and multiplying the effects of educational programs through volunteer leaders in their clubs and organizations.

- II. Program Component Missions - Four broad program areas comprise the central focus.
  - A. Natural Resource Development and Enterprise Management - Alaska's natural resources are, for the most part, in early stages of development and except for gold mining and marine industries, have not approached their potentials. Emphasis is placed on developments that are unique in their northern environmental concerns and that require the development of new supporting technology and organization to enhance their potentialities. The

mission is to provide forest products, food and fiber comparable to and competitive with products produced and distributed from other locations on a sustained basis.

1. Land Based Renewable Resources - To promote development of viable agricultural, forest and grazing industries to provide increasing yields of foods, fiber, and forest products harmonious with environmental quality. To assist resource developers at the entrepreneur level in better management.
2. Marine Based Resources - To assist the Marine Industries in maintaining sustained high-level yields of safe, high quality marine products consistent with sound environmental principles; to promote the utilization of under-utilized resources and to promote the safety, general welfare and improve the economic return of marine enterprise participants.

B. Community Resource Development - Alaskan communities in general and rural communities in particular are placed in the midst of rapidly changing social and economic conditions. Change has served more to disrupt the stability of old patterns than it has tended to enhance the quality of life through emerging patterns of interaction and development. Its consequences have been to throw out of balance the traditional economy of most communities and to impair their social and cultural integrity. Change in Alaskan communities, and particularly so in rural areas, has been and is projected to be sharply accelerated by the many forces set in motion by the settlement of Alaska Native land claims.

The Cooperative Extension Community Resource Development Program thrusts are:

1. To enable Alaskans to participate effectively in the development and continuing refinement of land use policies appropriate for northern

environments and the State's cultural heritage.

The challenge is to enhance the quality of life of Alaska's people as they deal with the increased population pressures associated with economic and industrial development.

2. To provide education that encourages and supports a broad base of participation in community and civic affairs; to foster the development of community organizations, including local government; to increase the capability to direct and manage growth and change at the community level; to help communities to interact and cope with regional and statewide growth and development.
  3. To assist people to understand value differences and their effects on group decisions and principles involved in group dynamics concerned with decision-making. To stimulate the development of leadership that will exert influence on decisions so quality of group life is enhanced.
- C. Human Development and Home Management - Alaska's population is heavily weighted with young adults, residential mobility is high, the State's geography and general isolation maximizes living costs and magnifies the difficulty of obtaining goods and services. Special understanding is required to cope effectively with the unique northern environment. The rich cultural heritage of Alaska Natives challenges the development of new perspectives by migrants as well as challenges the Native community to understand change processes affecting all dimension of their lives.

The missions of this program area are to:

1. Develop and distribute broadly consumer information that will help all Alaskans modify their practices and adapt where necessary to unique living conditions in the state.

2. To provide priority emphasis on utilizing the educational delivery resources of Cooperative Extension Programs to complement efforts of other agencies concerned with maintaining and improving the health of Alaskan residents. Emphasis will be directed toward high incident mental and physical health problems.
  3. Help Alaskans, and particularly rural Alaskans, to determine housing requirements unique to and adequate for northern environments.
  4. Improve the diets of Alaskans by improving management practices so that wise and effective use is made of all resources devoted towards food acquisition and use.
  5. Provide information and education to help Alaskans understand and develop stability in human relationships, broaden understanding and acceptance of cultural differences, and that understanding of changing life styles can be increased so that factors producing stress on human relationships can be reduced or ameliorated.
  6. Develop volunteer educational leadership throughout Alaska. Promote organizational experiences that help people interact effectively and give them opportunity to teach others.
- D. 4-H and Youth - Young people in Alaska are growing up in a dynamic and unique environment. Mobility patterns of the past suggest that many will leave as well as enter the State at various age levels. These mobile youth as well as longer term residents are confronted with changing value systems, a wider variety of life styles, and broader access to undesirable influences. The potential for wide-ranging life experiences increases the importance of understanding and appreciating other cultures and their varying perspectives.

The basic missions of this program are developed through and carried out by volunteer leaders supported by professional and paraprofessional staff.

The thrusts of the program are to help youth in the 4-H age range of 9 through 19 throughout Alaska to:

1. Appreciate Alaska's physical environment and become aware of the importance of its wise utilization.
2. Understand and cope with social change as it occurs in a dynamic Alaskan context.
3. Explore and help develop vocational interests and skills.
4. Develop leadership skills of youth as well as those volunteers serving the program.
5. Stimulate and help youth to develop a sense of responsibility to self, their families and their communities.

REPORT ON  
COOPERATIVE EXTENSION SERVICE  
FISCAL YEAR 1975

Extension educators expended 10,354 days in assisting Alaska through 56,000 separate contacts across the state during the year. Programs were presented in 106 different communities, with several programs offered in many of these communities. More than a half-million copies were distributed of the 89 different Extension publications which cover a broad range of subjects of special interest to Alaskan audiences. Many other publications developed by the Department of Agriculture and other agencies were also distributed directly or used in various educational programs. Extension staff were involved directly with Alaskans in nearly 150 thousand educational contact hours through workshops, conferences, meetings, office conferences or in homes of participants.

Thirty-one different newsletters were prepared by staff on a monthly, bimonthly or quarterly basis. Focuses ranged from local government, fisheries and marine education, homemaking and family life, 4-H and youth, forest products, agriculture and gardening, to general community development. Two-hundred thousand issues were mailed to Alaskans.

The Extension Service also produced half-hour films on parliamentary process and local government, dressing children for cold weather, controlling heat loss in homes, and Alaskan food choices during the year. Another series of 20 one-half hour video tapes was produced on log building and housing design for arctic living. These media were designed to be used independently by interested groups or used as part of the content in workshops and other educational settings, including television delivery.

The practical information developed by Extension specialists was broadly used by newspapers across the state. For example, in a Fairbanks Daily News Miner special building supplement which presented material on construction design, building, and legal concerns in home construction, 12 of the 24 pages of articles were developed by Extension educators.

More than a thousand Alaskans participated in housing workshops in Kenai, Tok, Delta, Juneau, Fairbanks, and Anchorage. An average of 10,000 log cabin publications have been distributed each year since 1971.

Responding to increasing food costs, an extensive effort was made to increase gardening and to improve the understanding of food preservation, including use of fish and marine products as well as wild game and berries.

Business management education is being directed towards farmers in all the major agricultural areas and includes focuses such as record keeping and computer analysis, tax planning and management, long range enterprise development, and investment strategies. Farm visits, workshops, soil testing, variety and fertilizer recommendations in field plots, and consultation accounted for 869 days of effort. Business management programs were also directed increasingly towards fishermen and other marine related businesses.

Substantial effort was directed towards improving fish and marine food processing plant practices in an effort to help these entrepreneurs meet regulatory requirements and produce high quality products. Parallel efforts in marine safety education were directed toward reducing accidents and loss of life in the fishing

industry. A special focus was on use of rafts and survival gear when abandoning sinking vessels.

Working through statewide and regional rural development councils, considerable Extension education was directed towards broad public issues such as alternatives in land use, identifying and dedicating potential land for agricultural production, and broadening agricultural and resource education in schools and community colleges.

Over 4000 Alaskans participated in one or more of the 250 educational 4-H homemaker clubs organized by Extension staff. Approximately 10 percent of these were volunteer adult leaders who utilized their expertise and additional training to extend education to their fellow homemakers and to youth clubs. A special effort was directed towards home study courses for parents of preschoolers in Anchorage, Fairbanks and Palmer, with 700 persons enrolling in the programs.

One-thousand persons from low income families participated in intensive nutrition education directed towards making good use of income resources, and planning and preparing well-balanced meals on very limited budgets.

A major feature of education directed towards Alaskan natives was concerned with developing their local governments. Materials developed and extensively used included an incorporation manual for second class cities, a monthly newsletter to local government officials, a film on council roles, and workshops and meetings with second class city officers and council members from over 50 villages.

Extension educators devoted nearly 20 percent of their effort towards work with Alaskan natives. Important areas of concern were the many facets involved in

land selection and building management practices and structures. Considerable effort was extended towards helping Regional Corporations assess the market potential, husbandry practices, and alternatives in developmental goals for the reindeer industry.

Closely related to this effort was continuing education directed towards improving home tanning of wild furs and developing these into clothing or marketable crafts. More than 400 Alaskan natives participated in workshops for these purposes.

A significant dimension of Extension leadership was involved in exploring the development of a broader range of business management education for Alaskan native leaders developing business corporations. This effort was supported by a 5 year grant from the Kellogg Foundation. Attention was directed towards involving a broader spectrum of total University resources. Several hundred natives participated in a broad range of leadership workshops and conferences through this program. In addition, a beginning has been made in the development of educational materials more relevant to Alaskan native needs.

May 1975

# **Cooperative Extension Service Programs**

**A unique partnership  
between public  
and private interests**

**June 1976**

## FOREWORD

This publication has been prepared to develop a more complete understanding among all interested constituents about the comprehensive nature of Extension programs. Because of the unique features of the Extension educational system and cooperative arrangements between both public and private interests, many key leaders have requested additional information concerning program content and priorities, program participants, funding sources, and basic authorizations and requirements.

Information is provided on the processes of developing programs and funding at all levels which focus on involvement of representative leaders from the private sector working closely with public officials and professional Extension staff. Flexibility and adaptability to meet changing needs are emphasized. The results of such efforts assure decision making at local and state levels while contributing to priority needs at regional and national levels.

Utilizing the knowledge centers and resources of the Land-Grant Universities and the U.S. Department of Agriculture in a close partnership arrangement through the Cooperative Extension system has made this educational program a major contributor to improved levels of living for all citizens of the United States.

EDWIN L. KIRBY, Administrator  
Extension Service  
U.S. Department of Agriculture

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COOPERATIVE EXTENSION PROGRAMS--  
A UNIQUE PARTNERSHIP BETWEEN PUBLIC AND PRIVATE INTERESTS

State Cooperative Extension Services (50 states, Puerto Rico, Virgin Islands, Guam, and the District of Columbia) as an integral part of state Land-Grant universities, work cooperatively with the U.S. Department of Agriculture and in close concert with both private and public interests at local, state, and national levels. Each State Extension Service has considerable autonomy in determining policies and programs at state and local levels, yet contributes substantially to multistate, regional and national priorities.

Extension programs are designed and priorities established through a high degree of involvement of local people with Extension staff in determining programs to meet local needs. Local leaders who serve on Extension program and advisory committees are usually active participants in a variety of other organizations and special interest groups organized on a local, state, regional and national basis. By such participation, private interests have a direct impact in determining state and national Extension policies and program priorities.

State Extension Services and the Extension Service of the U.S. Department of Agriculture jointly serve as the educational arm of USDA. Each Extension staff member represents USDA in addition to performing state and local responsibilities. The national Extension Committee on Organization and Policy (ECOP), composed of representative State Extension directors, works closely with the Extension Service of the Department in helping to determine national policies and program priorities. In many respects, the total Cooperative Extension system may be considered as

a federation of states working together on a cooperative basis with the Extension Service of the Department of Agriculture to provide educational assistance on problems of a regional and national nature which cannot be adequately resolved on a state-by-state or local basis.

A National Summary of Program Emphasis

Extension programs conducted throughout the country are classified under four broad program categories, namely, agriculture and natural resources, home economics, 4-H youth, and community resource development. Within each of these program categories, more specific program components are conducted. The following tables show the number of professional staff years expended as reported by State Extension Services for the years of 1971-1975.

An analysis of this information will show program emphasis and trends nationally but does not reflect the high degree of variation on program priorities among the different states. The following factors have a direct impact on program priorities within State Extension Services:

1. Desires and needs of local people as expressed by Extension Advisory Committees and local and state organizations and special interest groups.
2. Financing and requirements of local government officials.
3. Financing and requirements of the State Legislature.
4. Policies and requirements of the university designated by the State Legislature for administering the program.
5. Financing and requirements of the Congress.
6. Policies and requirements of the U.S. Department of Agriculture,

The impact of those factors within a state which have a direct impact on program priorities at state and local levels can best be determined through discussions with the State Extension director.

EXTENSION PROFESSIONAL RESOURCES EXPENDED  
 BY STATE EXTENSION SERVICES  
 BY MAJOR PROGRAM CATEGORIES

Program Categories	Staff Years Expended				
	1971	1972	1973	1974	1975
Agriculture & Natural Resources	6178	5738	6223	6187	6475
Home Economics	3220	4034	3405	3474	3597
4-H Youth	4985	4628	5229	5410	5388
Community Resource Development	1099	1235	1434	1472	1272
TOTAL	15482	15635	16291	16543	16737

AGRICULTURE AND NATURAL RESOURCES

Program Components	1971	1972	1973	1974	1975
Crop Production	2582	2409	2750	2796	2851
Livestock Production	1730	1617	1683	1629	1828
Business Management	927	822	846	863	919
Agricultural Marketing and Farm Supply	679	628	678	630	607
Environment & Natural Resources	260	262	266	269	270
TOTAL	6178	5738	6223	6187	6475

HOME ECONOMICS

Program Components	1971	1972	1973	1974	1975
Food & Nutrition	1291	1571	1271	1297	1352
Family Resource Management	379	427	346	353	396
Family Life Education	284	357	308	325	352
Housing & Home Environment	612	891	765	777	759
Family Health & Safety	206	222	217	236	244
Textiles & Clothing	448	566	498	486	494
<b>TOTAL</b>	<b>3220</b>	<b>4034</b>	<b>3405</b>	<b>3474</b>	<b>3597</b>

COMMUNITY RESOURCE DEVELOPMENT

Program Components	1971	1972	1973	1974	1975
Economics, Business & Manpower Development	92	136	172	177	165
Community Services, Facilities & Housing	313	445	473	515	471
Public Affairs & Environmental Impact	111	111	114	88	64
Community Organization and Local Government Operations	311	358	430	442	369
Leadership Development	272	185	243	250	203
<b>TOTAL</b>	<b>1099</b>	<b>1235</b>	<b>1434</b>	<b>1477</b>	<b>1272</b>

4-H YOUTH

Program Components	1971	1972	1973	1974	1975
Agriculture and Related	788	810	983	958	1131
Energy, Environment, and Natural Resources	204	208	272	254	291
Community Development	523	491	544	606	663
Economics, Jobs and Careers	339	449	559	503	474
Personal Development (including Health)	1904	1675	1940	1991	1390
Family and Family Related (including 4-H EFNEP)	1227	995	931	1098	1439
<b>TOTAL</b>	<b>4985</b>	<b>4628</b>	<b>5229</b>	<b>5410</b>	<b>5388</b>

A majority of 4-H projects and activities are directly related to the major program categories of agriculture and natural resources, home economics, and community resource development. When professional Extension staff time expended on 4-H in 1975 is combined with these three areas of work, total program emphasis is as follows:

Program Categories	Staff Years Expended-1975	Percent of Total
Agriculture and Natural Resources	7897	47.2
Home Economics	5036	30.1
Community Resource Development	1935	11.6
4-H Personal Development, Economics, Jobs and Careers	1864	11.1
<b>TOTAL</b>	<b>16732</b>	<b>100.0</b>

Basic Authorizations and Requirements

In addition to the authorizations and requirements of local government officials, state designated Land-Grant universities, and State Legislatures, current Cooperative Extension work is authorized under three Acts of Congress. These are the Smith-Lever Act, as amended; the Rural Development Act of 1972; and the D.C. Public Post-secondary Education Reorganization Act. In addition, all programs and all phases of personnel administration must comply with the requirements of the Civil Rights Act of 1964. Through these four basic legislations, Extension work is carried out in each of the states, Puerto Rico, Guam, Virgin Islands and the District of Columbia by 70 Land-Grant institutions and the Tuskegee Institute. It is a unique governmental service involving a three-way partnership between the Federal, State, and County governments without domination by either one and with maximum freedom for independent action. Some of the major features are summarized as follows:

1. Mutually agreed upon programs are required between each of the designated Land-Grant universities and the U.S. Department of Agriculture.
2. For each source of funds provided by Congress, each State Cooperative Extension Service is required to submit annual plans of work and annual budgets acceptable to the Department of Agriculture and annual financial reports and activity reports to assure the Department and Congress that approved plans of work and budget requirements are met.

3. Each State Extension Service has Department of Agriculture approved Affirmative Action Plans for meeting civil rights requirements. States submit progress reports each year on the extent to which equal opportunity is provided for employment of Extension staff and for participation in Extension programs regardless of race, color, or national origin.
4. The Extension Service of the Department of Agriculture has the responsibility for providing national leadership and coordination among the State Extension Services, including the determination that federal funds are utilized properly to meet the intent of Congress and requirements of the Department.

#### Sources of Funding for Extension Programs

While state and local Cooperative Extension Services have considerable latitude in working with key leadership to determine priorities for program assistance, multiple sources of Extension funding have a direct impact on program emphasis. A considerable amount of funds available to State Extension Services are earmarked for specific purposes and must be used for these purposes if accepted by the states.

Extension programs are financed cooperatively from federal, state and county sources. Current distribution of total cooperative funds reflects Federal support of approximately 40%, state support of approximately 40%, and county support of approximately 20%. These percentages reflect the overall average for all states. Percentage of funds from each of the three sources varies considerably from state to state, depending on tax structure and other factors.

The following table shows Federal appropriations for Extension work for fiscal years 1970 through 1976 (amounts in thousands):

ITEM	1970	1971	1972	1973	1974	1975	1976
Formula payments under Sec 3(b)&(c) of Smith-Lever Act.	82,403	88,076	92,912	105,554	107,855	118,100	125,303 <sup>(1)</sup>
Sec. 3(d) of the Smith-Lever Act:							
1.Nutrition Educ...	28,560	48,560	48,560	50,560	50,252	50,560	50,560
2.1890 Colleges & Tuskegee.....	--	--	4,000	6,000	6,000	6,450	7,823
3.Rural Development.....	--	--	1,000	2,000	1,000	1,000	1,000
4.Pest Management..	--	--	--	500	500	1,735	2,935
5.Cotton.....	--	--	500	--	--	--	--
6.Farm Safety.....	--	--	--	--	--	765	1,020
Agricultural Marketing Act.....	1,450	1,450	1,450	1,450	1,450	1,450	--
D.C. Extension.....	375	700	800	800	800	860	910 <sup>(2)</sup>
Title V, Rural Development Act of 1972.....	--	--	--	--	1,500	1,500	1,500
Retirement.....	10,553	12,933	13,407	13,407	13,552	14,911	15,841
Penalty Mail.....	3,400	3,617	3,617	7,617	14,359	10,417	13,890
Federal Admin.....	4,993	5,614	6,033	6,443	6,805	7,775	8,153
<b>TOTAL.....</b>	<b>131,734</b>	<b>160,950</b>	<b>172,279</b>	<b>194,331</b>	<b>204,073</b>	<b>215,523</b>	<b>228,935</b>

- (1) Of this amount, states are required to match \$113,371,152 from non-federal sources available within the states.  
 (2) The District of Columbia is required to match this amount on an equal basis.

State and county financial support for Extension work for fiscal years 1970-1976 is as follows (amounts in thousands):

	1970	1971	1972	1973	1974	1975	1976
State.....	119,115	129,561	136,090	148,218	161,897	181,848	205,981
County.....	53,485	58,613	63,582	66,387	71,744	71,126	91,805
<b>TOTAL.....</b>	<b>172,600</b>	<b>188,174</b>	<b>199,672</b>	<b>214,605</b>	<b>233,641</b>	<b>260,974</b>	<b>297,786</b>

In many states specific amounts may be earmarked by the State Legislature or by county government for specific purposes. Federal funds provided under the formula provisions of Sections 3(b) and (c) of the Smith-Lever Act are generally provided to states without restrictive earmarking. With two exceptions identified in paragraph 1 below, states have a great deal of latitude in determining the mix of Extension programs financed from these formula funds.

#### Earmarked Federal Funds

Program requirements for earmarked Federal funds under Smith-Lever Act are:

1. Of the total funds available under Smith-Lever Section 3(c) formula provisions of the Act, \$7,500,000 is earmarked for the 4-H urban and community development programs beginning in FY 1973 and \$1,000,000 is earmarked for small and part-time farmers beginning in FY 1976. Both of these actions have been in accordance with Congressional directions.
2. Nutrition education program involves work with low-income families to improve their dietary level. Paraprofessional aides use available information, knowledge, and skills to teach needy people to utilize all resources toward the achievement of a more nutritionally adequate diet. Of the amounts provided, \$7,500,000 is presently required for professional assistance in promoting 4-H programs in the depressed areas of our cities as directed by the Congress.

3. 1890 Colleges and Tuskegee Institute - Funds provided for this program finance Extension work being carried out by 1890 Land-Grant Colleges and Tuskegee Institute as an integral part of the total state Extension program in 16 states. Beginning with fiscal year 1976, \$1 million is earmarked for work with small and part-time farmers.
4. Rural Development - Funds earmarked for this purpose provide for the assistance necessary to help rural communities adjust to changing forces, provide improved community services and facilities, and assist the communities in obtaining available state and Federal assistance.
5. Pest Management - Current funds earmarked under this program provide for (a) \$1,550,000 for the development of statewide integrated pest management programs for the suppression of the boll weevil and other major pests affecting cotton in 11 states, and (b) \$1,385,000 to conduct pest management projects in states on agricultural commodities.
6. Farm Safety - Funds earmarked for this program help support a farm safety education program for farm families and their employees in each state.

Program requirements under Title V of the Rural Development Act of 1972 specify that funds appropriated are to be utilized to provide for the Extension component of the joint Extension-Research pilot projects in each state to develop and demonstrate activities which are effective in solving rural development problems at the local level.

Varying amounts of public funds are made available to many states from sources other than through USDA. Examples are Ser Grant funds from the Department of Commerce and Pesticide Applicator Training funds from EPA. Such funds are usually provided under a memorandum of agreement between USDA and the other agency and cooperatively administered through guidelines mutually agreed to.

Private funding from foundations, industry, and other private sources help to support the total Extension program.

Steps in Developing Federal Budget Requests for State Extension Services  
for Fiscal Year 1978

1. Spring months of 1975 - ECOP Legislative Committee requested preliminary priority needs from each State Extension director.
2. August 1975 - ECOP adopted preliminary 1978 budget request based on recommendations of the ECOP Legislative Subcommittee.
3. November 1975 - ECOP submitted preliminary 1978 budget request to the Division of Agriculture and the Executive Committee of the National Association of State Universities and Land-Grant Colleges for their consideration and approval.
4. April 1976 - Extension Service, USDA, met with the Department for preliminary discussions on program priorities and funding needs for FY 1978.
5. May 1976 - ECOP and ES met with Department officials to discuss ECOP 1978 budget request.
6. May 1976 - ECOP presented revised budget request to Executive Committee of the Division of Agriculture, NASULGC.

7. June-July 1976 - ES will discuss total Extension budget needs with the Secretary and other Department officials based on guidelines provided by the Department and requests provided by ECOP.
8. September 1976 - U.S. Department of Agriculture recommendations will be submitted to the Office of Management and Budget.
9. August-September 1976 - ECOP with the Division of Agriculture, NASULGC, will meet with the Office of Management and Budget to discuss ECOP budget request.
10. January 1977 - Executive budget message for 1978 will be submitted to Congress.
11. February 1977 - Department and Extension Service budget hearings conducted by the House and Senate Agriculture Appropriation Subcommittees.
12. March-April 1977 - ECOP with the Division of Agriculture, NASULGC, will appear for hearings before House and Senate Appropriation Subcommittees. Other interested organizations, groups, and individuals may appear by request.
13. May-September 1977 - House and Senate report out budget recommendations and Congress will finalize appropriations for 1978 fiscal year beginning October 1, 1977.

This schedule may vary to some degree each year but both public and private interests have opportunity for inputs during this total period of time. Budget development procedures within each state vary widely and can best be determined through discussions with the State Extension director.

Extension Program Participants

The extent and intensity of participation of different audiences in Extension programs differ greatly among the different states. Although priority audiences in almost every state are farmers and ranchers, agriculturally related businesses, farm and rural families, including youth, and rural communities, the following factors cause wide variations:

1. Legislative requirements, including earmarked financing by local, state and federal legislative bodies.
2. University policies relative to serving the citizens of the state.
3. Demands for Extension assistance by individuals, organizations and special interest groups and communities.
4. Requests from other publicly supported agencies, either local, regional, state or national, for helping to make their agency programs more effective.
5. Extension staff resources, subject matter content, and expertise available to serve a multitude of needs.
6. The variety of methods available and staff expertise in using methods to reach a heterogenous audience.
7. Requirements of the Civil Rights Act to provide equal opportunity for participation regardless of race, color or national origin for audiences as determined by State Extension directors within the framework of legislative requirements.

Generally, state and local Extension Services give priority to utilizing intensive individual and group contact methods supported by mass media with farm and rural people. Mass media communication methods are used predominantly to serve urban consumers and others living in large metropolitan centers. Exceptions to the above are made in the utilization of certain earmarked funds and in responding to individual office visits, phone calls, and individual letters which may involve urban audiences.

The following national summary will indicate the nature of Extension participants who now benefit from Extension educational assistance. These participants may vary considerably on a state-by-state basis.

#### 4-H Youth Participants

During the period 1969-1975, enrollments of youth in agriculturally related 4-H projects have increased 46.7% while enrollments in personal development, home and community related projects have increased 17.2%. In 1975, 36.7% of the total farm youth population participated in 4-H. The numbers of youth participating in organized 4-H Clubs and 4-H special interest groups reached an all-time high in 1975, with 80.1% of these youth coming from farms, open country and towns and cities under 50,000 population, and 19.9% lived in suburbs and in central cities of 50,000 and over. Most of the 4-H participants in large metropolitan areas resulted from programs designated by Congressional appropriations specially earmarked for urban 4-H and 4-H-type nutrition programs in inner cities. Currently, approximately 25% of the youth participating in 4-H-youth programs are from minority ethnic and racial groups.

Year	Farm	Towns Under 10,000 and Rural Non-Farm	Towns and Cities 10,000 to 50,000	Suburbs of Cities of 50,000 and Over	Central Cities of 50,000 +
1969	853,563	980,662	289,103	116,149	106,813
1970	837,602	999,152	309,701	126,428	115,914
1971	835,363	1,060,330	300,780	150,281	142,292
1972	849,060	1,174,998	341,417	166,174	187,168
1973	927,617	1,385,289	538,854	212,468	278,453
1974	936,378	1,592,276	568,678	257,274	388,220
1975	936,557	1,617,566	675,267	331,893	472,385

In addition to the youth participating in 4-H Clubs and 4-H special interest groups, 819,369 youth were enrolled in 4-H Expanded Food and Nutrition Education Programs primarily for low-income city youth, and 724,679 were enrolled in instructional 4-H TV Program Series. A total of 431,289 youth attended Extension 4-H-Youth conducted camps in 1975.

The number of volunteer local leaders assisting with 4-H-youth programs has continued to show some increase each year. In 1975, a total of 559,578 volunteers, including adults and teens, participated in 4-H-youth programs.

#### Agriculture and Natural Resources Program Participants

Extension agents and specialists conducting adult Extension programs in agriculture and natural resources devote approximately 70% of their time to work with commercial farmers, 25% with small and low-income farmers (gross income of \$20,000 or less), and about 5% to work with

home gardeners. During the period of 1971-1975, the number of contacts (not different individuals) made by Extension specialists and agents with farmers increased from 17.4 million in 1971 to 21.6 million in 1975. The number of staff days devoted to this work increased from 644,000 in 1971 to 760,000 in 1975. Much of the continuing work with small, part-time and low-income farmers is carried on as a part of the regular program where recommendations on production practices do not vary greatly from one clientele group to another. About 5% of the total staff resources devoted to agriculture and natural resources programs is expended on programs designed specifically to meet special needs of low-income farmers.

During the past ten years, there have been increasingly more requests for information on home gardens and lawns. In order to meet these program demands, extensive use of mass media has been utilized to carry out the program. Much of the agriculturally related work resulting from requests from large metropolitan cities is conducted through widespread use of T.V., radio, and newspapers.

Extension has a highly competent, well trained and highly skilled staff of about 3,000 Extension agricultural agents and more than 3,000 specialists and specialized multi-county area staff members whose primary responsibility, dedication and interest is to better serve the American farmer and rancher. While these individuals have as a primary responsibility to serve the commercial farmer in the United States, they will continue with the assistance of paraprofessionals to provide leadership and program support for programs designed to help the small or low-income farmer.

Home Economics Program Participants

The Extension home economics program is directed to the family. Family members, both adult and youth, are involved in educational programs which help them identify their needs, make decisions, and utilize resources to improve their quality of home and family living. Major emphasis is on families who live in rural America or outside of cities with populations of 50,000 and above. During 1976, 80.5% of State Extension Service professional staff time in home economics programs is committed to rural people. Special emphasis is on training volunteer leaders who assist Extension to extend home and family living education to families and individuals.

Approximately 4,000 professional Extension home economists and 7,000 paraprofessionals assisted by 700,000 volunteer leaders extend home and family living education to 10 million families annually. Many of these leaders are among the approximately 600,000 Extension homemakers in 35,000 different organized clubs in 41 states and Puerto Rico. Virtually all of these homemakers are rural, and 83% live in rural areas under 10,000 population.

According to a recent survey, these Extension homemakers contribute 25,000 years of volunteer leadership to their communities in a 12-month period. If paid a minimum wage, this would equal more than \$90 million of service per year.

Extension's Expanded Food and Nutrition Education Program has reached more than a million "hard-to-reach" families and two million low-income youth since its inception in 1969. According to Congressional intent, this program must be directed to units or communities of

low income. Seventy percent of the EFNEP families live outside of cities with population of 50,000 or over.

Community Resource Development Participants

In addition and complementary to services extended to farmers, families, and youth, Extension is providing assistance to rural communities, small towns and cities with a population of 50,000 or less. The objective of this dimension of Extension work clearly focuses on sound community decisions that will increase economic opportunities and the quality of life in rural areas.

Community resource development education is intended to make citizens aware of needs and/or issues; assist concerned citizens to study and analyze their community problems; and help them to develop strategies for attainment of goals, and provide them with leadership and organizational skills for tackling the problems at hand. Small and medium size towns and open country communities, through Extension involvement and assistance, draw upon the knowledge base and expertise of the Land-Grant university as well as USDA and other sources in the solution of their problems. Because of the absence of day-to-day professional help from planners, city managers, analysts, business and legal experts, these are the communities where university help is most needed. Federal and state programs and authorities may be available to assist local projects but without Extension help, smaller communities often do not know about such assistance or are unable to initiate appropriate organizations and actions.

During 1975 Extension, through its community development work in rural America, provided assistance to 50,832 community projects, made over 9,000 surveys and feasibility studies, conducted almost 55,000 workshops and conferences reaching some two million people, and prepared thousands of publications and other pieces of educational materials.

Extension's principal community development clientele or audiences are local community leaders living outside the cities with populations of 50,000 or more and include:

- Citizen groups and organizations.
- Governing bodies of villages, towns, cities and counties.
- Local and multi-county planning and development groups,
- Agencies of state and federal governments.

Congress first earmarked funds specifically for community resource development work in the mid-1950's as a pilot effort. In recent years Congress has been earmarking \$1 million under the Smith-Lever Act 3(d) and \$1.5 million under Title V of the Rural Development Act of 1972, which is administered in close cooperation with the Cooperative State Research Service (CSRS) as a joint research-extension effort in rural development. Approximately 200 counties are now being served on a concentrated effort under Title V programs.

Although problems and situations vary substantially from community to community, most rural communities have one or more of the following goals and are seeking Extension's assistance:

1. Improved job and income opportunities.

2. Improved housing and access to services and facilities, especially water waste disposal, emergency medical services, health, education and recreation.
3. Improved quality of environment.
4. More effective local government operations and community organizations.
5. Improved community leadership and citizen involvement.

In 1975, Extension assisted leaders in virtually every rural county in the nation to work toward the achievement of one or more of the above goals.

#### Future Program and Audience Priorities -- 1976-1982

Facts, trends, results, financial support, and requirements described in the foregoing statements all emphasize the decentralized nature of decision making at local and state levels resulting in considerable variation as to program emphasis and priorities by State Cooperative Extension Services. The appropriate balance among programs in each state will continue to be the responsibility of the State Extension director. While the determination of the "appropriate balance" in the use of resources involves recognizing and resolving expectations and influences from the USDA, the Congress, the universities, state government, organizations and special interest groups, and county government, the most dominant force in achieving program adjustments will continue to be Extension program planning committees composed of citizens Extension serves. For these reasons, the following identification of future priorities nationally for Extension programs and audiences are those of the Extension Service of the U.S. Department of Agriculture.

Extension Service, USDA, Priorities

The Extension Service of the U.S. Department of Agriculture in support of Department missions will concentrate its efforts and encourage State Cooperative Extension Services to:

1. Place emphasis primarily on programs to meet the needs of people living outside of cities with populations of 50,000 and over. Priority audiences are farmers and ranchers, agricultural industries, rural families and youth, and rural communities.
2. Provide intensive educational assistance (individual and group contacts) with clientele in rural areas.
3. Use primarily mass media methods for helping those who live in large cities except where more intensive efforts are planned due to requirements of Congress, State Legislature, universities, and local government.

The Extension Service of the Department will encourage State Extension Services to consider the following priority missions:

1. Provide assistance to families, youth, and community leaders in the development and improvement of rural America to make it a better place to live and work.
2. Provide assistance to adults and youth through programs in agriculture and home economics to increase efficiency in the production, marketing, and utilization of food and fiber (including forest products) to meet both domestic and worldwide needs.
3. Work with producers and their families to strengthen independent, family-owned farming operations to assure a strong competitive agriculture based on the independent farm.

4. Assist both the private and public sectors with protection and management of rural America's natural resources for use by present and future generations.

These broad missions currently encompass most of the work of ES and State Extension Services in all program categories of agriculture and natural resources, home economics, 4-H and community resource development. The following will indicate more specific future priorities as seen nationally in support of these general ES missions.

#### Agriculture and Natural Resources

Much of the work of the ES national staff will be devoted to carrying out the mission of an adequate supply of food and fiber in work with State Extension Services, with USDA and other research groups, with national farm and commodity organizations, with other government agencies, and with various regional and national Extension groups or committees dealing with program development.

Primary audience will continue to be commercial farmers and the various methods and approaches used to work with this category will become increasingly more sophisticated. Special programs will continue to be developed with small and part-time farmers and increasingly more of the resources committed to agriculture and natural resources will be devoted to programs designed specifically for this clientele group. ES expects to see increasingly more use made of sub-professional staff to assist professional specialists and agents. There will be continuing pressure for more assistance in home lawns and gardens from urban congressmen, locally elected officials, individual homeowners, and many

organizations and groups representing home horticultural interests. The Extension Service will make every effort to meet this need through mass media and other approaches that minimize the use of resources required to carry out the program.

Increased support will be provided for commercial agricultural production, management, and marketing as methods of communication are improved and new research and technology become available. The implementation of electronic data processing will provide more rapid communication of information and more aid in decision making to individual farmers. It will also aid in rapid reallocation of resources in emergencies which arise from problems such as plant and animal disease outbreaks, and will also provide means for Extension to more efficiently deliver programs to commercial farmers.

Extension will provide increasingly more sophisticated programs to farmers which will help in making both management and marketing decisions. Pilot projects are currently underway which will provide for more rapid dissemination of information throughout the country. Other projects are started which will improve Extension's capacity to teach farmers to deal with more complex management problems. Highly qualified Extension and research specialists are being brought together on a multi-state basis to develop subject matter and teaching materials dealing with a wide range of management, policy and marketing problems and needs. Among these are work on important agricultural commodities in the various regions, including risk and uncertainty in the wheat industry, energy conservation, and more effective means of programming

rations for dairy cows, and food and agricultural policy. Through multi-state cooperative efforts, quality of subject matter and programs are being improved and the productivity of Extension professionals has been increased.

During the period 1976-1982, Extension resources committed to assisting farmers to meet EPA water quality regulations will increase sharply. While considerable effort is currently being devoted to environmental adjustments in livestock enterprises, work dealing with crop production, particularly as it relates to nonpoint source pollution will increase sharply in the years ahead. In addition to providing assistance to farmers in helping them to meet water quality requirements, we believe it will also be increasingly vital for Extension staffs to provide feedback to USDA and EPA, particularly in those situations in which farmers cannot meet requirements with present levels of technology. This should help EPA make essential decisions on conditions under which farmers might be given more time to make adjustments, or where rules might logically be changed to permit continued farming operations where pollution is minimal and the alternative would be to close down farming operations.

Major changes will likely take place in the control of agricultural pests between now and 1982. A large pilot program by Extension has been in operation for about five years in an effort to test various approaches to integrated pest management under field conditions. These are showing great promise in reducing farmer costs and pesticide usage in many cases. In FY 1976, statewide integrated cotton insect pest

management programs were initiated in all states where the boll weevil is a problem. We expect programs involving the integration of chemical, cultural and biological controls on insects, weeds, diseases, and nematodes to be expanded rapidly during the next several years.

Farmers will pay most of the costs since they gain significantly from the adoption of such programs and Extension will continue to provide the necessary professional inputs to support the program.

An expanded farm safety program is currently underway and significant improvement should be made in the reduction of farm deaths and accidents during the next few years.

#### Home Economics

The Extension Home Economics staff nationally will work closely with State Cooperative Extension Services, research, and others in providing relevant knowledge, skills and applications to assist families to use their available resources in adapting to changing conditions-- economic, social, technological and political.

State Extension Services will be encouraged to place emphasis on the following high priority programs:

1. Food and Nutrition - The highest priority and percentage of professional Extension home economics time will continue to be devoted to food and nutrition education. (More than a third of all professional home economics time is now directed to food and nutrition education, with two-thirds of this time spent with the low income.) Extension home economists work to develop greater understanding of the role of food and agriculture in improving

the nation's health, economic well being and world position among nations. Education includes home food supply and preservation, family nutrition and meal planning, the economics of food pricing, managing the food dollar, and food safety and sanitation.

2. Housing and Home Environment - which includes furnishing and equipment, costs the average family about one-third of its annual income. Educational programs are needed to assist families to learn how to acquire adequate and satisfying housing with as much comfort, convenience, and service from the use of their resources as possible. Increased emphasis will be given to expanding educational programs to assist families in rural areas where more than half of the poor quality housing exists. More emphasis will be given to conservation of energy and the increased demands for skills - home repairs, sewing, refinishing furniture, making draperies, and other skills.
3. Family Resource Management - encompasses subject matter of family or consumer economics and management, particularly as they relate to the use of material, human and environmental resources to reach family and personal goals. Family resource management incorporates management (home), economics (family), and consumer education (understanding of rights and responsibilities and competence in the marketplace by individuals). Family resource management will continue to be taught as part of each home economics component but with increased emphasis to understanding worldwide and national supply and demand, including policies which make adjustments necessary in management of family resources, especially fuel, energy, and other scarce resources.

4. Family Life Education - places special emphasis on strengthening family relationships, especially with the young family where increasing changes in ways of life create family pressures that must be well managed if the family is to remain stable and viable. There is a growing need for family life education, including child development, in rural America as research discloses that the dedication, satisfaction, and hence the productivity of workers depend greatly on human and family relationships that create strongly motivated personalities. Changing roles of men and women, almost one-half of the women in the U.S. in the labor force (a great proportion of these mothers of young children), and fewer child care facilities in rural than urban areas, indicate the high priority many state leaders of home economics placed in this area in a recent national survey done as part of a special project by Wisconsin.
  
5. Textiles and Clothing - has always been an important educational program for 4-H and adults. The effects of clothing on behavior, health, and success of individuals are becoming more fully appreciated. Rapid changes in fibers, fabrics, and construction processes have made performance and care requirements difficult to judge and education of increasing importance. Textiles in home furnishings permit expression of individuality, creativity, and comfort in the home. As new textile developments, government regulations and standards, and changing fabrics and finishes proliferate while costs increase, clothing and textiles information will continue

to be recognized as a basic need of individuals. In addition, the need for skills in the construction and renovation of clothing has accelerated as costs of living increase.

6. Family Health and Safety for the rural family will continue to be an integral part of the Extension home economics program. Major priorities for family health and safety are to recognize preventive measures, both physical and emotional, at every stage of the life cycle. Special effort will be made to assist families in analyzing their needs, utilizing available services, and working with others to obtain facilities and services which are needed but not presently available to the families. Each of the other program areas make unique contributions to family health and safety. Also, certain areas of agriculture (use of pesticides and farm and home safety for instance) and community resource development (community facilities) make interdisciplinary programs effective. In addition, cooperation with governmental and health care groups is a planned part of health and safety programs.

#### Community Resource Development

In support of the mission to make rural areas better places to live and work, the Extension Service nationally will give added emphasis to providing State Cooperative Extension Services assistance with the following high priority problem areas during the next several years:

1. Job and Income Opportunities: With high underemployment and unemployment and relatively low wage rates in rural areas, most local communities are seeking opportunities to increase employment

by expanding existing, or attracting new businesses and industries. They are especially interested in those that provide relatively high paying jobs. Many of the potential beneficiaries are limited resource farmers who are seeking off-farm jobs to supplement their farm income. Research indicates that children of farm families and other rural residents often prefer to stay and work in their home community and many would if jobs were available. Extension assists communities by helping leaders understand how to organize and go about expanding job opportunities and how to analyze the costs and benefits of new business and industries.

2. Land Use and Other Public Policy Issues: Nearly every state legislature is considering some aspects of land use policy. People are concerned about losing their property rights on the one hand and being adversely affected by development decisions on which they have little influence. They want a better understanding of the issues involved, the impact of various land use policies on them and their communities and the impact of the policies on the agricultural industry and the use of agricultural lands. Extension will continue to help people gain this understanding and make sound policy decisions. Coping with urbanizing pressures, unorderly development, and scarce water and energy resources add to the complexity of community problems to which Extension will intensify its educational efforts.
3. Local Government Operations: The demand for more public services and facilities, rapidly changing technology, inflation and the necessity to respond to added regulations all add to the complexity

of local government operations and the difficulty of balancing local budgets. Many communities are asking Extension to help them consider opportunities to strengthen local government, to get more citizen participation in the governing processes, and to develop arrangements for providing services at the least cost. Many also want Extension assistance in examining their taxing policies and opportunities for a more equitable tax system. It is expected that this program component will receive greater emphasis in the next few years.

4. Community Services and Facilities, including housing and health services, will continue to receive Extension's community development assistance. A reasonable level of such services is sorely needed and desired in both growing and declining rural areas. These needs and desires have to be reconciled with costs, benefits, and enabling resources. One problem of particular concern is emergency health services in smaller towns and open country communities. Emergency assistance and access to treatment facilities are crucial. Increased support will be given to work in this area.
5. Community Organization and Leadership Development - Extension will continue to play an important role in nonmetropolitan America to strengthen community organizations and to develop leadership. Getting people together to consider community problems or opportunities and to discuss alternatives is a vital first step in community development. This takes effective leadership and Extension provides community leadership training and experiences in over 3,000 counties annually.

4-H Youth Development

It is recognized that State Cooperative Extension Services have 4-H programs designed to meet state audience and program needs in addition to the primary ES-USDA missions for youth outside of cities with populations of 50,000 and over. In order to comply with current USDA regulations designed to meet the intent of Congress, both ES and State Cooperative Extension Services are required to utilize some resources on education for youth in urban centers. During the period 1978-1982, particular attention will be given to youth in rural areas, including towns under 10,000 population while at the same time maintaining the current high level of participation of farm youth.

The Extension Service nationally will give added emphasis to providing State Cooperative Extension Services assistance with the following high priority problem areas during the next several years:

1. It is anticipated that a significant proportion of youth and the families of which they are a part will continue to have a strong interest in the agriculturally related science and technology 4-H subject/project areas. This interest tends to be similar for youth living on farms, in small towns and open country areas, and for youth living in larger urban and suburban areas. 4-H ecology and natural resources project areas will continue to be emphasized among youth.
2. Day-to-day dealing with individual and family resources and practical skills in homemaking continue to be popular 4-H subject/project areas, both among youth and their parents. Youth at all

economic levels need information in this area, and it is of high priority among low-income groups. Nutrition education, likewise, is important for youth in all sectors of society and of high priority in meeting needs of low-income groups.

3. Leaders in the business sector, agriculture, consumer groups and public officials--all point to the general lack of understanding of economics on the part of the majority of the people of the United States. 4-H programs need to increase emphasis in this area.
4. Energy and the mechanical sciences and technologies are of growing interest among youth--particularly in view of expected long-term energy shortages.
5. Youth have a major stake in the quality of community life. 4-H programs across the country are giving increased attention to youth working with adults in community development, citizenship and leadership for community life.
6. During the coming decade, health decisions will continue to be of great importance to youth. National attention increasingly is being focused in this area. 4-H programs related to health need to be increased.
7. Youth unemployment is a serious problem in nearly all parts of the nation. Youth and their parents are requesting help from Extension on job and career opportunities, education and preparation necessary.
8. A fundamental part of Extension 4-H programs since their inception has been the personal development of youth. Living in a changing

world requires adaptability, a sense of values and abilities of youth to get along with family members, adults and their peers. Communication skills and building habits for use of leisure time also contribute in this area.