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THE WHITE HOUSE
WASHINGTON

File
Viet Cases

~~Oct 7~~ ~~Oct 8~~
3 PM 10 AM

September 21, 1981

Mr. Jon Westby, President
National Association of Veterans
Upward Bound Personnel
1501 Hennepin Avenue
Minneapolis, Minnesota 55403

612-341-7077

Dear Mr. Westby:

Thank you for your letter of July 28, in which you described the National Association of Veterans Upward Bound Project Personnel and express your interest in a meeting between the two of us.

I would be delighted to arrange such a meeting. Please call my office (202)456-2657, and we will set something up.

I look forward to meeting with you.

Sincerely,



Morton C. Blackwell
Special Assistant to
the President



National Association of Veterans Upward Bound Project Personnel

July 28, 1981

Mr. Morton Blackwell
Special Assistant to
The President
The White House
Washington, D. C. 20005

Dear Mr. Blackwell:

The National Association of Veterans Upward Bound Project Personnel (NAVUBPP) is made up of professional staff persons employed in the Veterans Upward Bound Projects.

The Veterans Upward Bound program came into existence through special congressional legislation in the summer of 1972. For administrative purposes it was placed under the Office of Educations' Title IV (TRIO) program. The purpose of Veterans Upward Bound is to provide basic academic, counseling and support services to educationally disadvantaged, low income veterans in order to help them prepare for the GED examination and enrollment in postsecondary training.

Currently there are 38 Veterans Upward Bound projects located in 22 states and Puerto Rico. A survey of 25 of these projects showed that, during the 1979-80 year, they contacted nearly 40,000 veterans and enrolled over 4,200 of them into their academic programs. NAVUBPP is currently compiling data covering the 1980-81 year.

I would like to meet with you at your earliest convenience to discuss the Veterans Upward Bound program in more detail. We had a strong working relationship with the old Veterans Coordinating Committee, but have not yet made contact with anyone in the new administration. I look forward to meeting with you.

Sincerely,

Jon Westby, President
National Association of Veterans
Upward Bound Project Personnel

*Set up
1/2 hr.
Appointment
no phone number
Fast is directory
draft letter*

612

file



National Association of Veterans Upward Bound Project Personnel

October 13, 1981

Morton Blackwell
Special Assistant to the President
White House
Washington, D.C. 20005

Dear Mr. Blackwell:

I would like to thank you for meeting with Dr. Edward Keiser and me last Thursday and inviting us to the screening of the P.B.S. broadcast. I hope we clarified any questions you may have had about the Veterans Upward Bound Program.

Dr. Keiser will be forwarding to you our final performance data as soon as it has been compiled.

Sincerely,

Jon H. Westby, President
National Association of Veterans
Upward Bound Project Personnel

JHW:jo

1501 Hennepin Ave. Minneapolis, MN 55403



October 13, 1981

Mr. Morton C. Blackwell
Special Assistant to the President
The White House
1600 Pennsylvania Avenue
Washington, D.C. 20500

Dear Mr. Blackwell:

I truly appreciated the opportunity ~~to meet with you last week.~~
I will forward additional data on the Veterans Upward Bound programs
within a few weeks.

Jon Westby and I appreciated your invitation to view the tele-
vision production "A Vietnam Veteran Named Frank." Jon and I concur
that little good is achieved by recounting the atrocities of war as
experienced by one veteran, particularly when that veteran was, by
his own admission, not a stable individual.

Upon my return to Cincinnati I investigated the process of obtain-
ing information regarding your grandfather, John Morton Blissard. I
recommend that you write to Dr. Norma Elizabeth Wagoner, Associate Dean
for Student Affairs, Cincinnati College of Medicine, E-251 Medical
Sciences Building, 231 Bethesda Avenue, Cincinnati, OH 45267, re-
questing any information that the Medical College may have on record.
Dr. Wagoner indicated to me that they should have a copy of the tran-
script with notation as to where Dr. Blissard did his internship.

Sincerely,

Edward C. Keiser
Director

ECK:DR

↑ Veterans Upward Bound



file

NEWSLETTER OF NATIONAL ASSOCIATION OF VETERANS UPWARD BOUND PROJECT PERSONNEL

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VOL. 3, NO. 2

OCTOBER 1981

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ATLANTA CONFERENCE

Atlanta is beckoning all VUB project personnel to the National Conference from November 11 through 13 at Colony Square Hotel. Beginning Friday, November 13, the conference will overlap with the NAVPA conference scheduled at the same location. Dr. Peter Beach, Director of the Office of Veteran Affairs in DHHS, will give the keynote address. He will speak on Agent Orange. Since he is a member of the White House Agent Orange Committee, this will be an excellent occasion to analyze administration policy and priority relating to veterans exposed to Agent Orange.

Audit preparation, cognitive skills development, counseling, and model programs will be featured in conference workshops. In addition, Jim Kessler or his representative from USDE will wield questions from participants concerning new regulations governing TRIO programs. Other topics can also be discussed depending on the needs of those present. Because of the overlap with NAVPA there will also be an opportunity to attend NAVPA workshops; and, of course, NAVPA members are invited to attend those of NAVUBPP.

NATIONAL ASSOCIATION OF VETERANS UPWARD BOUND PROJECT PERSONNEL
FOURTH ANNUAL CONFERENCE SCHEDULE

Colony Square Hotel - Atlanta, Georgia
November 11, 12, 13

WEDNESDAY, NOVEMBER 11

- 3:00 - 5:30 Registration
- 4:00 - 5:00 Meeting of all workshop presentors
- 5:30 - 7:30 Hospitality Hour

THURSDAY, NOVEMBER 12

- 8:30 - 9:30 Registration
- 9:30 - 9:45 Welcome and opening remarks
- 9:45 - 11:00 Discussion of new regulations, funding for 1982-83, the future of Veterans Upward Bound; Department of Education Representative.
- 11:00 - 11:15 Break
- 11:15 - 12:15 Workshops

NATIONAL ASSOCIATION OF VETERANS UPWARD BOUND PROJECT PERSONNEL

1. Cognitive Skills Development
Dr. Richard Hutchinson, Manhattan Community College

Colony Square Hotel - Atlanta, Georgia
This workshop will help project directors provide staff development to teachers, but more importantly it will challenge everyone to be more precise in his/her thinking, be able to identify the kind of cognitive skills which need to be employed in a particular situation, and learn how to employ them.

WEDNESDAY, NOVEMBER 11

- 3:00 - 5:30 Registration
 - 4:00 - 5:00 Meeting of all workshop presentors
 - 5:30 - 7:30 Hospitality Hour
2. Record Keeping
Phil Rognlie, North Dakota State University

This workshop will assist project directors in planning for an audit. It will cover the kinds of information considered adequate and complete for student files. Bring copies of forms from your own file system and compare them with the suggestions offered at the workshop. Then pass your audit with exemplary grades.

THURSDAY, NOVEMBER 12

- 8:30 - 9:30 Registration
- 12:15 - 1:30 Luncheon and opening remarks
- 9:45 - 11:00 Discussion of new regulations, funding for 1982-83, the future of Veterans Upward Bound; Department of Education Representative.
- 11:00 - 11:15 Break
- 11:15 - 12:15 Workshops

1:30 - ~~2:30~~ Model Program
Glenda Self, CUNY-Bronx Community College

The CUNY-Bronx project is an urban project serving 150 students each year. Having been operative continuously since 1972, it is one of the oldest VUB programs. It is a full time day program with a largely Black and Hispanic population. The academic emphasis in this project is on GED and College Prep. Other VUB projects, of course, may have characteristics quite different from this project; however, with an open ended presentation, project directors can modify the essential ingredients of a model program based on a local project's environment and needs.

2:30 - 3:30 Workshops

1. Career Planning and Academic Advising - An Educational Process relevant to Non-Traditional Students.
Louis Niro, Pam Hamby, Jean Shaver
Cuyahoga Community College

Problem: An ever increasing number of non-traditional students (Veterans) are expressing dissatisfaction with their lives; they are continuously reporting a lack of self-direction, self fulfillment and power or control to do anything about these dissatisfactions. In order for the veteran to take a more active role in his/her own personal development, it is necessary that he/she set realistic educational and career goals. Part of this process involves becoming aware of values and interests as well as discovering aptitudes and potentials utilizing various assessment tools, strands, and weaknesses. These tests will be discussed as they relate to the non-traditional student.

Content: Another important step in career planning is analyzing how the student makes decisions and whether or not these models gain the desired results. Good decision making is the process of gathering information so that the best alternatives may be considered before implementing the career plan. The concept of not working will be presented as well as the introduction of various informal resources and their use.

2. New Adult Education Materials

3:30 - 3:45 Break

3:45 - 5:30 Business Meeting

6:00 - 7:00 Presidents Reception (cash bar)

7:00 - 9:00 Dinner

Dr. Peter Beach, Director of Office of Veteran Affairs, USDHHS
Keynote Address will discuss Agent Orange issues.

FRIDAY, NOVEMBER 13

- 9:00 - 10:45 General Session with NAVPA, Institutional Responsibility/Liability
- 10:45 - 11:00 Break
- 11:00 - 12:00 Workshops
1. Vet Center/DOL
 2. Institutional Support
 3. Agent Orange
 4. Professional Development
- 12:00 - 2:00 Awards Luncheon
Keynote Address will be concerned with the non-traditional student
(Additional charge of \$11.00 for luncheon)
- 2:00 - 3:00 Workshops
(Repeated As Above)
- 3:00 - 4:45 General Session, Legislative update
- 5:00 Close of Conference

W O R D S F R O M W A S H I N G T O N

Jon Westby and Ed Keiser, NAVUBPP President and Vice President respectively, were in Washington during the week of October seventh to talk with Morton C. Blackwell, Special Assistant to the President and Larry Deneo, Liaison to Veterans Programs in the current administration. They were also able to speak with Senator Rudy Boswicz of Minnesota. Through these discussions they were informed that a cut of approximately twenty percent is expected for TRIO Programs next year. Jon expressed the need to have the cut be made across the board to all TRIO Programs rather than singling out any one program for cuts. During the conference Jon will give a full report on these meetings and discuss the result of the meeting and future status of Veterans Upward Bound with project directors.



VETERANS UPWARD BOUND
T-GG, Rm. 12
California State University, Sacramento
6000 J Street
Sacramento, CA 95819
796.23



Morton C. Blackwell
Special Assistant to the President
The White House
Washington, DC 20005

SURVEY REPORT

The Veterans Upward Bound Programs
for the period of
July 1, 1979 - June 30, 1980

Prepared by
Edward C. Keiser, Director
Veterans Affairs Office
and
Handicapped Student Services
University of Cincinnati

The following is a brief report and some discussion of the achievements and accomplishments of the Veterans Upward Bound Programs for the period of July 1979 through June 1980.

First, I wish to express my appreciation to those who submitted data. Your willingness to provide data in a different format required time and effort. Your participation provides the basis for individual and group analysis. Further, I hope you will be able to study your program performance and the combined achievements to better understand the tremendous impact these programs have on a national basis.

It is imperative that one understand from the beginning that there is considerable disparity among the various programs' stated goals and objectives. Under the terms of the particular grants, the primary focus of individual projects ranges from recruitment remediation in some to basic academic instruction in others. Also, projects have not been funded at equal levels, and some projects have received greater financial support than others from their resident colleges and universities. In addition, some projects have been functioning for a number of years while others have been funded for only one year.

An additional fact must be understood. Unlike the traditional TRIO components (Talent Search, Upward Bound, and Special Services) which perform basically singular functions, the Veterans Upward Bound Programs perform all recruitment, academic instruction, and supportive services--while attempting to meet the total needs of our population, the under-educated, unemployed or marginally employed, older person, the Vietnam and post-Vietnam-era veterans. VUB programs must also comply and cope with rules and guidelines of the Veterans Administration and the state approving agencies.

Analysis and Comments

1. It is significant that 25 of the 32 refunded projects (78.1%) voluntarily submitted data. Note that six new projects were funded for FY 1980/81, and therefore, data are not available. The loss of seven previously funded programs results in a total of 32 possible participating programs for the report period. NOTE: One project that was not refunded for FY 1980/81 did submit data for the report period.

The following comments correspond sequentially to the information format present on the attached computation forms.

2. Data Summary

II. Entry Requirements - All projects follow Department of Education guidelines and required that participants be veterans. Four projects have established minimum academic entry levels. It is clear that all these programs serve a wide range of academic abilities.

III. Program Description

- A. Standardized Tests - A number of standardized and diagnostic tests are presently used. As a result, it is inappropriate to generate comparable standards for academic growth rates. Several programs reported grade level improvements for the term or period in excess of one year's growth. Significant improvement is frequently achieved in a quarter term of 10 - 11 weeks.
- B. Calendar System - Twelve programs are on a quarter schedule, eight programs are on a semester schedule and seven programs have open starting dates or begin on a monthly schedule.
- C. SAA Approval - Twenty-three programs are approved under the clock-hour category, while three programs are approved on the credit-hour or credit-hour-equivalent system. The majority of the clock-hour approved programs required 25 clock-hours for full-time benefits. It is interesting to note that the range of clock-hours for full-time benefits is from 12-25. One program is approved at 23 hours, one at 22 hours, three at 20 hours, one at 18 and one at 12 hours. These variations demonstrate the inconsistent application of rules and regulations between and among the VA and the SAA regional offices.
- D. Types of Instruction - Twelve projects reported that they offered three levels of instruction, Pre-GED, GED, and Remedial/Prep. Ten projects offered two levels of instruction and three reported that they offered just one level of instruction. Twelve projects offered Pre-GED instruction, 23 offered GED instruction, and 23 gave remedial instruction. One project failed to indicate type of instruction.
- E. Instructional Goals - Twenty-two of the 26 projects reported that they met or exceeded the stated participant goal.

IV. Recruitment

- A. Informal Contacts - The data shows that 30,764 contacts were made during the period. This figure is clearly a minimal number, because some projects did not develop documentation of the extent of their outreach efforts. It is important to realize that resources must be allocated to this function.
- B. Formal Contacts - The informal contacts resulted in 7,657 formal contacts (on-site, in-person interviews). This represents a 24.9% success rate.

V. Primary Action - Some projects were not able to provide specific data regarding the primary action taken as a result of the formal contact. Thus, I was unable to develop percentages regarding these actions. However, over half (4,209) of the formal contacts resulted in actual enrollment in the VUB programs. Note that 833 veterans were placed in college and 448 entered other educational training. Approximately 72% of the veterans who were seen entered some form of educational training. A critical fact demonstrated by the data is that 456 veterans were ineligible for participation due to the income limitation.

VI. Actually Enrolled in VUB

A/B. Of the 4,209 students who participated, 1,804 (42.9%) completed the programs during the period. Some 765 students were in the programs and continued into the next reporting period. Combining these two categories results in 2,569, or 61% retention.

C. There were 1,650 students who withdrew from the programs for one or several reasons. This figure may appear high to some individuals, but given the challenge that we face and the population that we serve, the withdrawal rate can be assumed to be reasonable. This contention is supported by the fact that 469, or about 28%, of those reported as withdrawn were registered but never entered.

VII. Completing the Program

A. Of the 1,804 individuals who completed the programs, 1,263 (70%) applied for admission to college during the period. One should note that many institutions prefer to admit students in the autumn term. Thus, some students may have applied after the period indicated.

B. Some 961 (76.1%) entered college. This figure is also conservative, because of the same logic in VII.A above. We can take pride in knowing that these 961 veterans would not have entered college without VUB.

C. In addition, 209 entered other training. A total of 1,170 students, 64.9% of those completing the program, entered some form of additional training.

D. Some 227 veterans were employed after completing the program.

VIII. GED Preparation

A. Eight hundred forty seven veterans took the GED during the period.

B. Six hundred thirty six passed the GED. This is a 75.08% success ratio. The data show that the results of 53 tests (6.26%) had not yet been reported. One hundred fifty eight individuals failed the GED (18.65%).

Summary

1. Of the 32 continuing projects, 25 voluntarily provided data (78.1%).
2. Twenty-two of the projects have no minimum entry requirements beyond the DE guidelines and the requirement that a participant must be a veteran.
3. A variety of standardized and diagnostic tests are used.
4. There is considerable variation in the calendar formats used.
5. Twenty-three programs are approved by the SAA under the clock-hour system, while three are approved under the credit-hour system. There is considerable variation in the approvals as to the basis of full-time under the clock-hour system, ranging from 12 to 25 hours.
6. Considerable variation regarding the levels of instruction offered exists among the projects. The focus of individual projects as determined by particular grants, plus the fact that no universal definition of academic levels exists, explains this variation.
7. Outreach efforts resulted in formal contacts of 7,657 veterans.
8. During this period, 4,209 veterans actually enrolled in VUB, 833 veterans entered college, and 448 entered other training.
9. Educationally disadvantaged veterans who were not eligible to participate because of income guidelines numbered 456.
10. Veterans who completed their training in VUB during the period numbered 1,804.
11. Of those completing their training, 961 entered college. Veterans who entered other educational training numbered 209.
12. During this period, 227 veterans were employed after completing training.
13. Of the 847 veterans who took the GED, 636 or 75.08% passed the test. Assuming the same success ratio among those whose scores had not yet been reported, the total success rate would be near 81% passage.

Conclusions

1. The demand for these programs remains strong.
2. The achievements of the programs included in the report are significant.
3. It is impossible to measure the cost-effectiveness of these efforts against the other TRIO programs, since we provide all the functions of Talent Search, Upward Bound, and Special Services.
4. Successful passage of the GED allows access to higher education.

5. There is substantial evidence that continuation of these veterans programs will enable veterans to more realistically participate as functioning members of our society and systematically break the cycle of educational disadvantage. Their children might not be the traditional TRIO students of tomorrow.
6. The Veterans Upward Bound Programs are one of two educational programs for veterans in the Department of Education that respond to the spirit and intent of the Presidential Review Memorandum of October 1978 regarding veterans.
7. The composite data demonstrate the significant impact Veterans Upward Bound projects have in providing educational opportunities for educationally disadvantaged veterans these past two years.

DATA COMPARISON

	1978 - 1979	1979 - 1980	Two Year Total
<u>Recruitment</u>			
A. Contacts, informal (phone contacts, mailings, etc.)	23,290	30,764	54,054
B. Contacts, formal (personal, on-site interviews with veterans)	6,927	7,657	14,584
<u>Primary Action (from Recruitment Section)</u>			
A. Actually enrolled in VUB	3,435	4,209	7,644
B. Placed in college	664	833	1,497
C. Placed in other educational opportunity	271	448	719
D. Referred to job opportunity	440	419	859
E. Not eligible because of income; referred to other agency	404	456	860
F. Other	264	857	1,121
<u>Actually Enrolled in VUB (from Primary Action Section above)</u>			
A. Number completing program	1,711	1,804	3,515
B. Number continuing into next report period	404	765	1,169
C. Number who withdrew (total)	1,337	1,650	2,987
1. Reason for withdrawal:			
a. Registered/never entered	386	469	855
b. Personal withdrawal	522	584	1,106
c. Excessive absence	350	398	748
d. Other	79	199	278
<u>Completing Program (from Actually Enrolled in VUB)</u>			
A. Applied for admission to college or other training	1,047	1,263	2,310
1. Entered college	893	961	1,854
2. Entered other training	177	209	386
B. Job	267	227	494
C. Other	220	314	534
<u>GED Preparation</u>			
A. Number who took GED	985	847	1,832
B. Number who passed GED	750	636	1,386
C. Number who failed GED	186	158	344
D. Number who had no scores reported	49	53	102

I. Project Name	University of Alabama, University, AL	Arizona State University, Tempe, AZ	Northern Arizona University, Flagstaff, AZ	California State University, Sacramento, CA	San Francisco State University, San Francisco, CA			
II. Entry Requirements/Levels	None	None	None	None	No successful college			
III. Program Description:	GEPI: Test of Adult Basic Ed.; Myers-Briggs Type Indicator; Strong-Campbell Interest Inventory; Hall Occupational Inv.							
A. Standardized or Diagnostic Tests Used (Please list)	CTB; McGraw-Hill Tests of Academic Progress; Houghton-Mifflin; G.E.D. Sample Test; Regnery STEP Test, Level 12 CTBS, Level 4, Forms S & T							
B. Calendar System:								
1. Quarter					X*			
2. Semester			X	X				
3. Other	X*	X**						
C. SAA Approval (check one - indicate # of hours)								
1. # Clock Hours = Full-time	25	25	250/semester	12	25**			
2. # Credit Hours = Full-time			12/semester					
D. Types of Instruction & Yearly Goal Per Type	Please Check	Goal (#)	Please Check	Goal (#)	Please Check	Goal (#)		
1. Pre-GED (grades 1-9)	X	100	--	--	--	X	5	
2. GED (grades 9-12)	X		X	150	X	50	X	70
3. Remedial/Prep Refresher	X		--	--	X	75	X	75
IV. Recruitment								
A. Contacts - Informal	3,859	4,975	81	1500	213			
B. Contacts - Formal	562	575	81	165	213			
V. Primary Action (from IV-B)								
A. Actually enrolled in VUB	100	226	25	69	198			
B. Placed in college	10	87	25	29	0			
C. Placed in other educational opportunity	5	74	25	0	0			
D. Referred to job opportunity	11	29	--	25	0			
E. Not eligible because of income-referred to other agency	155	31	6	42	15			
F. Other	281	128	--	0	0			

* 20 weeks (continuous)

**New class starts 1st Monday of each month

* 12 week cycles
**16 equivalent units

VI. Actually enrolled in VUB (from V-A above)		100	226	25	69	198
A. # completing program		10	87	13	40	110
B. # continuing into next report period		28	36	10	10	0
C. # who withdrew (total)		62	103	2	19	88
1. Reason for withdrawal						
a. Registered/never entered		--	39	--	1	30
b. Personal withdrawal		42	31	--	15	20
c. Excessive absence		5	17	2	1	38
d. Other		15	16	--	2	0
VII. Completing program (from VI-A above)						
A. Applied for admission to college/other training		10	51	7	28	93
1. Entered college		10	38	5	27	71
2. Entered other training		0	13	2	1	5
B. Job		0	16	5	--	10
C. Other		0	20	1	12	7
VIII. Academic Improvement						
A. Pre-GED	#	Gain	#	Gain	#	Gain
1. Math						
2. English						
3. Reading						
B. GED	#	Gain	#	Gain	#	Gain
1. Math			66	1.8		2.57*
2. English			66	2.3		1.46*
3. Reading			66	2.0		.71*
C. Remedial/Prep	#	Gain	#	Gain	#	Gain
1. Math			160	1.4		
2. English			160	1.8		
3. Reading			160	1.0		
IX. GED Preparation						
A. # who took GED		11	23	10	--	29
B. # who passed GED		10	17	6	--	22
C. # who failed GED		1	2	1	--	7
D. # who had no scores reported		0	4	3	--	0

* All three academic levels are included in this calculation.

I. Project Name		Humboldt State University, Arcata, CA	University of DC - Vanness Campus, Washington, DC	Metropolitan State College, Arvada, CO	Southern Illinois University, Edwardsville, IL	Vincennes University, Vincennes, IN	
II. Entry Requirements/Levels		None	None	None	None	None	
III. Program Description:		STEP 2A & 2B, Writing & Reading; McGraw-Hill, Mathematics		Official Practice GED Examination	McGraw-Hill Basic Skills Series; Strong-Campbell Inventory; COSIS	GEPI: Iowa Silent Reading; California Test of Adult Basic Education	
A. Standardized or Diagnostic Tests Used (Please list)		STEP 2A & 2B, Writing & Reading; McGraw-Hill, Mathematics		Official Practice GED Examination	McGraw-Hill Basic Skills Series; Strong-Campbell Inventory; COSIS	GEPI: Iowa Silent Reading; California Test of Adult Basic Education	
B. Calendar System:							
1. Quarter		X*			X		
2. Semester					X	X*	
3. Other				X**		X**	
C. SAA Approval (check one - indicate # of hours)							
1. # Clock Hours = Full-time		30+/week		25	20	25 GED	
2. # Credit Hours = Full-time						12* 12 Refresher	
D. Types of Instruction & Yearly Goal Per Type		Please Check	Goal (#)	Please Check	Goal (#)	Please Check	Goal (#)
1. Pre-GED (grades 1-9)		--	--	--	X 60	X	X 20
2. GED (grades 9-12)			**	X 200	X 60	X 150	X 40
3. Remedial/Prep Refresher		X	100	--	X 80	X	X 40
IV. Recruitment							
A. Contacts - Informal		2,057		275	3,000+	2,200	1,347
B. Contacts - Formal		158		247	375	141	147
V. Primary Action (from IV-B)							
A. Actually enrolled in VUB		96		153	202	141	81
B. Placed in college		45		72	27	0	16
C. Placed in other educational opportunity		1		0	38	0	6
D. Referred to job opportunity		16		16	61	0	10
E. Not eligible because of income-referred to other agency		--		6	33	0	9
F. Other		--		0	14	0	25

*occasionally have a summer component
**No goal set

**Fiscal year from July 1 - June 30

*equivalent quarter

* plus summer
**GED - open entry program

	Humboldt State University	University of DC- Vanness Campus	Metropolitan State College	Southern Illinois University	Vincennes University					
VI. Actually enrolled in VUB (from V-A above)	96	153	202	141	81					
A. # completing program	59	84	89	48	29					
B. # continuing into next report period	3	0*	6	46	45					
C. # who withdrew (total)	34	69	107	47	7					
1. Reason for withdrawal										
a. Registered/never entered	12	--	42	1	2					
b. Personal withdrawal	22	44	31	35	3					
c. Excessive absence	--	25	19	11	0					
d. Other	--	--	15	0	2					
VII. Completing program (from VI-A above)										
A. Applied for admission to college/other training	45	72	78	10	22					
1. Entered college	44	72	38	9	16					
2. Entered other training	1	--	31	1	6					
B. Job	2	12	10	0	2					
C. Other	12	--	1	38	5					
VIII. Academic Improvement										
A. Pre-GED	#	Gain	#	Gain	#	Gain **	#	Gain	#	Gain
1. Math					60	3				3.5
2. English					60	2				2.5
3. Reading					60	2				2.1
B. GED	#	Gain	#	Gain	#	Gain **	#	Gain	#	Gain
1. Math			153	2.1	60	3		1.4		1.9
2. English			153	1.51	60	2		1.0		1.3
3. Reading			153	2.3	60	2		1.0		1.5
C. Remedial/Prep	#	Gain	#	Gain	#	Gain **	#	Gain	#	Gain
1. Math					80	3		.5		1.0
2. English					80	2		.1		1.1
3. Reading					80	2		.0		1.1
IX. GED Preparation										
A. # who took GED	1	134	60	32	22					
B. # who passed GED	1	84	48	19	19					
C. # who failed GED	0	44	0	5	3					
D. # who had no scores reported	0	6	12	8	0					

*Because of refunding problems

** Reported by number of grade levels

I. Project Name		Eastern Kentucky University, Richmond, KY	Our Lady of Holy Cross College, New Orleans, LA	University of Massachusetts - Boston Harbor Campus, Dorchester, MA *	Wayne State University, Detroit, MI	Bemidji State University, Bemidji, MN					
II. Entry Requirements/Levels		None	None	None	Any educationally disadvantaged veteran	None					
III. Program Description:											
A. Standardized or Diagnostic Tests Used (Please list)		CTBS; TABE; GEPI; Official Practice GED, Forms A & B	CAT; California Short-Form Test of Mental Maturity	McGraw-Hill Tests of Basic Skills, Reading, Writing and Math; Strong-Campbell Interest Inventory	TABE; Simulated GED Test by Cambridge	ABLE II & III; Nelson Denny Reading Test					
B. Calendar System:											
1. Quarter					X	X					
2. Semester			X*	X							
3. Other		X (monthly)*									
C. SAA Approval (check one - indicate # of hours)											
1. # Clock Hours = Full-time		25 (GED)	18	12		20					
2. # Credit Hours = Full-time		15 (Remedial)			12						
D. Types of Instruction & Yearly Goal Per Type		Please Check	Goal (#)	Please Check	Goal (#)	Please Check	Goal (#)	Please Check	Goal (#)		
1. Pre-GED (grades 1-9)		X	} 154	--	--	--	--	--	--		
2. GED (grades 9-12)		X		X	150	X	50	--	--	X	20
3. Remedial/Prep Refresher		X		X		X	100	--	--	X	70
IV. Recruitment											
A. Contacts - Informal		1,222	600	1,200	1,252	720					
B. Contacts - Formal		530	116	600	789	235					
V. Primary Action (from IV-B)											
A. Actually enrolled in VUB		260	85	85	612	82					
B. Placed in college		30	0	46	8	52					
C. Placed in other educational opportunity		32	0	8	60	69					
D. Referred to job opportunity		25	0	2	51	18					
E. Not eligible because of income-referred to other agency		25	1	24	31	10					
F. Other		158	30	--	27	4					

*New class starts 1st Monday of each month.

*Enrollment is on a continuous basis.

* Program did not begin until January, 1980

VI. Actually enrolled in VUB (from V-A above)											
A. # completing program		260		85		85		612		82	
B. # continuing into next report period		101		42		56		116		66	
C. # who withdrew (total)		39		17		5		280		0	
1. Reason for withdrawal		120		26		24		216		16	
a. Registered/never entered		7		0		8		75		3	
b. Personal withdrawal		34		3		10		60		4	
c. Excessive absence		33		22		1		35		1	
d. Other		46		1		5		46		8	
VII. Completing program (from VI-A above)											
A. Applied for admission to college/other training		59		9		52		107		52	
1. Entered college		26		4		52		80		52	
2. Entered other training		33		5		0		27		0	
B. Job		9		13		4		3		0	
C. Other		33		20		0		6		14	
VIII. Academic Improvement											
A. Pre-GED		#	Gain	#	Gain	#	Gain	#	Gain	#	Gain
1. Math		13	.6					47	1.1		
2. English		13	.4					47	1.1		
3. Reading		13	1.6					47	1.2		
B. GED		#	Gain	#	Gain	#	Gain	#	Gain	#	Gain
1. Math		32	1.3		1.7			124	.9		
2. English		32	.8		1.4			124	.9		
3. Reading		32	.7		.6			124	1.2		
C. Remedial/Prep		#	Gain	#	Gain	#	Gain	#	Gain	#	Gain
1. Math		17	1.5		2.1			332	1.0		
2. English		17	1.4		1.0			332	1.0		
3. Reading		17	.8		1.7			332	1.1		
IX. GED Preparation											
A. # who took GED		99		15		10		66		14	
B. # who passed GED		84		15		10		36		13	
C. # who failed GED		6		0		0		30		1	
D. # who had no scores reported		9		0		0		0		0	

I. Project Name		Minneapolis Community College, Minneapolis, MN	CUNY Bronx Community College, New York, NY	North Dakota State University, Fargo, ND	Central State University, Dayton, OH	Cuyahoga Community College - Western Campus, Parma, OH		
II. Entry Requirements/Levels		None	None	GED Program: SCAT Rem/Prep: SCAT; Institutional Testing	3.5 grade level	None		
III. Program Description:		ITED: TABE Locator Test and Levels M & D	California Achievement Test, Form 19C (Reading) and Form 5A (Math)	School and College Ability Test (SCAT)	Stanford Achievement Test (SAT)	Cuyahoga Community College English and Math Placement Tests		
A. Standardized or Diagnostic Tests Used (Please list)								
B. Calendar System:								
1. Quarter		X		X	X	X		
2. Semester								
3. Other			X*					
C. SAA Approval (check one - indicate # of hours)								
1. # Clock Hours = Full-time		20	25	25 (GED)	25	22		
2. # Credit Hours = Full-time				12 (Refresher)		12		
D. Types of Instruction & Yearly Goal Per Type		Please Check	Goal (#)	Please Check	Goal (#)	Please Check	Goal (#)	
1. Pre-GED (grades 1-9)		X	} 150	--	--	X	} 40	
2. GED (grades 9-12)		X		X	190	X		40
3. Remedial/Prep Refresher		X		X	8	X		110
IV. Recruitment								
A. Contacts - Informal		931	250	527	923	1,340		
B. Contacts - Formal		253	200	297	673	394		
V. Primary Action (from IV-B)								
A. Actually enrolled in VUB		207	198	141	270	276		
B. Placed in college		20	2	46	132	87		
C. Placed in other educational opportunity		7	0	31	69	17		
D. Referred to job opportunity		5	0	24	33	9		
E. Not eligible because of income-referred to other agency		4	0	20	24	5		
F. Other		10	0	35	145	0		

* Two 4½ month cycles per year.

	Minneapolis Community College	CUNY Bronx Community College	North Dakota State University	Central State University	Cuyahoga Community College					
VI. Actually enrolled in VUB (from V-A above)	207	198	141	270	276					
A. # completing program	112	60	80	67	118					
B. # continuing into next report period	13	0	26	55	81					
C. # who withdrew (total)	82	138	35	148	77					
1. Reason for withdrawal										
a. Registered/never entered	53	33	20	64	9					
b. Personal withdrawal	26	36	10	38	41					
c. Excessive absence	2	67	4	46	17					
d. Other	1	2	1	0	10					
VII. Completing program (from VI-A above)										
A. Applied for admission to college/other training	56	40	58	39	104					
1. Entered college	24	40	42	35	87					
2. Entered other training	32	0	16	4	17					
B. Job	48	0	17	6	9					
C. Other	8	20	5	22	5					
VIII. Academic Improvement										
A. Pre-GED	#	Gain	#	Gain	#	Gain	#	Gain	#	Gain
1. Math						.9				
2. English						.8				
3. Reading						1.1				
B. GED	#	Gain	#	Gain	#	Gain	#	Gain	#	Gain
1. Math		1.2*				1.5		1.4		
2. English		1.5*				1.5		1.0		
3. Reading		1.8*				2.0		1.4		
C. Remedial/Prep	#	Gain	#	Gain	#	Gain	#	Gain	#	Gain
1. Math						1.5		1.1		3.5
2. English						1.5		1.1		3.5
3. Reading						2.0		2.0		3.5
IX. GED Preparation										
A. # who took GED	37	93	15	17	8					
B. # who passed GED	29	59	13	17	4					
C. # who failed GED	8	34	2	0	0					
D. # who had no scores reported	0	0	0	0	4					

*All three academic levels are included in this calculation.

I. Project Name		University of Cincinnati, Cincinnati, OH	University of Utah, Salt Lake City, UT	ASPIRA, Inc of Puerto Rico, Rio Piedras, PR	Alabama Center for Higher Education, Birmingham, AL						
II. Entry Requirements/Levels		None	Must have completed 9th grade or equivalent	None	None						
III. Program Description:		Stanford Reading; Michigan Math; Michigan English	Stanford Achievement Language & Math Computation; Nelson-Denny Reading; McGraw-Hill Writing & Math	Placement and diagnostic test prepared by each professor according to content							
A. Standardized or Diagnostic Tests Used (Please list)											
B. Calendar System:											
1. Quarter		X	X								
2. Semester				X							
3. Other							X				
C. SAA Approval (check one - indicate # of hours)											
1. # Clock Hours = Full-time		25		25			25				
2. # Credit Hours = Full-time			12								
D. Types of Instruction & Yearly Goal Per Type		Please Check	Goal (#)	Please Check	Goal (#)	Please Check	Goal (#)	Please Check	Goal (#)	Please Check	Goal (#)
1. Pre-GED (grades 1-9)		X	78	--	--	X	24	--	--		
2. GED (grades 9-12)		X	7		--	X	41	X	200		
3. Remedial/Prep Refresher		X	65	X	150	X	35	X			
IV. Recruitment											
A. Contacts - Informal		1,100		270		250		200			
B. Contacts - Formal		252		150		125					
V. Primary Action (from IV-B)											
A. Actually enrolled in VUB		189		135		100		*			
B. Placed in college		10		0		25					
C. Placed in other educational opportunity		0		5		0					
D. Referred to job opportunity		53		0		0					
E. Not eligible because of income-referred to other agency		0		10		0					
F. Other		0		0		0					

* Information for Part V, A-F is not available.

University of
CincinnatiUniversity
of Utah

ASPIRA, Inc.

Alabama Center for
Higher Education

VI. Actually enrolled in VUB (from V-A above)	189	135	100	*		
A. # completing program	96	68	97			
B. # continuing into next report period	18	18	0			
C. # who withdrew (total)	75	49	3			
1. Reason for withdrawal						
a. Registered/never entered	39	29	0			
b. Personal withdrawal	12	15	2			
c. Excessive absence	17	5	0			
d. Other	7	0	1			
VII. Completing program (from VI-A above)						
A. Applied for admission to college/other training	47	64	60	*		
1. Entered college	38	62	25			
2. Entered other training	9	2	1			
B. Job	26	3	0			
C. Other	23	1	37			
VIII. Academic Improvement						
A. Pre-GED	#	Gain	#	Gain	#	Gain
1. Math		15.5*				
2. English		4.4*				
3. Reading		.2				
B. GED	#	Gain	#	Gain	#	Gain
1. Math		15.5*			4 grades	
2. English		4.4*			4 grades	
3. Reading		2.2			4 grades	
C. Remedial/Prep	#	Gain	#	Gain	#	Gain
1. Math		15.5*	86	2.0		
2. English		4.4*	86	2.2		
3. Reading		1.3	86	---		
IX. GED Preparation						
A. # who took GED	19	N/A	41	54		
B. # who passed GED	17	N/A	41	44		
C. # who failed GED	2	N/A	0	10		
D. # who had no scores reported	0	N/A	0	0		

*average raw score improvement based on pre- and post-tests

* Information for Parts VI and VII is not available.

I. Project Name		St. Edward's University, Austin, TX		Mt. Hood Community College, Veterans Education Ctr of OR, Portland, OR							
II. Entry Requirements/Levels		None		None							
III. Program Description:		California Achievement A & B; GATB; FRIO-B; Nelson-Denny Reading Test; Kuder Interest Inventory		California Test of Basic Skills; Hackman-Gaither; Strong-Campbell; Pre-GED							
A. Standardized or Diagnostic Tests Used (Please list)											
B. Calendar System:											
1. Quarter				X							
2. Semester		X									
3. Other											
C. SAA Approval (check one - indicate # of hours)											
1. # Clock Hours = Full-time		25		23							
2. # Credit Hours = Full-time											
D. Types of Instruction & Yearly Goal Per Type		Please Check	Goal (#)	Please Check	Goal (#)	Please Check	Goal (#)	Please Check	Goal (#)	Please Check	Goal (#)
1. Pre-GED (grades 1-9)				X	15						
2. GED (grades 9-12)		X	150	X	100						
3. Remedial/Prep Refresher		X		X	20						
IV. Recruitment											
A. Contacts - Informal		210		262							
B. Contacts - Formal		117		262							
V. Primary Action (from IV-B)											
A. Actually enrolled in VUB		107		171							
B. Placed in college		5		59							
C. Placed in other educational opportunity		0		1							
D. Referred to job opportunity		0		31							
E. Not eligible because of income-referred to other agency		5		0							
F. Other		0		0							

VI. Actually enrolled in VUB (from 7-A above)		107	171						
A. # completing program		54	102						
B. # continuing into next report period		10	19						
C. # who withdrew (total)		53	50						
1. Reason for withdrawal									
a. Registered/never entered		2	0						
b. Personal withdrawal		31	19						
c. Excessive absence		0	30						
d. Other		20	1						
VII. Completing program (from VI-A above)									
A. Applied for admission to college/other training		40	60						
1. Entered college		5	59						
2. Entered other training		2	1						
B. Job		1	31						
C. Other		13	11						
VIII. Academic Improvement									
A. Pre-GED		#	Gain	#	Gain	#	Gain	#	Gain
1. Math				109	2.9				
2. English				109	1.6				
3. Reading				109	1.3				
B. GED		#	Gain	#	Gain	#	Gain	#	Gain
1. Math				51	4.8				
2. English				51	2.0				
3. Reading				51	1.1				
C. Remedial/Prep		#	Gain	#	Gain	#	Gain	#	Gain
1. Math				11	2.3				
2. English				11	.0				
3. Reading				11	.0				
IX. GED Preparation									
A. # who took GED		25	12						
B. # who passed GED		16	12						
C. # who failed GED		2	0						
D. # who had no scores reported		7	0						

I. Project Name		Santa Rosa Jr. College Santa Rosa, CA	Univ. of Alabama University, AL	Eastern Ky Univ. Richmond, KY	Humboldt State College Arcata, CA	Metropolitan State College Arvada, CO	Totals
<i>N = 24</i>							
II. Entry Requirements/ Levels		None	None	None	None	None	
III. Program Description:							
A. Standardized or Diagnostic Tests Used (Please list)		Stanford Diagnostic; CTBS, Forms S&T Math STEP-test; SRA Read. & Eng	GEPI; Meyers-Briggs; Strong-Campbell; Hall Vocational Interest Inv.	CTBS; TABE; GEPI Official GED, Practice Test, forms A & B	STEP Reading & Writing; McGraw-Hill Mathematics; Nelson-Denny Reading	McGraw-Hill Basic Skills System; Strong-Campbell Vocational Interest Inv.	
B. Calendar System:							
1. Quarter					X		
2. Semester		X				X	
3. Other			X**	X*			
C. SAA Approval indicate # hrs. (check one -)							
1. # Clock Hours = Full-time		18	25	25	30	20	
2. # Credit Hours = Full-time		12		15			
D. Types of Instruction & Yearly Goal Per Type		Please check	Goal (#)	Please check	Goal (#)	Please check	Goal (#)
1. Pre-GED (grades 1-9)		X	26	--	--	--	--
2. GED (grades 9-12)		X	20	X	100	--	100
3. Remedial/Prep Refresher		X	30	--	--	X	137
IV. Recruitment							
A. Contacts - Informal		1750	2300	2075	2104	3550	
B. Contacts - Formal		228	220	425	96	377	
V. Primary Action (from IV-B)							
A. Actually enrolled in VUB		73	136	172	68	243	
B. Placed in College		125	26	27	0	14	
C. Placed in other educational opportunity		0	9	14	0	37	
D. Referred to job opportunity		5	15	12	6	20	
E. Not eligible because of income referred to other agency		25	10	7	5	3	
F. Other		0	24	193	17	60	

** 20 weeks continuous

* New class starts 1st Monday of each month

VI. Actually enrolled in VUB (from V-A above)		73	136	172	68	243
A. # completing program		47	70	81	46	119
B. # continuing into next report period		0	10	3	0	0
C. # who withdrew (total)		26	56	88	22	124
1. Reason for withdrawal						
a. Registered/never entered		6	5	4	2	51
b. Personal withdrawal		15	43	16	11	23
c. Excessive absence		5	3	17	0	39
d. Other		0	5	51	9	11
VII. Completing program (from VI-A above)		47	70	81	46	119
A. Applied for admission to college/other training		4	35	54	46	73
1. Entered college		N/A	26	30	38	50
2. Entered other training		N/A	9	24	2	23
B. Job		N/A	15	1	6	35
C. Other		N/A	20	26	0	11
VIII. Academic Improvement						
A. Pre-GED	#	Gain	#	Gain	#	Gain
1. Math	12	3.9			7	1.3
2. English	12	3.5			7	1.6
3. Reading	12	5.5			7	1.3
B. GED	#	Gain	#	Gain	#	Gain
1. Math	20	3		1.5		.9
2. English	20	4		.5		.5
3. Reading	20	3		1		.8
C. Remedial/Prep	#	Gain	#	Gain	#	Gain
1. Math	20	4		.5		.4
2. English	20	4		1		1.3
3. Reading	20	4		.5		1.1
IX. GED Preparation						
A. # who took GED		12	9	62	3	40
B. # who passed GED		12	6	52	3	26
C. # who failed GED		0	1	3	0	14
D. # who had no scores reported		0	2	7	0	0

I. Project Name		Wayne State University Detroit, MI	Central State University Dayton, OH	North Dakota State University Fargo, ND	Aspira Inc. de Puerto Rico Rio Piedras, P.R.	CUNY-Manhattan Community Coll New York, N.Y.	
II. Entry Requirements/Levels		None	3.5 grade level	For remedial/ refresher program - statement of intent for partic. school	None	BOTEL Locator Test of Opposites	
III. Program Description:		TABE	SAT	SCAT; Nelson-Denny Reading; academic test for each course	Placement test; Diagnostic test proposed by professors	Test of Adult Basic Education Teacher-made diagnostic test	
A. Standardized or Diagnostic Tests Used (Please list)							
B. Calendar System:							
1. Quarter			X				
2. Semester		X			X	X	
3. Other				X*			
C. SAA Approval (check one - indicate # of hours)							
1. # Clock Hours = Full-time		18.5	25	GED-20; rem.-12	26	25	
2. # Credit Hours = Full-time							
D. Types of Instruction & Yearly Goal Per Type		Please Check	Goal (#)	Please Check	Goal (#)	Please Check	Goal (#)
1. Pre-GED (grades 1-9)		X		X	20	X	34
2. GED (grades 9-12)		X	150	X	40	X	33
3. Remedial/Prep Refresher		X		X	90	X	33
IV. Recruitment							
A. Contacts - Informal		480	718	265	210	67	
B. Contacts - Formal		480	601	265	100	67	
V. Primary Action (from IV-B)							
A. Actually enrolled in VUB		240	236	132	100	55	
B. Placed in college		200	101	56	0	10	
C. Placed in other educational opportunity		27	47	22	0	2	
D. Referred to job opportunity		3	14	13	0	0	
E. Not eligible because of income- referred to other agency		10	0	1	0	0	
F. Other		0	203	41	0	0	

* Program operates continuously
(open entry, open exit)

VI. Actually enrolled in VUB (from V-A above)		Wayne State University	Central State University	North Dakota State University	Aspira Inc. de Puerto Rico	CUNY - Manhattan Community College					
		240	236	132	100	55					
A. # completing program		68	87	79	93	23					
B. # continuing into next report period		98	0	20	0	4					
C. # who withdrew (total)		74	149	33	7	28					
1. Reason for withdrawal											
a. Registered/never entered		33	56	0	0	11					
b. Personal withdrawal		16	14	16	6	5					
c. Excessive absence		25	45	4	1	12					
d. Other		0	34	13	0	0					
VII. Completing program (from VI-A above)		68	87	79	93	23					
A. Applied for admission to college/other training		65	24	67	90	12					
1. Entered college		38	21	47	20	10					
2. Entered other training		27	3	20	1	2					
B. Job		3	16	8	10	6					
C. Other		0	47	4	59	5					
VIII. Academic Improvement											
A. Pre-GED		#	Gain	#	Gain	#	Gain	#	Gain	#	Gain
1. Math			.5		.9		60		0		0
2. English			.8		1.4		25		0		0
3. Reading			.7		.5		--		1.2		1.2
B. GED		#	Gain	#	Gain	#	Gain	#	Gain	#	Gain
1. Math			.6		.2		.5		50		0
2. English			.7		.7		1.5		25		0
3. Reading			.7		.6		1.5		--		1.2
C. Remedial/Prep		#	Gain	#	Gain	#	Gain	#	Gain	#	Gain
1. Math			1.5		.6		.5		45		
2. English			1.		1.1		.5		23		
3. Reading			1.		1.1		1.75		--		
IX. GED Preparation											
A. # who took GED		43	19	10	23	23					
B. # who passed GED		16	12	4	23	10					
C. # who failed GED		9	7	1	0	16					
D. # who had no scores reported		18	0	5	0	7					

I. Project Name		Mount Hood <input checked="" type="checkbox"/> Community Coll. Portland, OR	Bemidji State <input checked="" type="checkbox"/> University Bemidji, MN	Weber State College Ogden, UT	Arizona State <input checked="" type="checkbox"/> University Tempe, AZ					Totals
II. Entry Requirements/ Levels		None	None	None	None					
III. Program Description:		California Test of Basic Skills	ABLE	Writing Pre-test; WSC local reading test; McGraw Hill Basic Skills Area; Edu. Testing Svc. math pre-test	CTB/McGraw Hill & Metropolitan					
A. Standardized or Diagnostic Tests Used (Please list)										
B. Calendar System:										
1. Quarter		X	X	X						
2. Semester					X					
3. Other										
C. SAA Approval (check one - indicate # hrs.)										
1. # Clock Hours = Full-time		23	20	25	25					
2. # Credit Hours = Full-time				12						
D. Types of Instruction & Yearly Goal Per Type		Please check	Goal (#)	Please check	Goal (#)	Please check	Goal (#)	Please check	Goal (#)	
1. Pre-GED (grades 1-9)		X	15	X	10			X		
2. GED (grades 9-12)		X	100	X	15			X	150	
3. Remedial/Prep Refresher		X	20	X	90	X	75	X		
IV. Recruitment										
A. Contacts - Informal		141	2500	854	6620					
B. Contacts - Formal		141	124	157	530					
V. Primary Action (from IV-B)										
A. Actually enrolled in VUB		113	70	75	196					
B. Placed in College		26	38	23	64					
C. Placed in other educational opportunity		2	5	4	16					
D. Referred to job opportunity		0	10	43	14					
E. Not eligible because of income referred to other agency		0	1	12	13					
F. Other		0	0	0	227					

VI. Actually enrolled in VUB (from V-A above)	113	70	75	196		
A. # completing program	48	54	47	106		
B. # continuing into next report period	17	0	13	38		
C. # who withdrew (total)	48	16	15	52		
1. Reason for withdrawal						
a. Registered/never entered	0	11	8	19		
b. Personal withdrawal	30	4	4	27		
c. Excessive absence	10	0	3	6		
d. Other	8	1	0	0		
VII. Completing program (from VI-A above)	48	54	47	106		
A. Applied for admission to college/other training	28	43	6	82		
1. Entered college	26	38	23	78		
2. Entered other training	2	5	0	4		
B. Job	20	11	18	25		
C. Other	0	0	0	3		
VIII. Academic Improvement						
A. Pre-GED	#	Gain	#	Gain	#	Gain
1. Math	71	3.4		17.29%		
2. English	71	2.4		3.57%		
3. Reading	71	1.6		4.71%		
B. GED	#	Gain	#	Gain	#	Gain
1. Math	30	4.8			41	1.9
2. English	30	2.4			41	1.4
3. Reading	30	1.4			41	1.5
C. Remedial/Prep	#	Gain	#	Gain	#	Gain
1. Math	12	2.6			22%	155
2. English	12				61%	155
3. Reading	12				38.3%	155
IX. GED Preparation						
A. # who took GED	24	7	6	25		
B. # who passed GED	22	5	6	10		
C. # who failed GED	0	2	0	1		
D. # who had no scores reported	2	0	0	14		

I. Project Name		Southern Ill University Edwardsville, IL	Minneapolis Comm. College Minneapolis, MN	St. Edward's University Austin, TX	Univ. of Utah Salt Lake City, Utah	Vincennes Univ Vincennes, IN	Totals
II. Entry Requirements/ Levels		None	None	None	None	None	
III. Program Description:		California Test of Adult Basic Edu. (CTABE); GEPI; Iowa Silent Reading	ITED; TABE	California Achievement Test	Nelson-Denny; McGraw-Hill Study Skills; Stanford Achievement (Math Comp & Lang; Arith. Skills Diag.	WRAT; CAT; Pre-GED; Harrington- O'Shea	
A. Standardized or Diagnostic Tests Used (Please list)							
B. Calendar System:							
1. Quarter		X	X		X	3	
2. Semester				X		5	
3. Other							
C. SAA Approval indicate # hrs. (check one -							
1. # Clock Hours = Full-time			20	370		25 (GED)	
2. # Credit Hours = Full-time		12			12	12 (Refresher)	
D. Types of Instruction & Yearly Goal Per Type		Please check	Goal (#)	Please check	Goal (#)	Please check	Goal (#)
1. Pre-GED (grades 1-9)				X		N/A	X 10
2. GED (grades 9-12)		X	50	X	150		X 30
3. Remedial/Prep Refresher		X	100	X			X 75
IV. Recruitment							
A. Contacts - Informal		2500	1242	2400	200	460	
B. Contacts - Formal		180	250	260	175	241	
V. Primary Action (from IV-B)							
A. Actually enrolled in VUB		180	225	121	125	135	
B. Placed in College		0	9	18		42	
C. Placed in other educational opportunity		0	4	0	0	21	
D. Referred to job opportunity		0	5	121	0	12	
E. Not eligible because of income referred to other agency		0	2	0	40	25	
F. Other		0	5	0	10	6	

Southern Ill.
UniversityMinneapolis
Comm. CollegeSt. Edward's
UniversityUniversity of
UtahVincennes
University

VI. Actually enrolled in VUB (from V-A above)

- A. # completing program
B. # continuing into next report period
C. # who withdrew (total)

180	225	121	125	135
76	93	58	86	90
23	35	0	0	0
81	97	63	39	45

1. Reason for withdrawal

- a. Registered/never entered
b. Personal withdrawal
c. Excessive absence
d. Other

13	58	22	17	5
51	28	3	22	22
17	8	38	--	15
0	3	0	--	3

VII. Completing program (from VI-A above)

- A. Applied for admission to college/other training
1. Entered college
2. Entered other training
B. Job
C. Other

76	93	--	90
60	45	--	76
40	14	--	57
2	31	--	19
0	34	--	6
16	14	--	8

VIII. Academic Improvement

A. Pre-GED	#	Gain	#	Gain	#	Gain	#	Gain	#	Gain
1. Math										8.5
2. English										8.1
3. Reading										8.2
B. GED	#	Gain	#	Gain	#	Gain	#	Gain	#	Gain
1. Math	46/20	1.6		1.6	8	.05				1.3
2. English	Pre/	.7		1.9		.0				1.4
3. Reading	Post	.9		1.2		-.3				2.2
C. Remedial/Prep	#	Gain	#	Gain	#	Gain	#	Gain	#	Gain
1. Math	72/78	2.2			50	1.2	86	1.		.5
2. English		1.1				2.03		1.5		1.7
3. Reading		0				-.16		19%ile		1.5

IX. GED Preparation

- A. # who took GED
B. # who passed GED
C. # who failed GED
D. # who had no scores reported

48	31	8	0	22
14	25	2	0	15
4	2	6	0	5
30	4	0	0	2

I. Project Name	East Tenn. State Univ. Johnson City, TN	Univ. of Mass ^{OK} Boston Dorchester, MA	Lake Land Coll. Mattoon, IL	San Francisco State Univ. San Francisco, CA	Cuyahoga Comm. College Parma, OH	Totals					
II. Entry Requirements/ Levels	None	None	None	None	None						
III. Program Description:											
A. Standardized or Diagnostic Tests Used (Please list)	GED pretests in all major areas McGraw Hill Basic Skills in Eng. Math Read.	"in-house" diag tests based on University Placement Tests	WRAT; Diagnostic Reading; GED Practice Tests	CTBS, Level 4 Forms S & T	Cuyahoga Comm. College English and Math Placement Tests						
B. Calendar System:											
1. Quarter			X	X	X						
2. Semester	X	X									
3. Other											
C. SAA Approval indicate # hrs. (check one -)											
1. # Clock Hours = Full-time			--	25							
2. # Credit Hours = Full-time	12 CEU	12	--		12						
D. Types of Instruction & Yearly Goal Per Type	Please check	Goal (#)	Please check	Goal (#)	Please check	Goal (#)	Please check	Goal (#)	Please check	Goal (#)	
1. Pre-GED (grades 1-9)	X	0	X	0	--						
2. GED (grades 9-12)	X	75	X	50	--	X	75	X	40		
3. Remedial/Prep Refresher	X	50	X	100	--	X	75	X	110		
IV. Recruitment											
A. Contacts - Informal	340	500	115	202	1280						
B. Contacts - Formal	50	300	98	202	270						
V. Primary Action (from IV-B)											
A. Actually enrolled in VUB	33	148	52	197	162						
B. Placed in College	10	75	5	0	67						
C. Placed in other educational opportunity	4	6	3	0	12						
D. Referred to job opportunity	6	4	5	0	7						
E. Not eligible because of income referred to other agency	0	67	8	5	22						
F. Other	3	0	25	0	0						

VI. Actually enrolled in VUB (from V-A above)		33	148	N/A *	197	162		
A. # completing program		14	118		93	79		
B. # continuing into next report period		5	14		--	37		
C. # who withdrew (total)		14	16		104	46		
1. Reason for withdrawal								
a. Registered/never entered		5	4		16	19		
b. Personal withdrawal		5	5		39	16		
c. Excessive absence		4	7		49	11		
d. Other		0				--		
VII. Completing program (from VI-A above)		14	118		93			
A. Applied for admission to college/other training		10	91		81	79		
1. Entered college		6	75		78	67		
2. Entered other training		--	10		3	12		
B. Job		4	4		5	--		
C. Other		--	23		10	12		
VIII. Academic Improvement								
A. Pre-GED	#	Gain	#	Gain	#	Gain	#	Gain
1. Math								
2. English								
3. Reading								
B. GED	#	Gain	#	Gain	#	Gain	#	Gain
1. Math						2.3		
2. English						4		
3. Reading						4		
C. Remedial/Prep	#	Gain	#	Gain	#	Gain	#	Gain
1. Math								3.5
2. English								3.5
3. Reading								3.5
IX. GED Preparation								
A. # who took GED		5	19	9	22	5		
B. # who passed GED		5	19	7	22	2		
C. # who failed GED		0	0	1	0	0		
D. # who had no scores reported		2	0	1	0	3		

* Developed SAA & VA approval during this period

DATA COMPARISON

1978 - 1981

<u>Recruitment</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>	<u>Three Year Total</u>
A. Contacts, informal (phone contacts, mailings, etc.)	23,290	30,764	32,873	86,927
B. Contacts, formal (personal on-site interviews with veterans)	6,927	7,657	5,837	20,431
<u>Primary Action (from Recruitment Sect.)</u>				
A. Actually enrolled in VUB	3,435	4,209	3,287	10,931
B. Placed in college	664	883	936	2,483
C. Placed in other educational opportunities	271	448	235	954
D. Referred to job opportunities	440	419	315	1,174
E. Not eligible because of income; referred to other agency	404	456	256	1,116
F. Other	264	857	814	1,935
<u>Actually Enrolled in VUB (from primary Action Section above)</u>				
A. Number completing program	1,711	1,804	1,675	5,190
B. Number continuing into next report period	404	765	317	1,486
C. Number who withdrew (total)	1,337	1,650	1,243	4,230
1. Reason for withdrawal:				
a. Registered/never entered	386	469	365	1,220
b. Personal withdrawal	522	584	421	1,527
c. Excessive absence	350	398	319	1,067
d. Other	79	199	138	416

<u>Completing Program (from Actually Enrolled in VUB)</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>	<u>Three Year Total</u>
A. Applied for admission to college or other training	1,047	1,263	1,071	3,381
1. Entered college	893	961	782	2,636
2. Entered other training	177	209	199	585
B. Job	267	227	227	721
C. Other	220	314	258	792
 <u>GED Preparation</u>				
A. Number who took GED	985	847	475	2,307
B. Number who passed GED	750	636	318	1,704
C. Number who failed GED	186	158	72	416
D. Number who had no scores reported	49	53	97	199