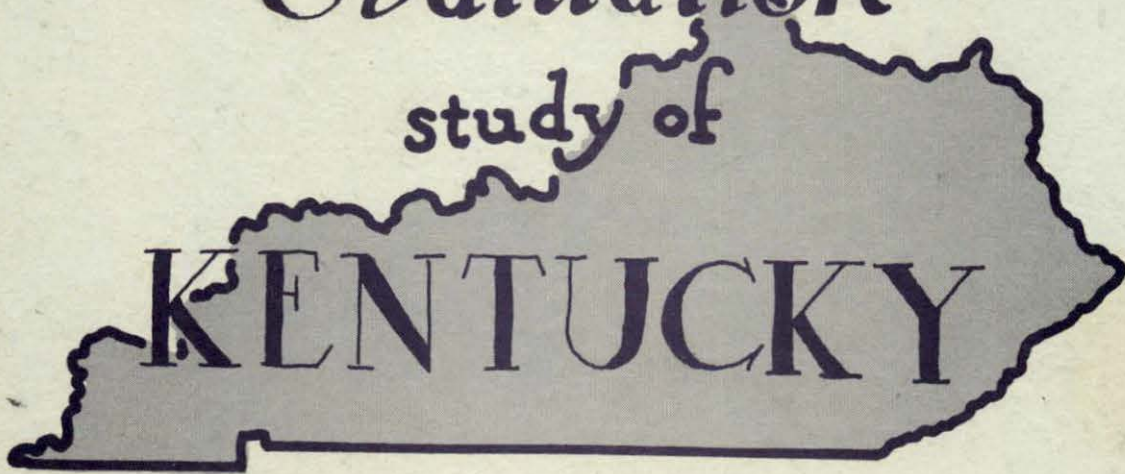


---

---

*Evaluation*  
study of  
**KENTUCKY**



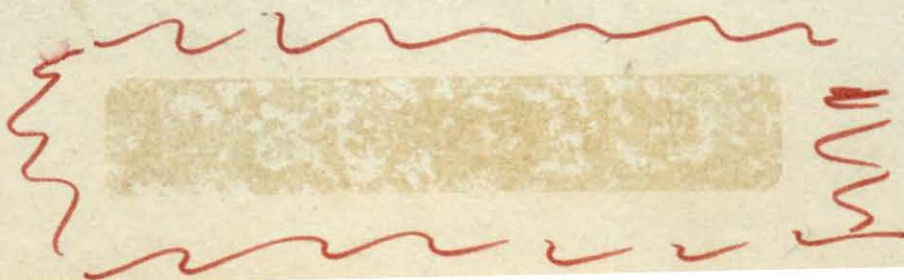
*Adult Basic  
Education  
Program*

---

---

STATE DEPARTMENT OF EDUCATION  
DIVISION OF ADULT EDUCATION  
FRANKFORT, KENTUCKY

1969



ACHIEVEMENTS OF THE  
KENTUCKY ADULT BASIC EDUCATION PROGRAM

1969

"ACHIEVEMENTS OF THE  
KENTUCKY ADULT BASIC EDUCATION PROGRAM  
1969"

TABLE OF CONTENTS

Foreword . . . . .	i
Letter of Authorization . . . . .	iii
Letter of Transmittal . . . . .	iv
Roster of Evaluation Team Members . . . . .	v
SUMMARY:	
MAJOR COMMENDATIONS AND RECOMMENDATIONS	
Part I Major Commendations . . . . .	2-8
Part II Major Recommendations . . . . .	9-25
THE REPORT:	
Chapter I Procedures of the Evaluation . . . . .	26-37
Chapter II Purposes and Organization . . . . .	38-51
Chapter III Instructional Program . . . . .	52-71
Chapter IV Characteristics of Students . . . . .	72-102
Chapter V Student Attitudes . . . . .	103-122
Chapter VI Student Services . . . . .	123-141
Chapter VII Staff . . . . .	142-167
Chapter VIII Community Relationships . . . . .	168-180
Chapter IX Financial Control and Record Keeping . . . . .	181-198
APPENDICES . . . . .	199

## FOREWORD

One of the most difficult problems of any educational program is the evaluation of that program - an assessment of the degree of success in achieving stated goals. Because evaluation is difficult, it frequently is avoided or superficially conducted. Those responsible for the Kentucky Adult Basic Education Program, however, have faced the problem in a courageous manner and have provided for the design and conduct of a systematic evaluation study.

With professional satisfaction and personal pleasure, the Evaluation Team gathered and analyzed information, observed activities, talked with students, teachers, and officials, and now present this final report. If the study is helpful, the students of today and tomorrow will profit. If the staff recommendation that the program be constantly reappraised and improved on the basis of continuing reappraisal becomes normal practice, the profit will be greatly accelerated.

The presence of many undereducated adults in Kentucky is an acknowledged fact. The number of this target population for the

Adult Basic Education Program will continue to challenge the educator and to represent vast unused human resources. Governmental units at the national, regional, state, and local levels have responded to the challenge by providing a program design and funds for its implementation. Teachers and administrators have inaugurated the program. A real beginning has been accomplished.

The reader of this report of a systematic study will be thrilled by the description of the instructional program given in Chapter III. The work by dedicated and enthused teachers has not gone by unnoticed. The demographic data of Chapter IV are probably the most extensive of any adult education population. The Evaluation Team, however, hopes that the reader will not only read these interesting descriptions of students and program, but will carefully consider the recommendations and take appropriate action for the adoption of those which he approves.

Dr. Maurice Seay

**Appalachian Adult Basic Education Demonstration Center**

UPO Box 1353, Morehead State University, Morehead, Kentucky 40351 Phone (606) 784-9229

January 15, 1969

Mr. Ted Cook, Director  
 Division of Adult Education  
 Bureau of Vocational Education  
 Commonwealth of Kentucky  
 Department of Education  
 Frankfort, Kentucky



Dear Mr. Cook:

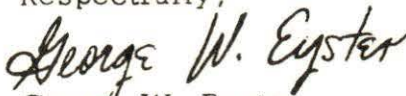
The Appalachian Adult Basic Education Demonstration Center has agreed to administer the conduct of a systematic Evaluation Study of the Kentucky Adult Basic Education Program in accordance with Federal and Region III guidelines.

The AABEDC has selected a group of technically skilled and professionally competent consultants to serve as a Special Kentucky Adult Basic Education Program Evaluation Study Task Force.

The Task Force has accepted the charge and responsibility as described in the AABEDC Kentucky Adult Basic Education Program Evaluation Study submitted to your offices in October, 1968: "to isolate program strengths and weaknesses, and to recommend practical program changes or alternatives for the improvement, effectiveness and efficiency of adult basic education in Kentucky."

The Kentucky Adult Basic Program Evaluation Study will be designed to present the Program as it exists; to suggest ways of improvement based upon archival and collected data; and, to identify the implications and effect of adult basic education reflected in over-arching, social-psychological and economic problems related to the Kentucky, Appalachian, and National Adult Basic Education Programs.

Respectfully,



George W. Eyster  
 Executive Director

GWE:cw

. Sasser

Ramsay

. Parker

. Sasser

Ramsay

ster

ler

ay

err

llesen  
J. JohnsonNIA  
CK  
gess

AN REGIONAL COMMISSION  
 Foltz,  
 Director, Education Committee

STATES OFFICE OF EDUCATION  
 al:ue  
 ordinator

AN DEMONSTRATION CENTER  
 rfleet  
 State University  
 ident, Research & Development

. Eyster  
 DIRECTOR

THE UNIVERSITY OF MICHIGAN

ANN ARBOR

July 11, 1969

Mr. George W. Eyster  
Executive Director  
Appalachian Adult Basic  
Education Demonstration Center  
UPO BOX 1353  
Morehead State University  
Morehead, Kentucky 40351

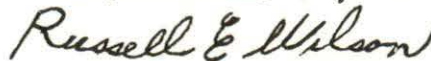
Dear Mr. Eyster:

In response to the leadership proposal generated in your Demonstration Center at Morehead State University to undertake an Evaluation Study of the Kentucky Adult Basic Education Program, we were able to form an Evaluation Task Force and to conduct the study proposed in your letter of January 15, 1969, to Mr. Ted Cook, Director for Kentucky.

The Evaluation Task Force was strengthened and balanced by representatives from several major universities. Also, and quite by coincidence, all of the professional members of the Evaluation Team had worked previously in Kentucky. In particular, both Dr. Maurice Seay and Dr. Stanley Hecker received nation-wide recognition for their educational leadership while serving Kentucky.

At this time the research is done through the great efforts of the Research Associates and the report is now yours.

Respectfully yours,



Russell E. Wilson, Executive Director  
Evaluation Task Force

REW/hmc

P.S. The greatness of the Commonwealth of Kentucky will be in the minds of all of the team forever, thanks to you.

## ROSTER OF EVALUATION TEAM MEMBERS

PROFESSIONAL TASK FORCE

Dr. Dan H. Cooper, Editorial Director,  
University of Michigan

Mr. George Eyster, (Ex Officio),  
Morehead University

Dr. Stanley Hecker, Finance Director,  
Michigan State University

Dr. Howard McCluskey, Co-Chairman,  
University of Michigan

Dr. Maurice Seay, Co-Chairman,  
Western Michigan University

Dr. Russell Wilson, Executive Director,  
University of Michigan

RESEARCH ASSOCIATES

Mr. William Hafner, University of Michigan

Mr. Barry G. Lucas, Editorial Assistant,  
University of Michigan

Mr. James Phelps, Data Analyst,  
University of Michigan

Mr. Lou Piotrowski, University of Michigan

Mr. Gene Scholes, Coordinator of Research,  
University of Michigan

Mr. Phillip Schoo, University of Michigan

Mrs. Helen Candiotti, Recording Secretary,  
University of Michigan



SUMMARY

MAJOR COMMENDATIONS AND RECOMMENDATIONS

## PART I: MAJOR COMMENDATIONS

While it is expected that all evaluation reports will include some polite remarks aimed at pleasing the people being subjected to the evaluation, the commendations which follow have been selected carefully for the outstanding recognition which they deserve. The general aspects of the Kentucky Adult Basic Education ongoing program which merit high commendation include: (1) outstanding personal administrative leadership at the state department level; (2) great professional dedication by the supervisory and instructional staff; (3) the enthusiastic testimonials volunteered by many students describing their deep satisfaction with their successes in A. B. E. classes; and (4) the high level of public accountability achieved through a superior system of records which not only presents the minutiae of student achievements but also establishes financial accuracy.

More precisely, it is the judgment of the Evaluation Team that several commendations should be presented in more specific detail. Therefore, eight aspects of the Kentucky Adult Basic Education Program have been selected for further commendations in the following paragraphs.

A. Responsible Leadership at the State Level

The Department of Education of Kentucky like those of many other states, performs many responsibilities and functions and thus, it would be easy for a relatively small program like Adult Basic Education to become submerged. However, through interviews, personal association, and examination of archival records, it is evident to every member of the Evaluation Team that the top administration of the state department has supported the A. B. E. Program and that the state department leaders in charge merit a strong commendation for program success and student achievement.

B. Dedicated and Loyal Teachers

The learning-teaching syndrome which is the essence of education occurs best in personal relationships of rapport between students and teachers. Each subsequent chapter of this report contains evidence of outstanding staff groups who are personally committed to helping and stimulating adult students to improve their educational levels. Unquestionably, these dedicated and loyal teachers furnish the most critical element of success for the entire program of Adult Basic Education.

C. A Demand Created for Expanded A. B. E. Programs

It has been a common experience in the lives of professional educators to be involved in, and to know of, enterprising educational programs which have failed. Therefore, it is a distinct pleasure to be able to report that the leaders of the A. B. E. Program in Kentucky have been highly successful in creating a public demand for this essential program. An appropriate observation might be made that if private business had been equally successful in creating a demand for its product, the leaders in that business would be active in seeking capital funds for further expansion.

D. Favorable Student Responses

A major portion of this evaluation process was designed to investigate student perceptions of the A. B. E. Program. The statewide sampling of student opinion by personal interviews and questionnaires strongly testifies to almost unanimously favorable attitudes among A. B. E. students. The personal and sincere anecdotes written by students and referred to in later chapters of this report deserve to be read to be appreciated. And, while other observations are made in this study which record a high dropout rate in some

classes and a need for more classes aimed at under-educated and un-committed adults, it is important to commend those students who do stay with the program and do achieve their personal educational objectives. They have seen the light of knowledge and they know it and they are eager to tell of it.

#### E. Some Excellent Teaching Materials

Another thrust of this evaluation effort was to observe the kinds and quantities of appropriate instructional materials available in A. B. E. classrooms. Significant effort have been made to supply teachers with up-to-date textbooks and supplies of the conventional type. In addition, money has been spent to provide specialized, sequentially-organized sets of tapes, programmed booklets, and audio-visual materials. Of more significance and worthy of particular commendation is the fact that some teachers and classes have gone beyond the use of conventional instructional materials and have begun the development of materials directly related to the educational goals and life patterns of their students. These personalized instructional materials deserve widespread emulation.

#### F. A Functional Data Information and Record System

While many educators are becoming wary of computerized record systems because of the frequent gap between the promises of and the deliveries of facts, the Kentucky record system was a pleasure to behold. A fountain source of data, this system served as the basis for the numerous tables contained in other chapters of this report. All too often, evaluation teams find themselves confronted with and frustrated by an absence of reliable and accurate record systems. Thus, in this instance of the Kentucky A. B. E. Program, the evaluators appreciate and wish to commend the people responsible for creating and maintaining the excellent local and state-wide record system.

#### G. The Positive Attitudes Toward Evaluation

Whether subjected to a needed medical examination, an achievement test, or a banker's financial appraisal, it is natural for humans to react somewhat negatively to evaluation. The platitude that these unpleasant experiences are good for a person, or are essential to full development never fully eases the pain for the examinee. Therefore, all of the Evaluation Team members consider it important to

report the positive attitudes toward the evaluation process which they observed during this study. Especially commendable were: (1) the willingness of students to submit to interviews; (2) the quickness in the return of completed questionnaires; (3) the concern by the members of the A. B. E. staff for promoting a full appraisal of the program; (4) the welcome extended by A. B. E. teachers during classroom observations; and, indeed (5) the personalized hospitalities extended to each team member by all A. B. E. personnel throughout the study. Certainly, the students, the teachers, the supervisors, the local school administrators, and the State Department officials extended themselves personally far beyond the minimum guidelines established in the Federal evaluation plan.

H. The High Quality of Leadership Given by the Appalachian Adult Basic Education Demonstration Center.

This center accepted the responsibility of administering the systematic study. Not only did the staff of the Center render effective administrative service, but even more important, they contributed to this study their understandings of the regional problems, resources, and educational programs.

In summary, these commendations have been stated in some detail because the operators of the Kentucky A. B. E. Program have earned them and deserve recognition for good work. Since the next section of this evaluation report presents a series of recommendations with the inference that the Kentucky A. B. E. Program could be improved and expanded and could encompass new tasks, it is important to repeat that the people carrying on the program now are dedicated, sincere, professionals performing their work with competence and with a highly commendable record of achievement to their credit.



## PART II: MAJOR RECOMMENDATIONS

Because the Evaluation Team sincerely hopes that its recommendations will be read and judged and acted upon, some brief description of who made the recommendations and upon what basis seems appropriate. First, all the members of the Team have traveled, studied or worked in Kentucky on previous occasions. Second, several members of the Team, including Dr. Maurice Seay, Dr. Stanley Hecker, and Dr. Dan H. Cooper, were professional educators in Kentucky for several years. Third, all members of the Evaluation Team assisted in the field work of the evaluations, visiting A. B. E. Programs and personnel in Kentucky during the conduct of the study.

The genesis of the actual recommendations contained in this report includes inputs from: (1) the personal-professional experiences and values of the Evaluation Team members; (2) recent personal visits and interviews during the conduct of the study; (3) the findings and data recorded in the other chapters of this report; and (4) two seminar sessions of two days each for the Evaluation Team and representatives of the Appalachian Adult Basic Education Demonstration Centers from Morehead State University. While these matters

relating to the conduct of the study and to the origins of the recommendations are discussed in more detail in other sections of the report, they are summarized here as background for the observation that some of the recommendations made by the Evaluation Team are derived directly from the facts reported in later chapters of this study, while others are based instead upon the direct observations and judgments of Evaluation Team members or upon the considered opinions growing out of group discussions by the Team members. While the general chapters of the report contain sections of recommendations, this particular treatment encompasses those recommendations of highest priority organized under four major areas of concern: (1) objectives of the A. B. E. Program; (2) problems of administrative management; (3) instructional program improvements; and (4) in-service education.

All of the recommendations have been formulated in the spirit of trying to be helpful in efforts to improve the A. B. E. Program. However, two fundamental aspects of the situation need to be given special emphasis at this point. They are: (1) the present and past level of funds allocated for A. B. E. Programs in Kentucky is a mere pittance when compared to the enormous back-log of under-educated adults which constitute the target population; (2) any major re-allocations

of present funds in line with subsequent recommendations will entail the painful process of "robbing Peter to pay Paul". In public administration, this kind of decision is tough to make and all the members of the Evaluation Team know it. Broadly speaking, however, the Evaluation Team hopes that re-allocations of present scarce funds will be made on the basis of its recommendations. Only thus, it is believed, will the funds now available be used to full advantage, or larger allocations of funds be fully justified.

#### Recommendation A: OBJECTIVES

##### Reconsider Program Objectives for Adult Basic Education

Fortunately, for this discussion, the federal statement of PURPOSES (section 301) includes some useful general wording such as "to improve ... basic education ... for more profitable employment ... to become more productive and responsible citizens."

Also, the statement of GENERAL OBJECTIVES of the Kentucky Program restate these excellent purposes, e. g. :

... to improve opportunities for employment ... to open the door to immediate employment ... to bring about more effective participation in a democratic society... to assist individuals in developing an improved self-concept. ...

The Evaluation Team accepts these general statements and approves of them as excellent general objectives. In any case, they express the intent of the national legislation by which funds are made available for adult basic education. However, given the general objectives stated at national and state levels, attention needs to be directed at the degree to which these objectives remain in focus in the minds of administrators, coordinators, counselors and teachers throughout Kentucky; the degree to which the objectives constitute the focus of program elements; and the degree to which the objectives are the focus of achievements by students in the program. It is the recommendation of this study that these translations of objectives into actual program elements and achievements be carefully re-considered.

When the national and state objectives are viewed analytically, it will be noted that they fall into two broad categories:

1. Employment
2. Citizenship

Furthermore, the federal legislation indicated the type of preparation for employment and citizenship which is intended, namely, basic education, notably literacy training through elementary school grades. Clearly, profitable employment or at least readiness for

specific employment training were of prime importance to the framers of A. B. E. legislation. Clearly, then, the programs in each state, including Kentucky, should press toward this goal. Realistically, the employment goal will be more important for some students than for others. Housewives with families (who appear in large numbers for A. B. E. classes) and the elderly will have less interest in employment than will young men or single women. Furthermore, the academic road to employment for the completely "unlettered" will be long and discouraging. A further reality about "profitable employment" is that some A. B. E. students are already profitably employed in situations where upgrading of employment is unlikely. Finally, it is probable that some adult students or potential students will never find within their spheres profitable employment, regardless of formal schooling and job training. All these considerations lead to the conclusion that "employment" as an educational goal must be sought with great energy by A. B. E. staff in order to achieve any progress in this direction.

Furthermore, the second goal of "citizenship" must be given the highest of priorities, for of the two major goals this is the one which is always applicable at any stage of student achievement for every individual student. This is the goal which can be functional at any level of academic study, beginning with grade one lessons in reading

and arithmetic, and continuing through the most advanced instruction. Citizenship problems centered on such topics as becoming registered to vote, on voting itself, on safety in and outside the home, on maintenance of health, on child-rearing, on conservation and wise use of natural resources constitute a truly "basic" adult education. Hopefully, an end product of this "basic" education will be more profitable employment; but the many other aspects of citizenship are also end products of high significance.

The legislation establishing Adult Basic Education had another meaning, however, for the word "basic", namely, the emphasis on beginning reading, writing, spelling, and arithmetic. Literacy was intended as the principal means, or the intermediate objective leading to citizenship and employment. Here, too, the recommendation is repeated that in Kentucky the working out of the A. B. E. Program objectives be reconsidered to be sure that an emphasis on literacy is vigorously pursued from formal statement through program operation to student achievement.

For this reason, it is recommended as well that consideration be given to developing specific behavioral objectives in line with the intent of the general objectives of the program. The point is that the program should be equipped with objectives easily applicable and

and measurable at the operational level. In other words, the wording of objectives should be such that:

- (a) Teachers and students can become more aware of specific reasons for their participation in A. B. E. classes;
- (b) Learning activities and materials with more relevance to the stated objectives can be prepared and selected;
- (c) The results of learning can become more apparent to the adult students;
- (d) The behavioral changes in the daily life patterns of the students can become apparent and measurable.

And, speaking of behavioral changes in the daily life patterns of the students, the Evaluation Team wishes to stress the need for the development of a system of rewards appropriate to a more intensive focus on literacy training.

Perhaps some comments about the Evaluation Form now being used in Kentucky A. B. E. Programs will help to illuminate this point. As presently designed, this form reports student progress in terms of academic achievement levels in various traditional subject matter areas. Moreover, an important goal in the current reports of progress, or program success, is implied in the large number of students who work toward and pass the G. E. D examination as an

equivalent to high school graduation. This extreme emphasis on academic progress as the most visible measurement of program achievement, and particularly on progress at the upper or high school level, might well be balanced by new Evaluation Forms which would serve to reward progress at the literacy level with regular attention to student behavioral changes such as: (1) How many ABE students have changed their economic situations from "rolls" to "gainful employment"; (2) How many A. B. E. students have changed their citizen behavior by becoming active in scouting, 4H clubs, CAP Programs, etc; (3) How many A. B. E. students have become teacher aides, or paraprofessionals in other A. B. E. Programs; (4) How many A. B. E. students have established family household budgets. The task of expanding these four examples into many behavioral measures of A. B. E. Program general objectives would be appropriate for local citizen committees and the state-wide committee for A. B. E. Programs which are recommended in the federal guidelines. The issue of evaluation -- that is, of testing student behavior in terms of the true objectives of A. B. E. legislation -- may be of such importance as to warrant assignment by contract to a regional university or other independent research team for continuous analysis. The testing of outputs in terms of behavioral objectives can be used and undoubtedly should be used as the ultimate test and the prime criterion for continuous improvement of the program.



## Recommendation B: ADMINISTRATIVE MANAGEMENT

Change Program Budget Priorities and Scope;  
Explore Potential Improvements for Inter-Agency Coordination

It is admittedly hard to argue for changes in successful programs, especially when they are backed by satisfied teachers and gratified students. Many pages of this study support the A. B. E. Program as it is now operating with its major emphasis on completion of high school graduation and achievement of the G. E. D. certificate. Furthermore, there is evidence that if funds were available for the opening of more classes aimed at high school completion, these additional classes would be well received and would be successful as measured by increasing numbers of G. E. D. certificates. In addition, it is probably true that school administrators of traditional educational systems, such as colleges and local public schools, experience a far lower percentage of satisfied student customers than the Kentucky A. B. E. Program now enjoys. Under these happy circumstances which pervade and dominate the A. B. E. Program in Kentucky, it may appear heretical for the Evaluation Team to recommend a re-assessment of the A. B. E. Program budget allocations and priorities.

Furthermore, in recent years, many critics of education have chosen to judge the merits of educational budgets in terms of a high apportionment to direct classroom instruction coupled with a low percentage for administrative costs. An examination of the current budget allocations of the Kentucky A. B. E. Program reveals a percentage for administration far below the federal guidelines.

For several reasons, the Evaluation Team does presume to argue with success and to open the question of programs budget priorities and scope of the A. B. E. Program. The reasons and conditions which motivate this point of view include: (1) the high percentage of current funding devoted to the G. E. D. Program; (2) the low percentage assigned to administration; (3) the need for administrative services in order to achieve the program priorities as expressed in the federal rules and regulations aimed at disinterested adults who would be classified educationally at Levels I and II; (4) the absence of budget items for in-service training, evaluation, student services, and pilot demonstration projects.

It is the recommendation of the Evaluation Team that the scope of program activities be extended and funded, and a different set of priorities be reflected in future budget allocations.

Again, it is important to repeat that before the dollar amounts will be equal to the size of the problem, the Kentucky A. B. E. target population deserves to have federal funds multiplied many times over. And, again, it should be noted that the past expenditures of A. B. E. Funds in Kentucky have produced excellent results for the small percentage of the target population which has persisted in the program. But with present, or preferably with expanded funds, priorities need to be changed to create a program more in harmony with objectives.

Within whatever funds are available for A. B. E. Programs in the future, the following list of budget priorities should be given serious considerations.

- (a) Programs budget amounts aimed first at Level I (basic literacy) populations, second at Level II, and only third at Level III and G. E. D. students.
- (b) Instructional Program improvements including increased amounts for in-service training, life-oriented instructional materials, and continuous evaluation, including self-evaluation by teachers and students.

- (c) Expansion of student services with significant amounts budgeted for such needs as recruitment of students , counseling, transportation, family services supportive of students, dropout follow-up, job up-grading and placement, and terminal interviews.
- (d) Initiation of pilot projects, experimental or demonstration situations, including dissemination funds to expand successful ventures.
- (e) Increased fund allocations for administration and supervision with more full-time administrators and supervisors at both the state and local district levels.
- (f) Assignment of personnel to the difficult and frustrating task of inter-agency liaison and cooperation with other state and federal programs.
- (g) Establishment of curriculum-building and instructional materials programs under the direction of university and community college specialists.
- (h) Establishment and funding the operation of a network of local citizens' committees and an overall state-wide committee dedicated to improvement of Adult Basic Education.

In addition, within the issue of administration management lies the major sub-issue of inter-agency coordination. The Evaluation Team has not had responsibility for exploring inter-agency relationships

fully -- this is a continuous and long-range developmental task. The Evaluation Team members suspect, however, that fruitful avenues of improvement can be found through a full exploration of inter - agency relations. It is recommended that the following avenues of potential inter-agency coordination be explored and developed:

- (a) The possibility that other agencies of government may be in a position to take over some or all of the high school graduation work which now distracts Kentucky A. B. E. from its primary objectives.
- (b) The possibility of improved coordination, perhaps through cooperative preparation of curriculum materials or cooperative local services, or cooperative outreach to target populations in an area, among the many agencies both public and private operating in the realm of adult education on the one hand, and in the realm of improved employment and citizenship on the other hand -- all concerns of A. B. E. Some agency seems needed in the role of coordinator among many interested agencies -- perhaps the Kentucky A. B. E. staff has responsibility to provide for this coordination.

It should be understood that this recommendation goes beyond asking for coordination among strictly educational agencies. This recommendation is also a call for improved coordination of educational with socio-economic agencies whose goals and materials may supplement A. B. E. instructional programs. For example, cooperation should be explored with agricultural extension agencies, health agencies, conservation agencies even with such specialized agencies as those interested in local history, in archeology, or in music and art. Cooperative mechanisms should be sought wherever the objections of A. B. E. may be served -- which is to say, wherever the quality of employment and citizenship among adults can be advanced by "basic educational programs".

- (c) The possibility of an improved division of labor between the state A. B. E. office in Kentucky on the one hand, and the local school agencies on the other in the conduct of A. B. E. Programs. It seems desirable that the state office should directly administer certain special A. B. E. centers designed to carry out experimental, exploratory or demonstration activities. Furthermore, it seems desirable that the state should reserve greater power to itself in all those centers now operating through local school districts -- powers to exercise greater influence on teacher selection and retention, for example: to employ full-time teachers in some situations; to require allocations of staff time for specific purposes and the like.
- (d) The possibility that the Kentucky A. B. E. agency can join hands to advantage with other agencies on a regional or cultural basis, to secure mutual benefits for itself and other agencies. Appalachia constitutes one such region, widely recognized. Kentucky also has responsibility for portions of other regional and cultural groupings. Cooperative effort across state lines to serve these groupings must receive continuous attention. For example, a contract for outside evaluation in terms of objectives has been recommended for Kentucky; the contract could just as well provide evaluation service to several other states. Radio and television instruction in Kentucky's Appalachia might be desirable; it would be equally appropriate if developed cooperatively over a much larger portion of Appalachia. Inner-city adult citizenship materials are probably in need of development for Kentucky; the same materials or the same format for materials may be developed regionally to serve several similarly situated states.

## Recommendation C: INSTRUCTIONAL PROGRAM

Develop Different Teaching Methods and Materials

When proposals are put forth regarding improvements in the current instructional program, every teacher involved deserves the privilege of becoming defensive and cautious. This privilege is further justified by the many pages of this report testifying to the professional loyalties of A. B. E. teachers to their part-time jobs and part-time students. Nevertheless, the previous discussions of program objectives and budget priorities clearly imply a need for changes in the instructional program. In particular, the Evaluation Team urgently recommends that different teaching methods and materials be developed for instructional programs, aimed notably at the literacy needs of the Level I and Level II target population, and structured to produce achievement in terms of the basic goal of citizenship and employment.

A high priority has been placed on this recommendation for several reasons, including: (1) while there have been some successful efforts here and there to develop teaching methods and materials appropriate for mature but illiterate adults, there is in reality a great opportunity for Kentucky educators to exert leadership in this area; (2) Kentucky educators did produce the best life-centered in-

structional materials ever published in contemporary education during the Sloan Foundation project; (3) Kentucky will continue to have a large group of under-educated citizens until these people are given their fair chance in life through continuing educational programs.

Innovative instructional methods and materials are hard to create and even harder to establish in teaching practice. Therefore, the Evaluation Team offers the following action proposals:

- (a) Organize instructional methods and materials centers. Several sponsoring agencies might finance a cooperative center, or contract with a state university for the conduct of a center. The center, wherever located, might in turn establish cooperative relations with other research and development agencies, universities, and community colleges, thus creating a network of instructional materials centers.
- (b) Organize dissemination leaders and publication programs, probably as part of the materials development center.
- (c) Cultivate among teachers expertise in the development of locally relevant instructional materials. Teachers, as a result, would utilize local committees, students, and situations for subject materials.
- (d) Develop local leaders as teacher aides and paraprofessionals in A. B. E. classroom programs, to assist in local materials development.
- (e) Develop methods and materials for multi-media instructional programs utilizing television, radio and programmed instructional devices.



## Recommendation D: IN-SERVICE EDUCATION

Expand Program for Professional Improvement of Teachers

The development of different teaching methods and instructional materials can be successful only through an expanded program of in-service education for the teachers. Indeed, without any modifications in prevailing methods and materials, the supply of new teachers each year and the need for communication among all teachers requires far more staff coordination than has been available.

It is a key recommendation of this report that the in-service staff program be expanded with emphasis upon orientation to A. B. E. teaching, and upon the development and use of the proposed new instructional materials which would be more closely related to the objectives of the Adult Basic Education Program.

THE REPORT

## CHAPTER ONE

## PROCEDURES OF THE EVALUATION

This evaluation of the Adult Basic Education Program in Kentucky has only one major objective: to contribute to the improvement of the program so that the needs of eligible adults can be more effectively and successfully met. In an effort to accomplish this objective, the Evaluation Team focused its attention upon: (1) the purposes of the program, as defined in federal legislation and as implemented in Kentucky and the organization created to accomplish those purposes; (2) the instructional component (e. g., methods, materials, and the orientation of teachers and other employees of A. B. E.); (3) the characteristics of the student population; (4) the attitudes of A. B. E. students toward the program; (5) the supplementary services in addition to instruction, provided to or needed by students (e. g., counseling, transportation, recruitment, and job placement); (6) the adequacy, quality, and needs of the employed staff; and (7) the system of financial control and record keeping.

Truly an ambitious task, this evaluation was intended to analyze as comprehensively as possible such program criteria as the following taken from the Kentucky State Plan for Adult Basic Education:

- (a) Service to those areas in the State which have the highest concentration of impoverished adults in need of basic education;
- (b) Service to those adults with the greatest educational deficiencies which are impairing their ability to obtain employment and become more productive and responsible citizens;
- (c) Program development in conjunction with community action programs, work experience programs, VISTA, work study programs, manpower development and training programs, vocational education programs, and other programs relating to the anti-poverty effort;
- (d) Utilization of qualified instructional staffs, adequate facilities, equipment, materials, and guidance and counseling services;
- (e) Program development in conjunction with, or coordination with, the State Health authorities.
- (f) Identification and recruitment of adults who are in need of basic education;
- (g) Utilization of college work-study personnel, Volunteers in Service of America, and other non-professionals in appropriate positions;
- (h) Incorporation into the programs of the results of research and frontier thinking about effective techniques of working with adults;
- (i) Maintenance of high quality instruction; and
- (j) Maintenance of efficient and economical operations.

Thus, the efforts of the Evaluation Team attempt to measure the extent to which the above criteria, along with others, has been achieved in the Commonwealth of Kentucky, and to make appropriate recommendations for program improvement.

## I. Limitations of the Evaluation

This evaluation is limited in scope, depth, and accuracy because of the lack of adequate time to develop more desirable and more extensive research techniques. For all practical purposes, the evaluation began May 1, 1969, and operated on a "crash" basis until its scheduled completion on June 30, 1969. While the efforts of the Evaluation Team were intensive, the time constraints proved insurmountable in many instances. The exceptional cooperation of the members of the A. B. E. staff at the state and local levels, and the staff of the Appalachian Adult Basic Education Demonstration Center in facilitating the evaluation arrangements, enabled this report to reach a reasonable degree of fruition in the time allotted.

Another limitation of this study is derived from relative lack of precedent for evaluations of state-wide systems of adult basic education. Many of the evaluation activities or strategies were carried out without recourse to precedent. In particular, comparative standards from other states, which would have been useful in making judgments about the quality of a program, were not available. Fortunately, the accumulated insights from the variety of evaluative procedures which were used permit reporting with considerable confidence.

An important limitation, or perhaps more properly, an important characteristic, of any evaluation report is its static posture in relation to a dynamic situation. Like a photograph of a rapidly moving object, an evaluation report at best can only catch an image of what exists at a particular moment or up to a particular moment. But the program goes on, changing daily, changing even in the response to the activity of preparing an evaluation report. Good evaluation must be continuous, not once-and-for-all. Hence, this evaluation report can best be viewed as one stage in a continuous process, following a continually changing program. This report is, indeed, indebted to evaluation data accumulated in Kentucky throughout the life of the Kentucky A. B. E. Program. Large amounts of additional data have been collected specifically for this report. And, in many cases, much further data must be collected before full answers can be given to questions being raised. This evaluation report will make a significant contribution, it is hoped, by its recommendations for immediate improvement; but it may also contribute by raising questions to be answered in the months ahead through further investigation. The need for continuing evaluation, and the need for specific kinds of evaluation, not now available are deemed sufficiently important by the Evaluation Team to warrant a specific recommendation for development of a contract relationship with an external evaluation agency for the next several years.

## II. Data-Collecting Procedures

During May and June of 1969, the Evaluation Team of twelve persons devoted over 100 man days to the collection and analysis of data. Over half of this time was devoted to personal contact work throughout the state of Kentucky, even though much of the data-collecting was done by mailed questionnaires, by data-processing equipment, and occasionally even by telephone. Various procedures were used for data-collection, in order to obtain insight from as many vantage points as possible.

Much of the demographic and fiscal information pertinent to the A. B. E. program was available to the evaluators in the archival records maintained at the State Department office. However, even with computer technology available, these data were so extensive that some form of sampling procedure had to be employed. A sample was therefore selected to yield information on three population groupings of the state: (1) urban; (2) rural; and (3) Appalachian. Based on location, and on the percentages of urban-rural population as reflected in the 1960 census, each county and independent school district offering adult basic education was assigned to one of these groups.

While as will be noted below, the numbers of school districts selected for each of these groups varies, each group contains an appropriate number of A. B. E. students and classes:

1. Urban:

Fayette  
 Jefferson  
 Louisville Independent

2. Rural:

Boyle	Todd	Murray Independent
Ohio	Trigg	
Hopkins	Laurel	
Knox	Madison	

3. Appalachian:

Rowan	Floyd	Harlan
Middlesboro Independent		Letcher

TOTAL NUMBER OF DISTRICTS - 17

This sampling of the archival records produced generalized data regarding student demographic characteristics, local school district operations, and fiscal accounting; but left many questions unanswered concerning such aspects as student recruitment, drop-outs, instructional quality, and community relations. To study these



latter aspects, a questionnaire was constructed and administered to all A. B. E. teachers, supervisors, and counselors. Distribution of this instrument took place via a series of supervisors meetings organized by State Department officials, and held in the Western, Central, and Eastern regions of Kentucky. In order to explain the nature and intent of the questionnaire, a member of the Evaluation Team accompanied the state-wide supervisors who were in charge of these regional meetings. At the meetings, the local A. B. E. supervisors filled out questionnaires and obtained enough to distribute among the other A. B. E. personnel in each locality. The completed questionnaires were mailed to the Adult Education Division of the Kentucky Department of Education where they were picked up by a member of the Evaluation Team. Excellent returns were obtained on these questionnaires: Of the 690 questionnaires distributed, 88.3% (609) were returned.

In addition, questionnaires were sent to superintendents of 107 non-participating county and independent school districts on the assumption that reasons given for non-participation might provide some insight into the program as a whole.

In the case of the superintendents of schools in the 17 districts selected for sampling purposes, personal interviews were carried out by members of the Evaluation Team.\* Furthermore, in these districts a total of 220 A. B. E. students were contacted either for personal interviews or for the administration of written questionnaires. (The same list of questions was used in either case.)

At the state level, personal interviews were conducted with A. B. E. program directors, supervisors, University personnel, community action leaders, and State Department officials.

In order that all of the above procedures could be accomplished between May 1 and June 30, it was necessary to plan every step of the evaluation very carefully. A "PERT" flow chart was followed to establish priorities from the inception of the study. Responsibilities for each person involved in conducting the evaluation were detailed and defined throughout the time period.

The three questionnaires and the interview schedule already referred to were prepared in advance of field work as instruments for the collection of responses from many persons throughout the

---

\* 15 districts were actually contacted for these administrator interviews.

state. These instruments which have been reproduced in the Appendices of this report were:

1. A questionnaire for local professional personnel.
2. An interview schedule for school districts superintendents where A. B. E. classes are offered.
3. A questionnaire for school district superintendents where A. B. E. classes are not offered.
4. A questionnaire-interview schedule for adult students in the A. B. E. Program.

The questionnaire for local professional personnel, (supervisors, teachers and counselors) consists of 52 selection items and three anecdotal, essay-type questions. The first 8 items identify the respondent according to criteria which are applicable as variables for analyzing the remaining responses:

1. County where employed;
2. Position in the A. B. E. Program;
3. Age;
4. Sex;
5. Educational background;
6. Length of employment on the A. B. E. Program;
7. Outside employment other than with A. B. E. Program;  
and
8. Years of experience as a professional employee of the public schools.

The next ten items on the questionnaire, items 15 through 22, attempt to qualify the relationships between the teachers, the supervisors, and the counselors, and also to identify some of their activities while on the job. For example, item 15 asks: "How many contacts per month does the teacher have with his supervisor?" Item 20 asks: "How many times each month do you talk to employers or employment agencies about job opportunities for A.B.E. students?"

The next series of items deal with the perception of professional personnel toward various aspects of the A.B.E. Program. Items 29 to 52 consist of a series of statements in which the respondent is requested to judge as being adequate or inadequate various features of the program. Judgments are sought on such features as community support for the A.B.E. Program, in-service training for teachers, local school district support of adult education, suitability of the classroom facilities for audio-visual presentation, suitability of teaching methods for adults, placement of adult students in employment, and helpfulness of employers or employment agencies in assisting students to find jobs. The last three items on the questionnaire solicit paragraphs from the respondent concerning what he likes best about the A.B.E. Program, what he likes least about it, and what suggestions he has for improvement.

The Interview Schedule for District Superintendents was designed essentially to determine the role or position of the Adult Basic Education Program in the sample of school districts. In effect, it sought answers to these questions: What is the relationship of the A. B. E. classes in the superintendent's district to his total educational program? How is the A. B. E. Program perceived by local educators, by the Board of Education, and by the power structure of the local community?

The Questionnaire for Non-Participating School District Superintendents was mainly intended to answer the question: Why isn't there an A. B. E. classroom in your school district? This questionnaire was an attempt to determine the non-participating district superintendent's perceptions regarding the need for Adult Basic Education in his community in relation to the total target population, and to discover obstacles in the path of the development of Adult Basic Education as a whole.

The questionnaire-interview schedule for adult students in the A. B. E. Program asked students for information concerning recruitment, student motivation, and student satisfaction. This instrument constituted both a direct source of information about A. B. E. operations, and an internal appraisal by clients of the quality of the program. Furthermore, it proved helpful as evidence of the type and quality of student attracted to the program.

## CHAPTER TWO

## PURPOSES AND ORGANIZATION

In 1964, Congress passed the Economic Opportunity Act (Public Law 88-452) which provided an attack upon the problem of poverty in the nation. One of the sections of that Act provided for an educational program for adults. Its purpose was to provide basic education to those people who were unemployed or underemployed because of their inability to read and write the English language. The program was directed by the Office of Economic Opportunity, at the Federal level, with delegation within each state to the state's administrative agency for education, and hence to local school districts. In the second session of the 89th Congress, the program was removed from the Office of Economic Opportunity and placed under the jurisdiction of the Department of Health, Education and Welfare, under the provisions of the Adult Basic Education Act of 1966 (Public Law 89-750). At the Federal level, the A. B. E. Program became the responsibility of the U. S. Office of Education to be administered through state education agencies and local school districts.

## I. Purposes of Federal Legislation

The Federal legislation under which the Kentucky A. B. E. Program operates must be accepted as the controlling rationale for an evaluation of the program. The present study was not requested as an evaluation of the merits of the legislation itself. The present study was commissioned as an appraisal of the operation of a program in terms of its enabling legislation.

It is therefore essential to review the meaning of that legislation. To do so, some quotations from Public Law 89-750 and from the Rules and Regulations of the Office of Education pertaining to the law will be listed below. Because of their particular significance for an evaluation study of A. B. E., specific phrases from the legislation have been underlined:

Section 302 - The Adult Education Act of 1966:

"It is the purpose of this title to encourage and expand basic education programs for adults to enable them to overcome English language limitations, to improve their basic education in preparation for occupational training and more profitable employment and to become more productive and responsible citizens."



Part 166 - Rules and Regulations for the Adult Education Act of 1966: "Adult" means any individual who has attained the age of 18 and is not currently enrolled in school . . .

"Adult basic education" means education for adults whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability, which is designed to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent on others, to improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment, and to making them better able to meet their adult responsibilities. . .

The purposes of the State plan are to set forth the manner and procedures under which the State will carry out the state program to encourage the establishment or expansion of basic educational programs for adults . . .

The state plan shall contain a statement of the policies, procedures, criteria, and priorities to be followed by the State. . . Such criteria and priorities shall be designed to assure that first priority will be given to programs which provide for instruction in speaking, reading, or writing the English language for persons functioning at the fifth grade level or below. Second priority will be given to such instruction of persons functioning above the fifth and through the eighth grade level.

## II. Adult Basic Education in Kentucky

The program in the State of Kentucky is administered by the division of Adult Education, State Department of Education and is funded jointly by federal and state funds on a 90-10 basis. The objectives of the program have been stated for Kentucky, presumably within the boundaries set by Federal legislation as follows:

1. To improve opportunities for employment by providing the general educational foundation by which vocational skills and competencies can be built.
2. To open the door to immediate employment by providing the opportunity to develop a satisfactory level of educational achievement and/or competency.
3. To bring about more effective participation in a democratic society as reflected in improved understanding of social, political and economic conditions at the local, state, national and international level.
4. To assist individuals in developing an improved self-concept, as well as setting or establishing new goals and aspirational levels.
5. To provide opportunities for individuals to improve their socio-economic and health standards and be better able to participate as citizens and parents in a changing society.

The Adult Basic Education Program in Kentucky is defined as an elementary program of a non-vocational, ungraded, non-credit nature. It is designed for out of school use and adults over 18 years of age. Three levels of instruction are identified: Level I, Grades 1 - 3; Level II, Grades 4 - 6; Level III, Grades 7 and 8. Classes are usually scheduled to meet six hours per week for a minimum of 150 hours. The curriculum is planned to give special emphasis to communicational and computational skills or reading and writing and arithmetic, using as the content for teaching these skills such adult experiences as consumer budgeting, health habits, family relations, etc. The adult student is not required to pay fees for participation in the A. B. E. Program.

In actual practice, the instructional program has suffered distinctly from what may be called "goal displacement". Enrollment figures for the period of 1967-69 indicate on the one hand a steady increase in Level III enrollment, but on the other a marked decline in Level I enrollment. Moreover, from interviews with A. B. E. Personnel and from visits to A. B. E. classrooms, it was clear to members of the Evaluation Team that many of the students technically enrolled in Level III are actually preparing for the

high school equivalency tests. In short, these tests, commonly referred to as the "G. E. D." (General Educational Development tests) are quite clearly the focus of attention for a very large part of the Kentucky effort. Undeniably, the completion of high school studies is a worthy contribution. The question is, should high school completion become the major emphasis under present legislative priorities?

In 1968-69 some 69 county school districts and 19 independent school districts participated in the Kentucky Adult Basic Education Program. The scope of the program is indicated in the following figures taken from the October - December, 1968 Quarterly Report:

TABLE 1

Enrollment Figures From  
October - December, 1968 Quarterly Report

	Beginning of Quarter	End of Quarter
1. Target Population:	422,381	422,264
2. Number of Students Enrolled During Quarter by Grade Level:		
Level I . . . . .		372
Level II . . . . .		776
Level III . . . . .		1792
3. Number of Students in Class at the End of the Last Quarter . . . . .		4703
4. Number of Students in Class at the End of This Quarter . . . . .		5854
5. Number of Students Separated During Quarter Due to:		
Completion of Level III . . . . .		117
For Employment . . . . .		375
For Other Reasons . . . . .		<u>1297</u>
		1789
6. Number of Teachers at End of Quarter . . . . .		409

### III. Non-Participating School Districts

In reviewing the scope of the A. B. E. Program in Kentucky, it seems logical to consider as well those school districts which are not participating in the program. As Table 2 points out, approximately 38% of the county school districts and 75% of the independent school districts are not participating in the Adult Basic Education Program. It will also be noted that 10% of these districts have had programs in the past. On the assumption that reasons given for non-participation might provide some insight into the program as a whole, questionnaires (See Appendix C) were sent to the superintendents of these currently non-participating districts:

TABLE 2

Percentage of Non-Participating County and Independent Districts \*

## A. NON-PARTICIPATING COUNTY DISTRICTS

Total County Districts in State	Total Non-Participating	Total % Not Participating	Never Participated	% Discontinued Program
120	51	38%	33%	10%

## B. NON-PARTICIPATING INDEPENDENT DISTRICTS

Total Ind. Districts in State	Total Non-Participating	Total % Not Participating	% Never Participated	% Discontinued Program
75	56	75%	64%	10%

\* Based on September, 1968 figures.

#### IV. Summary of Data From Non-Participating Districts

The following comments are based on responses from 28 county district superintendents (55% return of questionnaires) and 38 Independent district superintendents (69% return of questionnaires).

In column 3 of Table 3 it will be noted that compared with a total of 82.1% of the county district superintendents, only 42.1% of the Independent district superintendents felt that there was a need for adult basic education in their districts. From the responses of the Intermediate district superintendents it was not difficult to ascertain some of the major reasons for this difference. In particular, maintaining that their districts were too small to support a program, a number of superintendents pointed out that similar services were available nearby. As one explained, for example:

There is an excellent Area Vocational School within two miles of our high school. We encourage all interested parties to go there. We also strongly encourage the G. E. D. test.

Others pointed out that county A. B. E. classes were easily available to interested adults from the Independent district:

Our system is located geographically within a county system. We are a small system and number-wise, we do not have sufficient requests to warrant a program. Our people take their courses through the county.



On the other hand, a number of Independent school superintendents feel that there is a need for a separate program in their districts, but have had little response from past attempts at recruitment . . .

An attempt was made to organize a program last spring, but response was not large enough to justify a class - only four applied.

Another remarked . . .

I see a need but those that would profit by the program have not expressed an interest in the program.

Similarly, one district which had classes of non-voluntary students was not able to recruit enough volunteers to continue the program . . .

We lost our "captive" pupils - Federal Work Experience Trainees who were required to attend class. There were not enough volunteers for a class to continue.

In two other Independent districts, the reason given for non-participation was lack of staff to assist in developing programs.

Reasons given for non-participation in county districts echoed most of the above points in one way or the other. For example, the superintendent of a district which has never participated described efforts to institute a program in this way:

We thought adults in our community were saying they wanted the A. B. E. Program, but after planning for it and setting a starting date they did not show for the program. This being a rural community, the time element was a major factor to overcome since this was planned for a night program.

A few superintendents of districts which have participated in the past stated simply that the interested segment of the population has been served . . .

The people who wanted the training came. This group finished the course of study. We could not reach the half-interested.

In another district where the program has been discontinued, the superintendent explained that "increased local employment has decreased the personal demand for the program." Interestingly enough, two county superintendents who have been with their districts for only a year indicated that they were interested in obtaining more information about the program before making any decision to participate.

It will be noted in Column 4 of Table 3 that "lack of interest . . . no demand here . . . no requests from adults . . ." was the most common reason given by superintendents for non-participation in A. B. E. While it is perhaps presumptuous to express any opinions

without further knowledge of the actual circumstances, it is difficult to escape the impression from these responses that some districts are waiting for eligible adults to make a spontaneous demand for the services of adult basic education. If such is the case, prospects for extension of the program into such districts are obviously bleak.

TABLE 3

Major Reasons for Not Participating

## A. County Districts

	Total Res- pon- ses	Have Adult Educa- tion Policy	Believe there is Need for Adult Basic Education in the district	Major Reasons for Not Participating			
				Lack of interest or Demand from Adults in Community	Lack of Person- nel to Staff Pro- gram	Lack of Funds	Service Avail- able Else- where
Never in Program	13	15.4%	84.6%	50.0%	12.5%	25.0%	12.5%
Discontinued	15	33.3%	80%	68.7%	0	18.7%	12.5%
TOTAL	28	25%	82.1%	62.5%	4.2%	20.8%	9.1%

## B. Independent Districts

Never in Program	28	28%	32.1%	53.5%	3.5%	14.3%	28.6%
Discontinued	10	22%	70.0%	50.0%	16.7%	25.0%	8.3%
TOTAL	38	27.1%	42.1%	52.5%	7.5%	17.5%	22.5%

## CHAPTER THREE

## INSTRUCTIONAL PROGRAM

That Adult Basic Education is a uniquely rewarding experience for many teachers was expressed in this way by one A. B. E. teacher:

It is challenging to teach students who want to learn because they feel a need for it. . . . I find myself coming away from each contact with adult education groups feeling stimulated and being proud to be able to help them. . . . I wish we could have year-round sessions for all those interested and be able to meet their needs in the summer as well as during the regular school year.

Similar testimonials could be listed endlessly in this report . . .

I enjoy working with these adults because they want to learn. No class is dull because students aren't interested enough to ask questions. No assignment is considered too long. They want to be challenged. I feel great satisfaction in serving the individual's academic and self-value progress. These people also appreciate everything you do for them. It's nice as a teacher to be thanked.

Contributing also to the satisfaction experienced by A. B. E. personnel is the knowledge that they are instrumental in providing a "second chance" that "gives many adults a new lease on life". Moreover, according to many teachers, counselors and supervisors, this "new lease" often includes significant changes in attitudes towards self, family and school. As one supervisor commented, for example:

My delight has been the extra interest parents have taken in children. . . . attitudes have changed toward self and others.

Indeed, the overwhelming impression gained from this study was that A. B. E. personnel strongly support the aims of adult basic education and gain a good deal of personal satisfaction from their contribution to the fulfillment of these aims. But at the same time it was very clear that discouragement, frustration and perplexity are also part of the A. B. E. teacher's lot. ... How can I give individual attention to students when they are working at so many different levels? What are the best ways of grouping the students? What goals should I be trying to achieve in each level of the program? How do I deal with students who are only interested in certain subjects? How can I maintain progress when there is so much student turn-over? Where can I find out about new materials and methods which might help me to deal with individual differences? How can I find any time for field trips, guest speakers and so on when I must cover so many subjects in such a short time? ...

One can only conclude that Adult Basic Education provides all of the normal challenges of teaching plus several more. A few items taken from a list of characteristics of the A. B. E. "school population" may help to indicate the nature of these additional demands:

1. The adult school population will be more heterogeneous than the day school population. Some of the differences that will be encountered are:

- a. A wider difference in age range.
- b. Differences in educational attainment. Any given class may have students ranging in academic achievement from grades one through eight.
- c. They will have had different experiences in living. These experiences may have made them better informed about some topics of classroom discussion than the teacher.
- d. They have entered school for different purposes. \*

At the same time, common to every student in the A. B. E. program is the need to be treated as an adult. Obviously, "warmed over" materials and practices taken from the daily fare of elementary education have doubtful relevance to the needs and interests of the parents and grandparents who attend A. B. E. classes.

To the many questions raised by A. B. E. teachers concerning instructional methods and materials this study can certainly provide no pat answers. However, the large amount of information gathered from interviews and questionnaires clearly identified some outstanding needs in the program. Following a brief review of the data relevant to these needs, the study will propose some remedial procedures.

---

\*Adult Basic Education Program, A Proposed Program of Guidance Services, Division of Adult Education, Department of Education, Frankfort, Kentucky, January 1967.

I. A Need for Defining and Clarifying the Relationship Between Adult Basic Education and the G.E.D. Program

That a central factor accounting for the scope and nature of the A. B. E. curriculum is the influence of the G. E. D. testing program was strongly suggested by questionnaire and interview responses. In the written anecdotal responses, a considerable number of supervisors, counselors and teachers stressed the need for a curriculum more specifically geared to G. E. D. requirements. As one teacher recommended, for example:

In level III, we need to teach toward G. E. D. and omit those things not necessary to pass it.

In particular, complaints were frequent that textbooks and tests contain much that is irrelevant to adequate preparation for eventual G. E. D. testing. That this concern is shared by students as well was indicated by a number of visits to A. B. E. classrooms. In one class, for instance, the students expressed some concern about a question that had appeared on the last G. E. D. test. Since the topic was not covered in any of their instructional materials, some of the students had located background elsewhere and were sharing it with others.



In this connection, it might also be pointed out that several respondents complained of the tendency for students to take the G.E.D. tests without sufficient classroom preparation. As one counselor explained during an interview, when students impatiently "jump the gun" in this respect they may fail part of all of the tests and consequently become discouraged with the program as a whole. This counselor went on to recommend that a minimum grade-level on preliminary tests be established as prerequisite to eligibility for the G.E.D. tests. Similarly, many A.B.E. teachers suggested that a minimum number of hours of classroom time be required before permitting students to take the tests.

At the same time, a few responses more directly expressed dissatisfaction with the influence of the test on the program. Thus, one teacher complained of the restrictions on the curriculum imposed by G.E.D. test considerations...

...too much emphasis on passing the G.E.D. test. This comes from the students themselves. Too little emphasis on learning the things that would help them in ordinary living.

Another stated bluntly that the aspect she least liked about the A.B.E. program was "working with adults who don't want to learn anything that isn't on the G.E.D." One disadvantage of such intense concern for G.E.D. test requirements was pointed out in this statement written by a supervisor:

Most of the enrollees seem to be interested in taking the G.E.D. test. This is not bad, but if they don't accomplish this they feel like the class did not give them what it should have given them... More emphasis at the local level needs to be placed on the value of A. B. E. other than for taking the G.E.D.

One must certainly agree that interest in taking the G.E.D. test is "not bad". Indeed, having witnessed the sense of achievement, pride and self-satisfaction that attainment of this diploma makes possible, one hesitates to express any criticisms of this aspect of the program. However, the fact remains that for all intents and purposes, the G.E.D. is the program in many classrooms. As a result, the question arises whether some original objectives of Adult Basic Education have been displaced because of the dominance of this concern. Significantly, many teachers complained of the difficulty of providing appropriate methods and materials in a situation encompassing grade levels ranging from primary to high school. By the same token, many complained of not having enough time either to prepare for their lessons or to properly cover the curriculum. Suggestions for extending the time available ranged from increasing the number of days per week, to adding a summer session, to developing a full time program in the nature of an "adult" high school. Many of these recommendations, it should be noted, were made in connection with a complaint about

the difficulty of covering the subject areas relevant to the G.E.D. tests. Truly, a teacher who can effectively guide students through the intricacies of G.E.D. preparation and yet find time to teach basic learning skills to others is a remarkably versatile person. In reality, one suspects that where the majority of the students are aiming toward the G.E.D., not only teaching time but curriculum will be monopolized accordingly. Perhaps the following comment, listed as an aspect least-liked about the A.B.E. program, reflects one teacher's frustration with this situation:

I dislike most of all the undecided goals involved in this program:

- a. For some it is the High School G.E.D.
- b. For others it is Basic Education.
- c. Some seem to have no goals or purposes in mind.

## II. A Need for a Greater Variety of Instructional Materials and Methods Suitable for Adult Learners

Because of its implications for the remainder of this chapter, the question of the relationship between Adult Basic Education and the G. E. D. program was discussed at some length in the opening pages. It is possible, after all, that the strong cry for additional and more varied teaching materials may be motivated in part by faith in the power of instructional technology to remedy some funda-

mental organizational problems. Such faith seemed most evident in the frequent recommendations for greater use of programmed learning materials ...

A. B. E. instruction could be made easier by use of programmed instructional materials. Using these, non-readers could be taught at their level at a pace their ability would allow. Also, the persons labelled "slow learners" could proceed at a pace according to their ability. This would allow the A. B. E. classroom to use more homogeneous grouping, and much more could be accomplished at a faster pace.

Useful though they may be, programmed materials can hardly be expected to implement the continuous and coherent system of learning envisioned here. Indeed, it seems doubtful whether any technology could effectively span and coordinate the diversity of learning needs present in many A. B. E. classrooms.

These comments are certainly not meant to pass off the reiterated demands for additional instructional materials as merely a case of misguided faith. That the program would benefit from strengthening in this respect can hardly be denied. In particular, the need for more reference books and audio-visual materials was repeatedly stressed by A. B. E. personnel ...

There could be more instructional materials, reference works and visual aids added to the program. The lack of this is what I like least about the program.

Above all, as the section dealing with in-service training will reiterate, A. B. E. teachers complained again and again of insufficient information about the availability and suitability of such materials . . .

If I have a complaint it would be that teachers are not sure what kind of materials really fit the student's needs best. If there could be some way of getting more information about this to them . . .

As it is, some teachers felt that materials inappropriate to adult interests are currently being used . . .

Educational material and testing for achievement should be updated to the adult level, instead of concerning school-age children. An example would be fairy-tale questions on achievement tests.

Another made this remark about tests . . .

I would like to be able to use tests that are made for adults, not use the same tests that are used for children because these adults are unable in many instances to work as rapidly as children. They become concerned because of the time element.

Similarly, a number of teachers advocated the inclusion of courses of practical concern to their adult students -- home management, family living, first aid, and so on.

Moreover, evidence that A. B. E. personnel are concerned about relating classroom instruction to the community environment was indicated when they were asked whether they considered present use of field trips, guest speakers and similar community resources to be adequate or inadequate. Their responses were

as follows:

Table 1

Use of Field Trips, Guest Speakers, and Other  
Community Resources for Instruction

POSITION	Adequate	Inadequate	Number of Respondents
Teachers	37.8%	62.1%	306
Counselors	41.9%	58.1%	62
Supervisors	28.4%	71.6%	81

Certainly, there is no lack of documentation to substantiate the importance of working with materials and subject matter appropriate to the interests and experiences of students. That learning is facilitated when it proceeds in gradually widening circles from the familiar to the unfamiliar hardly needs to be argued in this report. The point is made clearly enough in the Curriculum Guide issued in 1968 by the Division of Adult Education, Kentucky State Department of Education. As the opening sentence states, for example:

The prime consideration in planning a curriculum in Adult Basic Education is people -- their needs, their problems, and their desires. This point is crucial and cannot be overemphasized. Failure to provide and implement a curriculum to meet the above will result in program deterioration exemplified by difficulty in recruiting, dropout, chronic absenteeism, and little individual improvement.

Nevertheless, it must be pointed out that materials presently being used in the program reflect only a limited application of this important principle. After all, the "needs, problems, and desires" of adults in the Kentucky A. B. E. program are inherently related to the home, the farm, the neighborhood, the county, the region and the State. One finds little evidence of this relationship in the commercially-produced materials which are currently the mainstay of the curriculum. (Recommendations to effect possible improvements in this respect are proposed in other sections of this report.)

III. A Need for Extending In-Service Training Opportunities for Purposes of Orientation, Mutual Problem-Solving, and Dissemination of Instructional Methods and Materials

A review of some questionnaire items relevant to pre-service and in-service training of A. B. E. personnel might provide an appropriate place to begin this analysis:

- A. Providing some indication of preparation for work in Adult Basic Education was the following item concerning related college experience . . .

Table 2

Have you ever taken any college courses  
dealing directly with adult education?

POSITION	Yes	No	Total Number Responding
Teachers	20%	79.9%	409
Counselors	27.6%	67.1%	76
Supervisors	15.8%	84.2%	101

Assuming that college courses in adult education have some relevance for adult basic education, preparation in this respect is clearly deficient. However, it should be noted that when discussing this subject, school administrators and A. B. E. personnel frequently expressed skepticism about the relevancy of what is currently available at the college level. In particular, the point was stressed that such course work should be planned and conducted by people having first-hand experience in the field.

- B. More specifically, A. B. E. personnel were asked to estimate the number of institutes, workshops, or similar in-service training sessions attended. The responses were as follows:



Table 3

How many institutes, workshops, or similar in-service training sessions (other than initial orientation meetings) dealing with adult education have you attended?

POSITION	None	1	2	3	4 or more	Tot. No. of Respondents
Teachers	48.8%	17.0%	10.2%	7.7%	16.2%	412
Counselors	50.0	17.9%	8.9%	7.7%	15.4%	78
Supervisors	44.1%	15.7%	16.7%	6.9%	16.7%	102

Allowing for some misinterpretation of the intent of the question, the fact that nearly half of all respondents indicated that they had attended no meetings of this nature certainly testifies to a need.

C. In the case of meetings held specifically for the purpose of initial orientation to the program, approximately three-quarters of the A. B. E. personnel indicated that they had attended such meetings ...

Table 4

Did you attend an orientation meeting at the beginning of the year?

POSITION	Yes	No	Orientation Not Held	Tot. No. of Respondents
Teachers	68.7%	25.3%	5.9%	406
Counselors	75.6%	21.7%	2.6%	78
Supervisors	76%	22%	2%	100

D. And, finally, somewhat ambivalent results were obtained when A. B. E. personnel were asked to react to the statement ...

Table 5

In-service training program for teachers,  
according to the following scale:

Adequate  
Inadequate  
Not sure

POSITION	Adequate	Inadequate	Not Sure	Tot. No. of Respondents
Teachers	45.7%	42.2%	21.9%	405
Counselors	49.3%	38.7%	12%	75
Supervisors	43%	44%	13%	100

As to interview and anecdotal data, the need for additional in-service training opportunities was unquestionably a major theme. One deficiency, illustrated in the following anecdotal response, was repeatedly mentioned in this connection:

There should be at least two meetings set aside for teachers where they can discuss their problems with their fellow teachers, counselors, and supervisors.

Another teacher expressed this feeling about communication in her district's A. B. E. program:

Although I personally feel the A. B. E. is a remarkable program, I feel there is a need for unity and more working together among teachers, supervisors, counselors and etc... Perhaps a sharing of ideas among these people would give this program more substance and variety.

And speaking of the need for "a sharing of ideas", a number of respondents complained in particular of a lack of opportunities for becoming aware of the materials available in the field of A. B. E. ...

...I would like a central meeting where samples of adult education material of the companies having such material could be displayed and viewed by the teachers and supervisor. We need more variety and many times do not know what there is to order.

Similarly, another recommended ...

...more workshops where teachers could work together on improving selection of materials and also exchange ideas on methods of meeting the needs of adults, common problems, etc.

It appeared also that personnel in some districts are dissatisfied with the provisions for orientation meetings before the beginning of classes. In this respect, a few teachers stated bluntly that they simply didn't know "what was going on" in the program in their districts.

In addition, questioned about their feelings concerning provision for in-service training, a sample of school superintendents expressed some dissatisfaction with this aspect of the A. B. E. Program in their districts. The opinion was frequently expressed that local in-service training programs were not particularly effective because of limited funds and inadequate administrative time for development. Speaking in terms of content, superintendents complained in particular of the failure of such programs to emphasize the special techniques necessary for teaching adults.

## RECOMMENDATIONS

The aim of this chapter has been to identify and analyze broad needs relevant to instructional methods and materials in the A. B. E. program as evidenced in a significant number of questionnaire and interview responses. Unfortunately, this approach has pushed to the side a number of reported administrative problems which are certainly not without significance for the instructional program. For example, several teachers complained of not receiving materials in time for the opening of classes. However, rather than specifying any detailed recommendations in this regard, this chapter will conclude by proposing some fundamental changes which may have implications for these administrative concerns as well:

I. A Need for Defining and Clarifying the Relationship Between Adult Basic Education and the G.E.D. Program.

- . Because it provides highly visible and tangible rewards, the G.E.D. is unquestionably a very significant "drawing card" in the A. B. E. program.
- . However, figures for the period 1967-69 indicate on the one hand a substantial increase in Level III enrollment, but on the other a considerable decrease in Level I. In other words, the impact of the program on the large target population at the lower levels appears, if anything, to be decreasing.
- . In this connection, it would be well to recall Subpart A -- Definition, Section 166.1 (c) of the Adult Education Act of 1966:

- (c) "Adult Basic Education" means education for adults whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability, which is designed to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent on others, to improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment, and to making them better able to meet their adult responsibilities.

The main focus of the curriculum in Level III, appears to be G.E.D. preparation. Moreover, where the majority of students in a class are working towards the G.E.D., there seems good reason to believe that teaching time and the curriculum will be monopolized accordingly. Indeed, for a teacher to provide equitably for basic skill instruction and high school preparation at the same time seems an unreasonable expectation.

It is therefore recommended that the levels of instruction be re-organized to establish literacy training and basic skill instruction (i.e., adult basic education) as a distinctive program in terms of objectives, facilities, and resources.

II. A Need for a Greater Variety of Instructional Materials and Methods Suitable for Adult Learners

- . There is evidence that the same materials are used from year to year in A. B. E. programs largely because of ineffective and inadequate methods of disseminating information about new materials.
- . The commercially-produced materials which are currently the mainstay of the curriculum show little relationship to the immediate environmental experiences of adult students in Kentucky.
- . Both of these concerns clearly imply a need for coordinated and systematic methods of development, organization, and dissemination of instructional materials.

It is therefore recommended that Instructional Materials Development Centers be set up in the various regions of the State. Such centers, established in conjunction with the universities and colleges, would be responsible for developing indigenous instructional materials, collating and disseminating information about new commercial materials, and arranging appropriate workshops and institutes at the regional and local level.

It is further recommended that more adequate arrangements be made at the local level for developing libraries of A. B. E. instructional materials, and for defining responsibilities for dissemination of such materials.

III. A Need for Extending In-Service Training Opportunities for Purposes of Orientation, Mutual Problem-Solving, and Dissemination of Instructional Methods and Materials

- . Pre-service training opportunities are clearly minimal in the A. B. E. program.
- . It is also clear that in many districts A. B. E. personnel have few opportunities to meet together as a group to discuss mutual concerns.
- . In particular, inadequate use is made of in-service meetings for the development, demonstration and selection of instructional materials.
- . In short, it is clear that teacher-training -- in-service or pre-service -- has yet to become an integral and systematic part of the A. B. E. program.

It is therefore recommended that the Division of Adult Education encourage as much as possible the development of a systematic program of in-service meetings in local districts, and that additional funds be budgeted at the State level for this purpose.

It is further recommended that the Division of Adult Education, working in conjunction with college and university personnel, encourage as much as possible the development of appropriate preparation programs at the college level.



## CHAPTER FOUR

### CHARACTERISTICS OF STUDENTS

In attempting to accurately describe the demographic characteristics of the student population in the Adult Basic Education Program in Kentucky, three base variables are used: (1) student age; (2) sex; and (3) location of the A.B.E. class (urban, rural, and Appalachia.) These base variables were used in a comparative analysis of the following characteristics of students in the A.B.E. Program: (1) mean number of school years completed; (2) mean number of hours of program instruction; (3) mean percentage of attendance; (4) mean beginning reading achievement scores, and (5) mean ending reading achievement scores.

The computer was invaluable in enabling and facilitating computation and analysis of the wealth of demographic data derived from the Archival Records at the State Department of Education. A one-way analysis of variance program was applied to the continuous variable data in an effort to determine pertinent statistical information regarding student population in relation to the three base variables mentioned above. Statistical significance is reported only

to indicate that something other than chance is causing the variance of results; however, because of the difficulty of isolating intervening variables, no attempt is made to further explain this significance.

The tables which follow in this section of the report indicate the results of this statistical treatment of the data and illustrate many interesting facts regarding the characteristics of the student population.

#### I. Student Age as a Base Variable

The age ranges used in this aspect of the evaluation are: (1) 17-25 years old; (2) 26-36 years old; (3) 36-45 years old; (4) 46-55 years old; (5) 56 years of age and over. The average number of school years completed decreases as the age of the student increases: for example, the average number of school years completed in the 26-35 age range is 6.42; 36-45 age range, 5.1; 46-55 age range, 4.81; and the 56 and over age range, 4.56. The average number of school years completed for all ages is 6.07 (See Table 1). As indicated in Table 2, the mean number of hours of instruction in the age range 17-25 is 63.19 while the mean number of hours of instruction in the age range 56 and over is 147.28. The average for all ages is 102.42. Thus, the younger student comes

into the A. B. E. Program with a greater mean number of school years completed but spends less time being instructed in comparison with the older students. This statistic is also reflected in Table 3 where the mean percentage in attendance of students is least among the younger students and greatest among the older students with the average percentage of attendance for the total of all ages being 62.5%.

The mean beginning reading score is greatest (6.52) in the 17-25 year old range and lowest (4.41) in the 56 and over age range. Also, the order of the beginning reading scores decreases as the age of the student increases; that is, as Table 4 reflects, the younger the student, the higher the mean beginning reading score. This same description is also accurate for the mean ending reading score: the younger the student, the higher the reading score. (See Table 5). The average mean beginning reading score for all ages is 5.30 and the average ending reading score for all ages is 6.05. As Table 6 indicates, "A Comparison of Mean Beginning and Mean Ending Reading Achievement Scores with A. B. E. Student Age," the greatest gain is made in the 17-25 age bracket (+.90) and the least gain in reading is made in the 36-45 age bracket (+.77). The average gain for ages in all programs from a beginning reading score of 5.30 to an ending reading score of 6.05 is +.57.

TABLE 1

Summary of the Analysis of Variance  
Between A. B. E. Student Age and the Mean Number  
of School Years Completed by Students

Age	Mean School Years Completed	S. D.	N.
17-25	7.78	1.94	665
26-35	6.42	2.55	772
36-45	5.51	2.56	703
46-55	4.81	2.33	514
56-over	<u>4.56</u>	<u>2.28</u>	<u>245</u>
TOTAL	6.07	2.62	2899

	Sum of Squares	DF	Mean Square	F Ratio
Between	3641.10	4	910.275	161.86 **
Within	<u>16274.50</u>	<u>2894</u>	5.623	
TOTAL	19915.60	2898		

\*\* Significant at .001 level.

TABLE 2

Summary of the Analysis of Variance Between  
A. B. E. Student Age and the Mean Number of Hours of  
Program Instruction Per Student

Age	Mean Hrs. of Instruction	SD	N
17-25	63.19	61.14	735
26-35	89.73	74.46	862
36-45	108.97	81.05	775
46-55	140.45	85.45	579
56-over	<u>147.28</u>	<u>84.04</u>	<u>283</u>
TOTAL	102.42	81.60	3234

	Sum of Squares	DF	Mean Square	F Ratio
Between	2710050.	4	677512.00	116.26 **
Within	<u>18817100.</u>	<u>3229</u>	5827.53	
TOTAL	21527100.	3233		

\*\* Significant at .001 level

TABLE 3

Summary of the Analysis of Variance Between  
A. B. E. Student Age and Mean Percentage of Attendance

Age	Mean Percentage of Attendance	SD	N
17-25	53.46	30.48	706
26-35	58.96	31.85	840
36-45	62.67	30.54	755
46-55	72.57	27.00	561
56-over	<u>75.95</u>	<u>25.63</u>	<u>266</u>
TOTAL	62.50	30.79	3128

	Sum of Squares	DF	Mean Square	F Ratio
Between	173372.00	4	43343.1	48.47 **
Within	2792640.00	3123	894.216	

\*\* Significant at .001 level

TABLE 4

Summary of the Analysis of Variance Between  
A. B. E. Student Age and the Mean Beginning  
Reading Achievement Scores

Age	Mean Beginning Reading Score	SD	N
17-25	6.52	2.17	439
26-35	5.62	2.46	575
36-45	5.00	2.38	538
46-55	4.49	2.01	447
56-over	<u>4.41</u>	<u>1.86</u>	<u>217</u>
TOTAL	5.30	2.36	2216

	Sum of Squares	DF	Mean Square	F Ratio
Between	1230.39	4	307.597	60.73 **
Within	<u>11199.00</u>	<u>2211</u>	5.065	
TOTAL	12429.40	2215		

\*\* Significant at .001 level

TABLE 5

Summary of the Analysis of Variance Between  
A. B. E. Student Age and the Mean Ending  
Reading Achievement Scores

Age	Mean Ending Reading Score	SD	N
17-25	7.42	2.39	261
26-35	6.42	2.73	422
36-45	5.77	2.68	392
46-55	5.32	2.29	358
56-over	<u>5.27</u>	<u>2.01</u>	<u>179</u>
TOTAL	6.05	2.60	1612

	Sum of Squares	DF	Mean Square	F Ratio
Between	877.453	4	219.363	35.03 **
Within	<u>10062.500</u>	<u>1607</u>	6.262	
TOTAL	10939.9	1611		

\*\* Significant at the .001 level



TABLE 6

A Comparison of Mean Beginning and Mean Ending  
Reading Achievement Scores With A. B. E. Student Age

Age	Mean Beginning Reading Score	Mean Ending Reading Score	Difference
17-25	6.52	7.42	+ .90
26-35	5.62	6.42	+ .80
36-45	5.00	5.77	+ .77
46-55	4.49	5.32	+ .83
56-Over	<u>4.41</u>	<u>5.27</u>	<u>+ .86</u>
TOTAL	5.30	6.05	+ .75

It is interesting to note that the younger the student: (1) the higher the mean number of school years completed; (2) the greater the mean beginning reading achievement score; (3) the greater the mean ending reading achievement score; but (4) the lower the number of hours of program instruction and (5) the lower the mean percentage of attendance. Conversely, the older the student: (1) the lower the mean number of school years completed; (2) the lower the beginning mean reading achievement score; (3) the lower the mean ending reading achievement score; but (4) the higher the mean number of hours of program instruction and (5) the greater the mean percentage of attendance. Thus, even though older students are attending the classes with more regularity than younger students, their academic achievement is not as great.

## II. Student Sex as a Base Variable

The mean age of the male students in the Adult Basic Education Program is 38.68 years, while the mean age of the females in the program is 34.56 years. The mean age for all adults in the program is 37.03. Therefore, on the average, the male students tend to be about four years older than the female students. (See Table 7.)

As Table 8 indicates, the mean number of school years completed for the male students is 5.24, while the mean number of school years completed for the female students is 7.29. As reported earlier, the mean number of school years completed for all students is 6.07 years. Therefore, male students tend to be about two years behind the female students in school years completed when they enter the program.

The mean number of hours of program instruction for males is 121.76, and for females, this statistic is 74.28 with a total average of 102.42. Therefore, on the average, males are spending approximately 15 more hours per student in instruction in the A. B. E. Program than are females. (See Table 9.) This statistic is also reflected in Table 10 where it is reported that males on the average are in attendance 66% of the time, while the female mean percentage of attendance is 57.32. The mean percentage of attendance for both males and females on a total basis is 62.50%.

TABLE 7

Summary of the Analysis of Variance Between  
the Mean A. B. E. Student Age and Sex

Sex	Mean Age	SD	N
Male	38.68	12.19	1954
Female	<u>34.56</u>	<u>11.89</u>	<u>1310</u>
TOTAL	37.03	12.24	3264

	Sum of Squares	DF	Mean Square	F Ratio
Between	13352.3	1	13352.3	91.566 **
Within	<u>475667.0</u>	<u>3262</u>	145.821	
TOTAL	489019.0	3263		

\*\* Significant at the .001 level.

TABLE 8

Summary of the Analysis of Variance Between  
A. B. E. Student Sex and the Mean Number of School  
Years Completed by Students

Sex	Mean School Years Completed	SD	N
Male	5.24	2.56	1726
Female	<u>7.29</u>	<u>2.19</u>	<u>1173</u>
TOTAL	6.07	2.62	2899

	Sum of Squares	DF	Mean Square	F Ratio
Between	2918.35	1	2918.35	497.40 **
Within	<u>16997.3</u>	<u>2897</u>	5.86	
TOTAL	19915.6	2898		

\*\* Significant at the .001 level.

TABLE 9

Summary of the Analysis of Variance Between  
A. B. E. Student Sex and the Mean Number of Hours  
of Program Instruction Per Student

Sex	Mean Hours of Instruction	SD	N
Male	121.76	88.39	1917
Female	<u>74.28</u>	<u>60.36</u>	<u>1317</u>
TOTAL	102.42	81.60	3234

	Sum of Squares	DF	Mean Square	F Ratio
Between	1759920.	1	1759920.	287.75 **
Within	<u>19767200.</u>	<u>3232</u>	6116.10	
TOTAL	21527100.	3233		

\*\* Significant at the .001 level.

TABLE 10

Summary of the Analysis of Variance Between  
A. B. E. Student Sex and the Mean Percentage of Attendance

Sex	Mean Percentage Of Attendance	SD	N
Male	66.03	30.21	1859
Female	<u>57.32</u>	<u>30.92</u>	<u>1269</u>
TOTAL	62.50	30.79	3128

	Sum of Squares	DF	Mean Square	F Ratio
Between	57171.1	1	57171.1	6143 **
Within	<u>2908840.</u>	<u>3126</u>	930.53	
TOTAL	2966010.	3127		

\*\* Significant at the .001 level.

The mean beginning reading score for male students in the Adult Basic Education Program is 4.57, and the mean beginning reading score for female students in the program is 6.49. As illustrated in Table 11, this results in a total average beginning reading score for both males and females of 5.30. There is approximately a grade level difference of two years between the male beginning reading score and the female reading score; this difference remains in effect as illustrated in Table 12, "Summary of the Analysis of Variance Between A. B. E. Student Sex and the Mean Ending Reading Achievement Scores". On a comparative basis, Table 13 indicates that the male mean reading achievement score over a year's study tends to increase  $+ .66$ , while the female mean reading score increases  $+1.03$ . Thus, the female student enters the program at a younger age than the male, has completed more years of school than the male, received fewer hours of instruction than the male, and is in attendance less than the male; but realizes a greater gain in reading achievement than the male ( $+1.03$  to  $+ .66$ ).



TABLE 11

Summary of the Analysis of Variance Between  
A. B. E. Student Sex and the Mean Beginning  
Reading Achievement Scores

Sex	Mean Beginning Reading Scores	SD'	N
Male	4.57	2.19	1369
Female	<u>6.49</u>	<u>2.15</u>	847
TOTAL	5.30	2.36	2216

	Sum of Squares	DF	Mean Square	F Ratio
Between	1926.66	1	1926.66	406.14 **
Within	<u>10502.70</u>	<u>2214</u>	4.74	
TOTAL	12429.40	2215		

\*\* Significant at the .001 level.

TABLE 12

Summary of the Analysis of Variance Between  
A. B. E. Student Sex and the Mean Ending  
Reading Achievement Scores

Sex	Mean Ending Reading Scores	SD	N
Male	5.23	2.40	1031
Female	<u>7.52</u>	<u>2.27</u>	<u>581</u>
TOTAL	6.05	2.60	1612

	Sum of Squares	DF	Mean Square	F Ratio
Between	1947.99	1	1947.99	348.78 **
Within	<u>8991.96</u>	<u>1610</u>	5.58	
TOTAL	10939.9	1611		

\*\* Significant to the .001 level.

TABLE 13

A Comparison of Mean Beginning and Mean Ending  
Reading Achievement Scores with A. B. E. Student Sex

Sex	Mean Beginning Reading Score	Mean Ending Reading Score	Difference
Male	4.57	5.23	+ .66
Female	<u>6.49</u>	<u>7.52</u>	<u>+ 1.03</u>
TOTAL	5.30	6.05	.75

### III. A. B. E. Classroom Location as a Base Variable

As indicated in Chapter One, "Procedures of the Evaluation", the state of Kentucky was divided in terms of percentage of urbanization for purposes of stratifying the sample. All counties offering Adult Basic Education classes were categorized as being: (1) urban; (2) rural; or (3) Appalachian: for example, Jefferson and Fayette Counties are classified as urban; Hopkins, Ohio and Trigg Counties are typically rural; and Harlan, Pike and Floyd are examples of Appalachian Counties offering Adult Basic Education classes.

The average age of the Adult Basic Education student in urban Kentucky is 34.22 years, while in rural Kentucky the average age is 35.07 and in Appalachia the average age is 42.48. As Table 14 indicates, while the average age for all students in the program is 37.03, the students attending classes in the Appalachian region of Kentucky are considerably older with a mean age of 42.48. Interestingly, the mean number of school years completed is greatest in rural Kentucky (6.69) and least in Appalachian Kentucky (4.27).

TABLE 14

Summary of the Analysis of Variance Between  
Urban, Rural and Appalachian A. B. E.  
Classes and the Mean A. B. E. Student Ages

Location	Mean Student Age	SD	N
Urban	34.22	11.01	1189
Rural	35.07	12.08	1077
Appalachia	<u>42.48</u>	<u>12.03</u>	<u>998</u>
TOTAL	37.03	12.24	3264

	Sum of Squares	DF	Mean Square	F Ratio
Between	43239.2	2	21619.6	158.15 **
Within	<u>445780.</u>	<u>3261</u>	136.7	
TOTAL	489019.	3263		

\*\* Significant at the .001 level.

Students attending classes in Kentucky's urban areas have completed 6.55 years of school on the average. (See Table 15) Adults attending classes in Appalachian Kentucky received 161.71 mean hours of instruction per school year. This figure is much greater than is evidenced in rural Kentucky (88.90) or urban Kentucky (66.59). (See Table 16) Also, as Table 17 reports, the Appalachian Adult Basic Education student is in attendance in his A. B. E. class approximately 75% of the time on the average; the mean percentage of attendance in rural Kentucky is 60.09, while in urban Kentucky the average A. B. E. student is in attendance 55% of the time.

As Table 18 indicates, the mean beginning reading achievement score in urban Kentucky is 5.7, while in rural Kentucky, the mean beginning reading score is a comparable 5.9. However, in Appalachia Kentucky, the mean beginning reading score is 4.43. Thus, the students in Appalachian Kentucky are generally a full year behind their counterparts in urban or rural A. B. E. classrooms in reading. The mean ending reading scores, as illustrated in Table 19, tend to reflect the same differences as evidenced in the beginning reading score. Students in Appalachian A. B. E. classes have a mean ending reading score of 5.34 while rural students have a 6.32 mean ending reading score with the urban statistic being 6.69. A

comparison of the mean beginning and the mean ending reading achievement scores in urban, rural and A. B. E. Appalachian classes reveals the largest gain being evidenced in urban A. B. E. classes (+.99) with the smallest gain being reflected in rural Kentucky (+.43). On the average, students in Appalachian Adult Basic Education classes increased the mean reading scores during a year's instruction by +.91. (See Table 20)

Thus, students in Appalachian Adult Basic Education classes enter the program at an older age than their counterparts in either urban or rural Kentucky; have completed less years of schooling, but spend more than twice the time receiving instruction in the A. B. E. classroom.

TABLE 15

Summary of the Analysis of Variance Between  
Urban, Rural and Appalachian A. B. E. Classes and  
the Mean Number of School Years Completed by Students

Location	Mean School Years Completed	SD	N
Urban	6.55	2.39	1095
Rural	6.69	2.60	969
Appalachia	<u>4.72</u>	<u>2.42</u>	<u>835</u>
TOTAL	6.07	2.62	2899

	Sum of Squares	DF	Mean Square	F Ratio
Between	2149.79	2	1074.9	175.21 **
Within	<u>17765.9</u>	<u>2896</u>	6.13	
TOTAL	19915.6	2898		

\*\* Significant at the .001 level.



TABLE 16

Summary of the Analysis of Variance Between  
Urban, Rural and Appalachian A. B. E. Classes and the  
Mean Number of Hours of Program Instruction per Student

Location	Mean Hours Of Instruction	SD	N
Urban	66.59	53.80	1189
Rural	88.90	76.17	1080
Appalachia	<u>161.71</u>	<u>83.43</u>	<u>965</u>
TOTAL	102.42	81.60	3234

	Sum of Squares	DF	Mean Square	F Ratio
Between	5116660.	2	2558330	503.70 **
Within	<u>16410500.</u>	<u>3231</u>	5079.07	
TOTAL	21527100.	3233		

\*\* Significant at the .001 level.

TABLE 17

Summary of the Analysis of Variance Between  
Urban, Rural and Appalachian A. B. E. Classes and the  
Mean Percentage of Student Attendance

Location	Mean Percentage Of Attendance	SD	N
Urban	54.99	31.54	1131
Rural	60.09	31.79	1077
Appalachia	<u>74.55</u>	<u>24.46</u>	<u>920</u>
TOTAL	62.50	30.79	3128

	Sum of Squares	DF	Mean Square	F Ratio
Between	203658.	2	101829.	115.19 **
Within	<u>2762350.</u>	<u>3125</u>	883.95	
TOTAL	2966010.	3127		

\*\* Significant at the .001 level.

TABLE 18

Summary of the Analysis of Variance Between  
Urban, Rural and Appalachian A. B. E. Classes and  
Mean Beginning Reading Achievement Scores

Location	Mean Beginning Reading Score	SD	N
Urban	5.70	2.14	624
Rural	5.89	2.69	779
Appalachia	<u>4.43</u>	<u>1.90</u>	<u>813</u>
TOTAL	5.30	2.36	2216

	Sum of Squares	DF	Mean Square	F Ratio
Between	976.56	2	488.28	94.35 **
Within	<u>11452.80</u>	<u>2213</u>	5.17	
TOTAL	12429.4	2215		

\*\* Significant at the .001 level.

TABLE 19

Summary of the Analysis of Variance Between  
Urban, Rural and Appalachian A. B. E. Classes  
and Mean Ending Reading Achievement Scores

Location	Mean Ending Reading Score	SD	N
Urban	6.69	2.76	443
Rural	6.32	2.91	562
Appalachia	<u>5.34</u>	<u>1.94</u>	<u>607</u>
TOTAL	6.05	2.60	1612

	Sum of Squares	DF	Mean Square	F Ratio
Between	524.84	2	262.42	40.54 **
Within	<u>10415.10</u>	<u>1609</u>	6.47	
TOTAL	10939.9	1611		

\*\* Significant at the .001 level.

TABLE 20

A Comparison of the Mean Beginning and Mean Ending  
Reading Achievement Scores in Urban, Rural  
and Appalachian A. B. E. Classes

Location	Mean Beginning Reading Scores	Mean Ending Reading Scores	Difference
Urban	5.70	6.69	+.99
Rural	5.89	6.32	+.43
Appalachia	<u>4.43</u>	<u>5.34</u>	<u>+.91</u>
TOTAL	5.30	6.05	+.75

IV. Summary of Student Demographic Data

The following are summary statements of the foregoing statistics regarding the student population in the Adult Basic Education Program in Kentucky:

- a. The mean age of the people in the Appalachia region attending Adult Basic Education classes (42.5) is significantly higher than for the urban (34.2) or the rural (35.0).
- b. The mean number of school years completed is significantly lower in the Appalachian region (4.7) than in the urban (6.6) and the rural (6.7).
- c. The mean number of hours of instruction in the A. B. E. Program is significantly higher in the Appalachian region (161.7) than in the rural (88.9) or in the urban (66.6) regions.
- d. The mean percentage of attendance is significantly higher in the Appalachian region (74.6) than in the rural (60.1) or in the urban (55.0) regions.
- e. The mean beginning reading score is lower in the Appalachian region (4.4) than it is in the rural (5.9) or in the urban (5.7) regions.
- f. The mean ending reading score is lower in the Appalachian region (5.3) than it is in the rural (6.3) or in the urban (6.7) regions.

- g. The mean age of men (38.7) in the program is greater than for women (34.6). The mean of both groups is 37.0.
- h. The mean number of school years completed is greater for women (7.3) than for men (5.2). The combination mean is 6.0.
- i. The mean number of hours in the program for men (121.8) is greater than for women (74.3). The combined mean is 102.4.
- j. The mean percentage of attendance is greater for men (66.0) than for women (57.3). The total mean percentage is 62.5.
- k. The mean beginning reading score for women (6.5) is greater than for men (4.6). The mean beginning reading score for both groups is 5.3.
- l. The mean ending reading score for women (7.5) is greater than for men (5.2). The mean for the combined group is 6.0.

CHAPTER FIVE  
STUDENT ATTITUDES

I. Description of Student Sample

The student attitude data was collected by personal interviews with students and by the administration of a questionnaire (see Appendix). Below are listed the sources and the analysis of the sample.

TOTAL NUMBER OF STUDENTS QUESTIONED - 220

Region of Respondents

WESTERN KENTUCKY

Jefferson County	28 students
Louisville Independent	82 students

50% of the sample

CENTRAL KENTUCKY

Fayette County	33 students
Laurel County	17 students

22.7% of the sample



EASTERN KENTUCKY

Lewis County	44 students
Estill County	41 students
Harlan County	15 students

27.3% of the sample

Sex of the RespondentsFEMALE

180 students  
81.8%

MALE

40 students  
18.2%

Location of the RespondentsURBAN

143 students  
65%  
of the sample

RURAL

17 students  
7.7%  
of the sample

APPALACHIA

60 students  
27.3%  
of the sample

This sample heavily favors Western Kentucky and the urban areas. There is an explanation for this. At least two alternatives were available to gather data from students: (1) students would be available in classes for interviews or to fill out questionnaires; (2) district supervisors could be visited to gather student names and addresses and students could be contacted by telephone or at their

homes. The first alternative had the disadvantage that many of the classes had ended for this year. The second entailed insurmountable difficulties in equating time spent vs. reaching the greatest number of students. The decision was made to select the first alternative, which meant that the interviewers went only to counties where programs were still in operation. While the sample is therefore not stratified, the fairly large number of students contacted certainly provides some indication of student attitudes toward the A. B. E. Program.

## II. Analysis of Student Responses

The questionnaire which was administered to students (the same questions were used in the interviews) contained eight basic questions, some of which had more than one part. Below is an attempt to relate the major findings from the bulk of raw data that was collected.

The first question dealt with the reasons why students come to A. B. E. classes. Almost one in three said the reason for coming was to earn a high school diploma or its equivalent. This is especially true among women and in the rural areas of the state. The responses of "furthering my education and coming for self-improvement" account for about 50% of the responses from the Appalachian

region. The men seem to be far more interested in self-improvement than do the women. Almost 4% indicated that they were planning to go on into another institution of learning after completing this program. The rural sample, which was the smallest, showed the highest percentages in desiring the high school diploma, needing an education to get a better job, and interested in pursuing their education after finishing the A. B. E. Program, (See Table 1)

The second question was designed to find out how students learned about the classes. As one would expect, the largest majority of the students were recruited by word-of-mouth. Other agencies, specifically the church and the community action agency, were effective in recruiting in the urban areas. The school tended to be a better recruiter in urban areas as well. In Appalachia, the newspaper and the radio seemed to reach many people, especially the men. Almost half of the men in the sample from Eastern Kentucky first learned about the program through the newspaper or over the radio. Other advertising at places of employment and in store windows seems to attract students. (See Table 2)

TABLE 1

QUESTION # 1: * Why did you decide to come to these classes?						
Percentage responding to this question - 97.5%						
RESPONSES	All	Men	Women	Urban	Rural	Appalachian
1. Want a high school diploma or a GED certificate.	29.2%	18.7%	31.8%	33.3%	40.9%	18.2%
2. Self-improvement.	20.2	31.2	18.1	22.3	----	23.3
3. Need the education to get a better job.	16.7	14.6	17.2	18.9	27.2	9.2
4. Further my education.	13.9	14.6	13.7	9.5	9.1	25.8
5. Help my children.	5.0	2.1	5.6	5.6	4.5	3.9
6. Go on to get additional schooling, i. e., college.	3.9	4.2	3.9	2.8	13.6	3.9
7. Never had the opportunity to finish when I was young.	3.3	4.2	3.0	0.6	----	10.3
8. Already a High School graduate.	1.8	----	2.1	1.7	4.5	1.3
9. Other.	3.3	2.1	3.4	3.3	----	2.6
10. No answer.	2.5	8.3	1.3	2.2	----	1.3
TOTALS	99.9%	100.0%	100.1%	100.2%	99.8%	99.7%

\* Forms tabulated - 220; Total responses to question - 281; Number responding - 213.

TABLE 2

QUESTION # 2: * How did you come to know about these classes?						
Percentage responding to the question - 99.1%						
RESPONSES	All	Men	Women	Urban	Rural	Appalachian
1. Word of mouth from neighbors, friends, relatives, and other students	32.2%	35.0%	31.7%	15.1%	72.3%	36.9%
2. Agencies other than the school (churches)	15.9	10.0	17.1	20.5	5.5	7.7
3. The school	14.5	7.5	16.1	19.2	5.5	6.2
4. The newspaper	13.7	17.5	13.0	11.9	16.7	16.9
5. The radio	9.4	15.0	8.3	3.3	-----	26.2
6. Place of employment	6.4	7.5	7.3	9.3	-----	1.5
7. Store window	2.7	-----	5.7	4.6	-----	-----
8. I contacted the school	1.3	2.5	3.6	2.0	-----	-----
9. Someone visited my home	1.3	-----	1.0	1.3	-----	1.5
10. Other	1.7	-----	1.6	2.6	-----	-----
11. No answer	0.9	-----	2.1	-----	-----	3.1
TOTALS	100.0%	100.0%	100.2%	99.8%	99.8%	100.0%

\* Forms tabulated - 220; Total responses to question - 233; Number Responding - 218.

As the responses tabulated in Table 3 indicate, almost 60% of the students sampled felt that their neighbors were aware of the classes. Table No. 3a reports some of the opinions expressed by students concerning why their neighbors don't come to the classes.

TABLE 3

QUESTION # 3: \* Do most of your neighbors know about the classes? What do they think of them?

Percentage responding to the question - Part A - 85.9%

RESPONSES	All	Men	Women	Urban	Rural	Appalachia
Yes	58.7%	42.5%	62.4%	55.3%	47.1%	70.0%
No	16.1	22.5	14.6	21.3	11.8	5.0
Uncertain	11.0	7.5	11.8	12.1	11.8	8.3
No Answer	14.2	27.5	11.2	11.3	29.4	16.7
TOTALS	100.0%	100.0%	100.0%	100.0%	100.1%	100.0%

\* Forms tabulated - 220; Total responses to question - 218 Number responding - 189.

TABLE 3a

QUESTION # 3:*		Do most of your neighbors know about the classes? What do they think of them?					
Percentage responding to the question - Part B - 67.3%							
RESPONSES	All	Men	Women	Urban	Rural	Appalachia	
1. Believe the classes are a great opportunity	24.6%	27.5%	23.9%	26.1%	----	27.4%	
2. They generally approve	9.8	17.5	8.2	10.4	----	11.0	
3. Too embarrassed to come	5.8	5.0	6.0	3.7	17.6	6.8	
4. Not Certain	5.8	5.0	6.0	7.5	----	4.1	
5. Don't have time, job, family, etc.	4.9	10.0	3.8	0.7	35.3	5.5	
6. Some have participated or are planning to do so	4.9	7.5	4.3	6.7	----	2.7	
7. Say they can't learn	4.5	5.0	4.3	----	23.5	8.2	
8. It's a waste of time	3.1	2.5	3.3	2.2	----	5.5	
9. Not interested enough	1.8	2.5	1.6	2.2	----	1.4	
10. Should have more publicity	1.3	----	1.6	2.2	----	----	
11. Lack of transportation	1.3	----	1.6	----	17.6	----	
12. No answer	32.2	17.5	35.3	38.2	5.9	27.4	
TOTALS	100.0%	100.0%	99.9%	99.9%	99.9%	100.0%	

More than half of the students sampled stated that they did not know any other potential students. The double asterisk in Table #4a denotes that those respondents who answered Part A of question #4 negatively, did not offer an answer for Part B. Consequently, the number of forms tabulated dropped to 102. Almost two-thirds of the urban respondents answered negatively, that they did not know any students who were eligible to take part in the classes. Both of the other areas of the state gave more positive than negative answers. The Appalachian region gave an overwhelming "yes" to the question, almost in exact reversal of the response from the total sample.

TABLE 4

QUESTION # 4: * Do you know anyone who could take part in these classes but is not interested? Why?						
Percentage responding to this question - 88.2% *						
RESPONSE	All	Men	Women	Urban	Rural	Appalachia
Yes	32.4	35.0	31.8	21.3	41.2	55.0
No	55.4	45.0	57.8	66.2	35.3	36.7
No answer	12.2	20.0	10.4	12.5	23.5	8.3
TOTALS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

\* Forms tabulated - 220; Total responses to question - 213; Number responding - 194.



TABLE 4a

QUESTION # 4a: Do you know anyone who could take part in these classes but is not interested? Why?						
Percentage responding to this question - Part B - 71.6% **						
RESPONSES	All	Men	Women	Urban	Rural	Appalachia
1. They are too frightened or embarrassed to come	19.2%	11.7%	20.7%	10.0%	37.5%	26.7%
2. Unable to find the time to attend class	18.3	23.5	17.2	13.9	37.5	17.8
3. They think they are too old	7.7	17.6	5.7	4.1	----	13.3
4. Lack of confidence and patience	7.7	17.6	5.7	12.0	----	4.4
5. I don't know	5.8	5.9	5.7	10.0	----	2.2
6. Need a baby sitter	5.8	----	6.9	6.1	----	6.7
7. Feel they don't need it	2.9	----	3.4	4.1	----	2.2
8. Other	4.8	----	5.7	2.1	----	8.9
9. No answer	27.8	23.5	28.7	37.5	25.0	19.8
TOTALS	100.0%	99.8%	99.7%	99.8%	100.0%	100.0%

There seems to be general agreement among all of those sampled that they feel that their life has been changed in some way by the ABE classes. The data indicates that students feel that not only have their learning skills improved, but they have developed additional educational skills and have improved their self-image.

Table 5

QUESTION # 5: Do you think your life has changed in any way * because of what you have learned here? Why?						
Percentage responding to this question - Part A - 67.8%						
RESPONSE	All	Men	Women	Urban	Rural	Appalachian
Yes	55.3%	57.5%	55.3%	65.8%	----**	46.7%
No	11.8	12.5	11.6	14.4	----	8.3
Uncertain	4.9	10.0	3.9	6.8	----	1.7
No Answer	<u>27.9</u>	<u>20.0</u>	<u>29.1</u>	<u>13.0</u>	----	<u>43.3</u>
TOTALS	99.9%	100.0%	99.9%	100.0%	0	100.0%

\* Forms tabulated 203; Total responses to question - 223; Number responding - 158.

\*\* Since there was no data from the rural area on this question, the number of tabulated forms was reduced from 220 to 203.

TABLE 5a

QUESTION # 5: Do you think your life has changed in any way because of what you have learned here? Why?						
RESPONSES	All	Men	Women	Urban	Rural	Appalachia
1. Extend learning and develop educational skills	19.9	17.5	20.4	21.1	----	22.4
2. Improve my self-image	15.7	7.5	17.3	18.4	----	13.4
3. Work better or improve my job position	6.4	15.0	4.6	7.9	----	4.5
4. I'm more informed and more interested in education	5.1	5.0	5.1	4.6	----	7.5
5. Help my children	2.5	----	3.1	3.9	----	----
6. Other	6.4	5.0	6.6	6.6	----	7.5
7. No answer	44.1	50.0	42.9	37.5	----	44.8
TOTALS	100.0%	100.0%	100.0%	100.0%	0	100.0%

Percentage responding to this question - Part B - 41.1%; Forms Tabulated 203; responses to question - Part B - 236; number responding to question - Part B - 116.

The responses to Question # 6 revealed five major aspects of the A.B.E. classes enjoyed by the students. Almost one in five students selected the teacher for praise. The men selected as most important:

1. Their ability to learn;
2. The subjects they studied; and
3. A chance to get back in school and graduate.

In comparison, the women indicated more interest in meeting and being with the other students.

It should also be noted that over 87% of the responses from the Appalachian region are clustered in the five major responses listed at the beginning of Table # 6.

TABLE # 6

QUESTION # 6: * What do you like most about the classes?						
Percentage responding to this question - 88.2%						
RESPONSES	All	Men	Women	Urban	Rural	Appalachia
1. Teachers effort and interest	19.6%	14.7%	20.5%	20.2%	-----**	18.2%
2. Meeting and being with the students	13.7	5.9	15.1	14.1	-----	12.7
3. All of it generally	12.8	5.9	14.1	9.2	-----	23.6
4. I was able to learn	11.9	14.7	11.4	11.1	-----	14.5
5. The subjects we study	11.4	23.5	9.2	9.2	-----	18.2
6. A chance to attend school again and graduate	4.6	11.7	3.2	6.2	-----	-----
7. Group discussions	4.1	-----	4.9	5.5	-----	-----
8. The informality of class	3.7	2.9	3.8	4.3	-----	-----
9. Adult subject matter	1.4	-----	1.6	1.8	-----	-----
10. Work at our own speed	1.8	2.9	1.6	1.2	-----	3.6
11. Other	4.1	-----	4.9	4.3	-----	3.6
12. No answer	10.9	17.6	9.7	12.9	-----	5.5
TOTAL	100.0%	99.8%	100.0%	100.0%	0	99.9%

\* Forms tabulated - 203; total responses to question - 219; number responding - 179.

\*\* Since there was no data from the rural area on this question, the number of tabulated forms was reduced from 220 to 203.

The range of responses in Question # 7 is very broad. The data indicates that almost one student in three would make no changes in the present program. The percentage for this category from the Appalachian region of the state is 50%. The other response which occurred quite frequently was that more time should be spent in classes. Most of those indicated that a third evening should be provided.

The responses to Question # 8 indicate that the students feel that math and language skills are most useful to them. Men tended to see math as more useful, while women viewed math and language skill development as equally useful.

TABLE 7

QUESTION # 7: If you were able to change something, what would you change?		Percentage responding to this question - 80.5% *					
RESPONSES	All	Men	Women	Urban	Rural	Appalachia	
1. Nothing	30.8%	30.0%	31.0%	24.5%	17.6%	50.0%	
2. Come more often	17.9	12.5	19.0	19.0	17.6	15.0	
3. More language skill development	6.3	12.5	4.9	4.8	----	11.7	
4. Spend more time on Math	4.5	5.0	4.3	6.1	----	1.7	
5. Start classes on time with prepared teachers	3.1	----	3.8	4.1	----	1.7	
6. No time limit on tests	1.8	----	2.2	2.7	----	----	
7. Would like work-books	1.3	----	1.6	2.0	----	----	
8. Dissatisfied with methods and curriculum for adults	2.2	5.0	1.6	2.0	11.8	----	
9. More study time and individual help	2.2	2.5	2.2	2.0	11.8	----	
10. Have classes closer to students or provide transportation	2.3	----	2.7	----	17.6	3.3	
11. Questions about goals for the students	1.3	----	1.6	1.4	5.9	----	
12. Other	7.1	7.5	7.1	6.8	----	10.0	
13. No answer	19.2	25.0	17.9	24.5	17.6	6.7	
TOTALS	100.0%	100.0%	99.9%	100.0%	99.9%	100.1%	

\* Forms tabulated - 220; total responses to question - 224; Number responding - 177.

TABLE 8

QUESTION # 8: Of all the things you are learning, what do you think will be the most useful?

Percentage responding to this question - 92.0% \*

RESPONSES	All	Men	Women	Urban	Rural	Appalachia
1. Math	33.3%	41.2%	32.1%	32.2%	----**	36.1%
2. Language Skills	26.1	20.6	27.0	25.4	----	27.8
3. Reading	12.9	14.7	12.6	13.6	----	11.1
4. Everything	10.8	11.8	10.7	10.7	----	11.1
5. Science	4.0	----	4.7	4.0	----	4.2
6. Credit toward a diploma	1.6	----	1.9	2.3	----	----
7. Uncertain	1.2	----	1.4	1.2	----	1.4
8. Other	4.0	2.9	4.2	2.8	----	6.9
9. No Answer	6.0	8.8	5.6	7.9	----	1.4
TOTALS	99.9%	100.0%	100.2%	99.9%	0	100.0%

\* Forms tabulated - 188; total responses to question - 249; number responding - 173.

\*\* There is no data from the rural area on this question, nor does the Appalachian area contain a full sample. Therefore, the forms were reduced by 17 from the rural area and 15 from the Appalachian area, leaving 188 forms which were tabulated.



## CONCLUSIONS

The most reported reason for enrollment in A. B. E. classes was to get a high school equivalency certificate by passing the G. E. D. Examination.

1. As a result, the curriculum reflects a tendency to teach from the G. E. D. Examination.
2. The data indicates that the students do not object to this. In fact, the opposite seems to be true. Indeed, if the teacher presents something which is not relevant to passing the G. E. D., there seems to be some resistance on the part of many of the students.

As to methods of recruitment, the following points are evident in the data from the student interview-questionnaires:

1. Agencies, other than the school, are useful in reaching potential A. B. E. students, especially in the urban areas.
2. The newspaper and the radio are certainly useful, especially in the rural and Appalachian areas.
3. Employers are potentially very good sources for recruitment of students.
4. Signs in store windows seem to be effective in urban areas.

5. These potential students are not going to contact anyone about classes - someone is going to have to go out and contact them. In the final analysis, word-of-mouth is unquestionably the most effective way of communicating to potential students about Adult Basic Education.
6. The data would indicate that students may not be so effective in recruiting other students.
  - a. Only 58.7% of the students responding felt their neighbors knew about the classes.
  - b. Only 34.5% of the students were able to indicate the feelings of their neighbors regarding the A.B.E. classes.
  - c. Only 32.4% of the students responding knew anyone who could take part in the A. B. E. classes.

It was not feasible to collect much data from people who have dropped out of the A. B. E. classes, but some indications are revealed in the opinions of students as to why their neighbors and acquaintances don't come:

1. Some potential students are too embarrassed to attend.
2. They don't have the time to spend.
3. Say that they can't learn or are too old to learn.
4. Classes are not located near to their homes, nor is transportation available to them.

5. Lack the confidence or patience to come.
6. Need of a babysitter for their children.

The data indicates that the A. B. E. classes are fulfilling a social function for many of the students attending. Meeting with and being with the other students in the class was ranked second by the students responding to what they like most about the classes. Also, students indicated in a rather strong way that they generally enjoyed the A. B. E. classes and would change nothing. Over 48% of those responding stated nothing needed to be changed except that the classes should meet more often.

In conclusion, it might be noted that in administering written questionnaires to A. B. E. students in Kentucky, less than five percent of them needed assistance in completing the forms.

Above all, the interviewers were impressed with the enthusiasm and dedication encountered among A. B. E. students in Kentucky. While suggestions and comments were plentiful, negative criticism of the A. B. E. Program was almost non-existent.

CHAPTER SIX  
STUDENT SERVICES

I. Recruitment of Students

Certainly, this area of concern formed one of the striking themes of the anecdotal responses written by teachers, counselors, and supervisors. Again and again A.B.E. personnel expressed frustration with the difficulty of reaching those most in need of the program . . .

The program is good if only more people would take advantage of it. How can the general public be reached and made to realize the value of A. B. E. ?

In particular, reference was frequently made to the difficulty of enrolling first level people . . .

The greatest deficiency that I see in the A. B. E. Program is the inability to recruit students on a lower grade level.

In this respect, a few suggested that "more emphasis at the local level needs to be placed on the value of A. B. E. other than for taking the G. E. D." Several stressed the need in their districts for a systematic program of recruitment involving employers and other community agencies as well as A. B. E. personnel . . .

... Proper methods have never been set up for contacting those who need it most.

Others suggested that a position should be created to handle this important responsibility . . .

... Getting people into the program is our biggest problem. Someone should have the job.

As to methods of recruitment, several stressed the need for personal contact with prospective students. Certainly the importance of word-of-mouth communication about the classes was evident in interviews with A. B. E. students. Typical comments were:

- . My niece told me about the classes
- . I never would have known about them if Mrs. \_\_\_\_\_, hadn't told me.
- . My neighbor, Mrs. \_\_\_\_\_, was going to them, so I decided to go because I could get a ride with her.

One lady recalled having seen a newspaper advertisement about the classes, but pointed out that she probably would not have come if she hadn't learned more about them from a friend. And in one class visited, it was clear that the most effective source of recruitment was the influence and example of the teacher. All of the students had known her for many years and very much respected her educational accomplishments and her long involvement in community service programs.

## II. Students Attendance and Withdrawals

- . Irregular attendance of a large percentage of our students is a major problem.
- . The greatest drawback we have is irregular attendance and withdrawals.
- . There is too much student turnover. We can't develop a logical program.
- . There is a constant all-year turnover of students.
- . ...indifference towards good attendance. Definite requirements should be established.
- . I wish there was some way of stabilizing the holding power within the group - for instance, a teacher may have 18 or 20 enrollees during a session but end up with only 8 or 10 at the close of the session.

Several pages of anecdotal comments of this nature could easily be recorded here. Unquestionably, the problems of poor attendance and student withdrawal from the program cause A. B. E. personnel a good deal of concern. For one thing, as several teachers pointed out, the problem of individual differences is intensified by absenteeism ...

It is difficult to keep all students advancing when their rates of progress are so different. When students are absent, they must be helped to catch up, thus, making the teacher have to do individual work with several at the same time.

In the case of some respondents, concern for the problem of absenteeism has reached the point where they feel that some form of compulsory attendance should be introduced. For example, arguing that a tangible investment would help to make students more aware of their responsibilities in this respect, several respondents advocated a system of fees. For instance . . .

. . . use fees to be returned in ratio to attendance (but avoid compulsory A. B. E.).

Others recommended that advancement in the program should be made contingent upon actual hours of classroom attendance. More frequently, however, recommendations for dealing with the problems of poor attendance and dropouts stressed the need for developing better methods of follow-up.

We need to make a greater effort to hold on to the dropout. Personal contact should be made right away in these cases:

And certainly, recorded "dropout" figures indicate that there is good reason to be concerned about this problem. In the following list of withdrawals tabulated in the 1968 Annual Report, the figure listed beside Number (4), "Lack of Interest", is particularly striking:

Number of Separations For:

1.	Employment	731
2.	Entry into a training program	402
3.	Job change	87
4.	Lack of interest	1116
5.	Other known reasons	
	a. Completed A. B. E.	835
	b. Moved	244
	c. Entered H. S. program	115
6.	Unknown reasons	530
		<hr/>
	TOTAL	4060



### III. Factors Discouraging Recruitment and Attendance

One of the aims of this study was to identify circumstances accounting for student recruitment problems. Interestingly enough, in a questionnaire item requesting their opinion as to why more people don't enroll in the classes, a relatively large number of A. B. E. personnel chose "embarrassment regarding learning deficiencies" and "lack of confidence in personal learning ability":

TABLE 1

#### Why Don't More People Enroll In Adult Basic Education Classes?

	<u>Total Response In Percentage</u>
1. Lack of sufficient information to the eligible adult . . . . .	18.6%
2. Unfavorable community attitudes toward A. B. E. . . . .	1.4
3. Health or family problems . . . . .	4.6
4. Embarrassment regarding educational deficiencies . . . . .	30.1
5. Have satisfactory employment; feel no need for improvement . . . . .	8.6
6. Lack of confidence that A. B. E. Program will lead to employment . . . . .	3.5
7. Lack of confidence in personal learning ability . . . . .	29.4
8. Other . . . . .	3.8

With the same purpose in mind, an attempt was made to assess whether the program is more attractive to women than to men. A. B. E. personnel were asked to respond to the following statement: The A. B. E. Program is better accepted by: (1) Men; (2) Women; (3) About the same:

TABLE 2a

Responses Analyzed According to the Area  
Of the Respondents

LOCATION	By Men	By Women	About the Same	Total No. of Responses
Urban	8.5%	47.9%	43.5%	117
Rural	5.9	47.5	46.9	337
Appalachia	13.7	52.3	33.9	153

TABLE 2b

Responses Analyzed According To  
Position of Respondent

POSITION	By Men	By Women	About the Same	Total No. of Responses
Teachers	9.2%	46.1%	44.7%	414
Counselors	6.4	55.1	38.5	78
Supervisors	5.9	55.9	38.2	102

Whether analyzed according to their area or position in the program, a slightly larger number of respondents indicated that the program is better accepted by women. In the case of the Appalachian area and counselors and supervisors the figures are somewhat more striking. However, the ambiguity of the phrase "better accepted by" renders the significance of these results very questionable. From this item, along with interviews and visits to A. B. E. classrooms, the study team can only report its impressions that the classes in some districts appear to be female social gatherings as much as they are anything else. This is certainly not to object to the social aspects of the program: In the outlying rural areas, in particular, the opportunity to meet friends and neighbors two nights a week at the local church, community hall, or school, undoubtedly helps to attract many to the classes. The point is simply that prospective male students may be reluctant to break into a predominantly female social circle.

As to problems affecting attendance, A. B. E. personnel frequently pointed out the personal sacrifices that many students must make in order to attend classes. As one teacher commented in the anecdotal responses:

It has been most gratifying to see adults so anxious to continue their education that they were willing to make real, and sometimes very difficult sacrifices, to attend the school. Many of them have had to drive long distances after working all day. Others have had family problems, illness, babysitters, etc.

In this connection, a relatively large number of A. B. E. personnel chose "no one to take care of children" when they were asked to identify family problems causing particular difficulties for A. B. E. students:

TABLE 3

Are There Family Problems Which Keep  
Students From Doing Their Best?

	<u>Total Responses In Percentage</u>
1. Family problems not a significant factor	28.7%
2. No one to take care of children at home	47.3
3. Do not own suitable clothing	2.0
4. Family attitudes regarding adult basic education unfavorable	11.7
5. Other	10.3

On the other hand, when asked for the same reason to identify health problems, a relatively large number of A. B. E. personnel indicated that these are not a significant factor:

TABLE 4

Are There Health Problems Which Keep  
Students From Doing Their Best?

	<u>Total Responses In Percentage</u>
1. Health problems not a significant factor . . . . .	42.4%
2. Fatigue, lack of sleep . . . . .	27.1
3. Hunger, undernourishment, poor nutrition . . . . .	1.6
4. Poor vision . . . . .	13.9
5. Poor hearing . . . . .	4.3
6. Physical disease . . . . .	4.3
7. Other . . . . .	6.5

At the same time, it should be noted that a few teachers, counselors and supervisors made a particular point in their anecdotal responses about health problems in their districts. As one supervisor commented, for example:

The lack of provision for the solution of health problems that hamper the progress of some participants is what I least like. . . . Funds should be provided for the purchase of glasses, hearing aids, etc., so participants may profit from the instruction given. Funds for transportation and for babysitting would improve attendance.

And speaking of transportation, apparently some districts experience particular difficulties in this respect. One respondent from a district where this problem was repeatedly mentioned, made the point that "the disadvantaged are also those having the least transportation facilities." Another made a suggestion that was repeated a few times throughout the anecdotal responses:

... recruiting is what I find most difficult. If we had a panel bus to transport students to and from class, we would have much better attendance.

Interestingly enough, the problem of getting to the classes is apparently not limited to the rural districts. One teacher from a large city district remarked that some of his students were unable to afford bus fare to the classes.

#### IV. The Question of Non-Voluntary Participation

Frequent reference was made in the anecdotal responses to the attitudes of non-voluntary participants. The following is typical of the comments in this regard:

... compelling the captive audience to attend. When the students attend for other reasons and not a personal interest to better themselves, they are disinterested and unhappy.

Others maintained as well that "people forced to attend hurt people who really want to learn". Moreover, according to respondents from some districts, volunteers are reluctant to enroll in A. B. E. classes which previously had a large non-volunteer enrollment because of the stigma which developed in the community concerning non-voluntary participation . . .

Many young people or even older ones would like to participate in the A. B. E. Program, but are afraid that others will associate it with the other non-voluntary government programs. We need to specify publicly that this is a separate program.

On the other hand, a few respondents supported non-voluntary attendance on the grounds that a "captive audience" always nets some individuals who thrive on the experience.

#### V. Employment Opportunities for A. B. E. Students

Unquestionably, inadequate liaison between the A. B. E. Program and employment services represents one of the major needs encountered in this study.

Wherever the Evaluation Team turned to investigate this concern, the need was further evidenced. For example, interviews with a sample of 16 school administrators (ten superintendents,

four assistant or associate superintendents, and two directors of adult education) brought forth this data concerning A. B. E. student job placement procedures in 15 school districts:

TABLE 5

Factors Which Affect Placement Efforts of  
A. B. E. Students as Reported by  
16 School Administrators

	<u>Adequate</u>	<u>Inadequate</u>	<u>Not Sure</u>	<u>No Answer</u>
Procedures of school district for placement of A. B. E. students in employment	2	10	3	1
Success of district's placement efforts	2	8	3	2
Helpfulness of employers or employing agencies in assisting A. B. E. students	7	4	3	2



The views of school administrators about the school's role in job placement of A. B. E. students may be summarized as follows:

1. There are no formal placement procedures because most students in the program are currently employed.
2. Job placement is not a function of the schools.
3. The amount of time which is available to the counselors is not sufficient for them to engage in extensive job placement.
4. Most job placement has resulted from the efforts of out-side agencies and employers and is normally not initiated by the schools.

As to the questionnaire data in this connection, A. B. E. personnel were asked to indicate whether they felt placement of A. B. E. students in employment to be adequate or inadequate. In the first table below, their responses are analyzed according to area:

TABLE 6a

Placement of A. B. E. Students in Employment:  
Adequate or Inadequate

Responses Analyzed According to the Area of the Respondents

LOCATION	Adequate	Inadequate	Number of Respondents
Urban	50%	50%	42
Rural	52.5	47.5	162
Appalachian	33.6	65.9	98

Not surprisingly, in view of the generally fewer job opportunities, dissatisfaction with job placement of A. B. E. students seems more pronounced in the Appalachian area.

When analyzed according to position of respondents, there is some indication in this data that supervisors and counselors are more dissatisfied with job placement of A. B. E. students.

TABLE 6b

## Responses Analyzed According to Position of Respondents

POSITION	Adequate	Inadequate	Number of Respondents
Teachers	51.1%	47.8%	182
Counselors	35.2	64.8	54
Supervisors	37.7	62.3	61

And, finally, turning to the anecdotal responses, teachers, counselors, and supervisors frequently spoke of the need for more effectively enlisting employers and employment agencies both in recruiting students and in providing job opportunities for graduates. As one counselor commented in this regard:

There needs to be a more realistic correlation between the Employment Service and the A. B. E. Program.

Several others suggested that employers should have some system of rewards to encourage their employees to attend the classes.

## RECOMMENDATIONS

From the data relevant to the student population, some outstanding needs in the A. B. E. Program are clearly evident. Following a brief analysis of these, the study will propose some remedial procedures:

I. A Need for More Intensive and Systematic Methods of Student Recruitment

The impact of the A. B. E. Program on the large target population at the lower levels appears, if anything, to be decreasing. Again and again, A. B. E. personnel spoke of the difficulty of getting through to the "hard core" of population which really needs the services of Adult Basic Education. In other words, it appears that the population presently being enrolled in the program is largely self-motivated.

It is, therefore, recommended that an intensive and systematic program be designed specifically to recruit from the Level I and Level II target population. To make this special effort, the following procedures seem advisable:

1. In the first place, the direction of such a program should be made a specific responsibility, involving ideally, a full-time position in each local district. Where this is not possible, a part-time position should be designated.

2. The person responsible for directing this recruitment program should work closely with a local advisory committee composed of individuals having close personal contacts with people in the community. Recognizing that printed advertisements are of limited value particularly in "selling" the program to the Level I and Level II target population, such a committee should recruit essentially by means of personal contacts with prospective students.
3. By the same token, the recruitment program should utilize television advertisements wherever possible.
4. From these recommendations, it obviously follows that funds should be specifically budgeted at the State level to assist local recruitment programs.

II. A Need for a Systematic Program of Retrieval in Cases of Poor Attendance and Dropout.

- . It appears that in many districts, teachers, counselors and supervisors are unable to find the time to personally check into cases of poor attendance and student withdrawals.
- . By all accounts, the "dropout" rate is greatest in the early stages of the classes, when the confidence of students is at its lowest ebb.
- . It is clear that personal contact is necessary for effective retrieval.
- . In short, retrieval of students who "drift away" from the classes does not appear to be a systematic part of the local A. B. E. Program.

It is, therefore, recommended that retrieval of students in local districts be a designated responsibility of either the person in charge of recruitment or another person qualified to deal with this problem. Experience as a student in the A. B. E. Program might well be a useful qualification in this respect.

III. A Need for Establishing Closer Liaison Between the A. B. E. Program and Employment Opportunities.

- . A prime objective of the A. B. E. Program is to improve the student's opportunities for employment.
- . At present, there is little evidence of any systematic procedures for assisting A. B. E. students in finding suitable employment.

It is, therefore, recommended that responsibility be designated to a qualified person for developing and maintaining communication between the local A. B. E. Program and employers and employment agencies, both local and state-wide. Ideally, such a person would work closely with a local advisory committee for this purpose .

## CHAPTER SEVEN

## STAFF

In the Commonwealth of Kentucky, the A.B.E. Program has three specific types of professional personnel who provide related but uniquely different services for adult students enrolled in Adult Basic Education courses. These professionals are supervisors, guidance counselors, and teachers. The supervisors help teachers select instructional materials, develop curriculum, and recruit students. The guidance counselors assist in the placement of students in classes, administer tests, and help to place students in jobs. The teachers are in charge of classroom instruction. All professional personnel are responsible to the local superintendent and must meet both state and local rules and regulations which apply to Kentucky educators. This chapter on A. B. E. personnel is divided into five major sections:

1. A Demographic Description of A. B. E. Personnel
2. An Analysis of Specific Questions on the Questionnaires Which Apply to A. B. E. Personnel
3. An Examination of the Anecdotal Responses to the Following Questionnaire Items:

- a. What do you like best about the A. B. E. Program?
  - b. What do you like least about the A. B. E. Program?
  - c. What suggestions do you have for improvement of the A. B. E. Program?
4. A Study of School Administrators' Opinions and Observations about A. B. E. Personnel.
  5. Recommendations

#### A Demographic Description of A. B. E. Personnel

The demographic data for A. B. E. personnel are examined in terms of three base variables: sex, location, (urban, rural, or Appalachian), and position. The following series of tables, which contain the essential demographic characteristics of the Kentucky Basic Adult Education staff in local school districts, are presented without comments. Tables 1 to 9 represent Questionnaire Items 3 to 8 and 11 to 13.

TABLE 1

#### Position in A. B. E. Program

POSITION	Male	Female	Urban	Rural	Appalachian
Teacher	58.9%	77.8%	77.5%	68.5%	61.4%
Counselor	14.3	11.5	7.7	12.7	16.9
Supervisor	25.0	8.5	12.0	18.1	17.6
Other	1.6	2.0	2.5	.5	3.9



TABLE 2

## Age of A. B. E. Personnel

RESPONSE	Male	Female	Urban	Rural	Appalachian
21-24	5.2%	5.1%	11.2%	5.0%	1.3%
25-29	21.3	11.3	28.4	15.5	9.3
30-39	34.4	12.3	23.2	20.2	30.8
40-49	19.6	29.1	14.6	25.0	29.5
50-over	19.3	42.1	22.4	34.0	28.8

RESPONSE	Teacher	Counselor	Supervisor	Other
21-24	6.8%	2.5%	.9%	9.0%
25-29	20.9	10.3	4.9	0.0
30-39	21.9	27.2	26.7	18.1
40-49	19.5	32.4	36.6	27.2
50-over	30.7	27.2	30.6	45.4

TABLE 3

## Sex of A. B. E. Personnel

RESPONSE	Urban	Rural	Appalachian
Male	49.1%	47.4%	60.2%
Female	50.9	52.6	39.8

RESPONSE	Teacher	Counselor	Supervisor	Other
Male	44.1%	56.4%	75.4%	45.4%
Female	55.9	43.6	24.6	54.6

TABLE 4

## Location of A. B. E. Personnel's Education

RESPONSE	Male	Female	Urban	Rural	Appalachian	Teacher	Counselor	Supervisor	Other
In county where now employed	48.8	42.5%	33.0%	44.2%	59.0%	45.4%	49.3%	44.4%	54.5%
In neighboring county	14.7	14.1	7.1	16.0	16.1	14.8	7.7	18.1	9.0
In county in another part of state	23.4	24.8	33.0	24.1	16.7	22.2	27.2	27.2	36.3
In another state	10.0	10.9	19.6	10.5	4.0	11.8	9.0	7.0	0.0
In another country	3.0	7.4	7.1	4.9	4.0	5.5	6.4	3.0	0.0

TABLE 5  
Length of Service in A. B. E. Program

RESPONSE	Male	Female	Urban	Rural	Appalachian	Teacher	Counselor	Supervisor	Other
1 year or less	40.8%	50.0%	41.0%	57.8%	21.7%	49.5%	42.8%	33.3%	27.2%
1-2 years	18.9	15.3	19.6	17.2	14.4	16.4	15.5	22.5	0.0
2-3 years	11.1	8.5	9.4	8.0	13.8	7.7	16.8	12.7	9.0
3 or more years	29.0	26.1	29.9	16.9	50.0	26.3	24.6	31.3	63.6

TABLE 6  
Highest College Degree Attained By A. B. E. Personnel

RESPONSE	Male	Female	Urban	Rural	Appalachian	Teacher	Counselor	Supervisor	Other
Less than B. A.	1.6%	2.3%	.8%	1.1%	4.5%	2.4%	2.5%	0.0%	0.0%
B. S. / B. A.	46.5	58.6	67.5	45.8	55.5	69.6	6.4	17.6	63.6
M. A. / M. Ed.	50.4	37.2	29.9	51.4	38.5	27.7	85.8	78.4	36.4
Ed. S. / Ph. D. Ed. D.	1.3	1.6	1.7	1.4	1.3	.2	5.1	3.9	0.0

TABLE 7  
A. B. E. Personnel Have A Teaching Certificate

RESPONSES	Male	Female	Urban	Rural	Appalachian	Teacher	Counselor	Supervisor	Other
Yes	99.3%	98.3%	99.1%	99.1%	98.0%	99.0%	98.7%	98.0%	100%
No	.7	1.7	.9	.9	2.0	1.0	1.3	2.0	0.0

TABLE 8  
Other Positions Held By A. B. E. Personnel

RESPONSE	Male	Female	Urban	Rural	Appalachian	Teacher	Counselor	Supervisor	Other
Elem. Teacher	14.0%	44.7%	28.2%	28.7%	31.3%	40.5%	3.8%	4.9%	18.1%
Jr. H. Teacher	16.3	11.5	19.6	15.1	7.1	18.8	3.8	3.9	0.0
H.S. Teacher	27.1	12.8	27.3	16.6	22.2	25.3	6.4	10.7	9.0
College Teacher	0.0	13.0	0.0	.8	.6	.7	0.0	.9	0.0
School Adm.	25.8	8.4	4.2	19.8	21.5	4.1	12.8	71.5	27.2
School Counselor	10.4	10.8	6.8	12.1	9.8	1.9	66.6	3.9	0.0
Private Business	13.0	0.0	1.7	.5	0.0	.7	0.0	.9	0.0
No other job	1.9	4.4	8.5	1.0	3.2	3.8	2.5	.9	0.0
Other	2.9	5.7	3.4	4.7	3.9	3.8	3.8	1.9	45.4

TABLE 9

Total Years Of Experience For A. B. E. Personnel  
As Professionals In Public Schools

RESPONSE	Male	Female	Urban	Rural	Appal- achian	Teacher	Coun- selor	Super visor	Other
None	1.9%	1.6%	5.9%	.8%	.6%	2.1%	0.0%	1.7%	0.0%
1-2 years	5.8	6.7	11.1	6.8	1.3	8.1	2.5	1.9	0.0
3-6 years	22.8	21.3	32.4	18.3	9.1	22.4	12.8	9.8	9.0
7-10 years	19.8	8.1	9.4	15.9	13.7	13.9	17.9	10.7	27.2
11 or more years	49.5	68.8	41.0	57.9	75.1	53.2	66.6	75.4	63.6

II. An Analysis of Specific Questionnaire Items Applicable to A. B. E. Personnel.

The relationships between A. B. E. personnel are important aspects of a smoothly functioning program at the local level. Questions #15, 16, 17 and 32 (see Appendix A ) deal with two dimensions of A. B. E. personnel's perceptions of their behavior toward other staff members. These two factors - teamwork among A. B. E. educators and the number of contacts per month with A. B. E. colleagues - are presented in Tables 10 - 13. The data in each table are shown by three base variables: Sex; location; and position.

TABLE 10

## Teamwork Among Teachers, Counselors, and Supervisors

RESPONSE	Male	Female	Urban	Rural	Appalachian	Teacher	Counselor	Supervisor	Other
Adequate	93.5%	93.9%	87.9%	94.4%	96.5%	92.2%	98.7%	95.0%	0
Inadequate	6.5	6.1	12.1	5.6	3.5	7.8	1.3	5.0	0

TABLE 11

## Contacts Per Month For Teachers With His Supervisor

RESPONSE	Male	Female	Urban	Rural	Appalachian	Teacher	Counselor	Supervisor	Other
None	3.3%	1.4%	7.2%	1.5%	.6%	2.7%	4.2%	0.0%	0
1	6.6	10.6	10.0	7.0	12.3	11.0	4.2	4.9	0
2	14.5	9.9	8.1	12.5	14.3	10.5	15.4	17.8	0
3	12.5	10.6	10.0	10.7	15.0	10.5	15.4	11.8	0
4.	11.5	13.8	5.4	14.7	13.0	12.3	8.4	13.8	0
5 or more	51.1	53.3	59.0	53.3	44.5	52.6	52.1	51.4	0

N = 580

TABLE 12

## Contacts Per Month For Counselor With His Supervisor

RESPONSE	Male	Female	Urban	Rural	Appalachian	Teacher	Counselor	Supervisor
NONE	6.1%	6.1%	11.6%	4.7%	6.1%	7.8%	3.9%	4.0%
1	11.5	11.7	16.8	10.3	10.7	13.9	6.5	9.1
2	13.8	14.0	6.4	14.7	16.1	11.2	17.1	19.3
3	11.1	7.9	3.8	9.2	15.3	8.5	13.1	12.2
4	8.4	9.8	5.1	9.2	10.7	8.5	11.8	6.1
5 or more	48.8	50.2	55.8	51.6	40.7	50.0	47.3	48.9

N = 476

TABLE 13

## Contacts Per Month For Teacher With A Counselor

RESPONSE	Male	Female	Urban	Rural	Appalachian	Teacher	Counselor	Supervisor
NONE	8.8%	12.5%	26.2%	7.2%	7.5%	14.6%	1.4%	3.1%
1	13.3	19.0	21.2	16.9	11.0	18.7	5.5	14.6
2	18.4	14.0	12.1	15.0	22.0	14.3	20.5	22.9
3	13.9	12.5	11.1	11.0	19.3	11.7	12.3	14.5
4	10.2	10.2	5.0	10.3	13.7	8.8	17.8	8.3
5 or more	35.1	31.5	24.2	39.3	26.2	31.5	42.5	36.5

N = 561



The following conclusions can be drawn from Tables 10 - 13.

1. In Table # 10, with the exception of urban A. B. E. personnel, over 92% of A. B. E. staff members expressed the opinion that teamwork among teachers, counselors, and supervisors was adequate.
2. In Table # 11, at least 45% of A. B. E. personnel stated that teachers met with their supervisors five or more times per month. When one examines this table in terms of position held by A. B. E. personnel, a sizable difference between opinions of supervisors and other staff members is apparent on the "none" or "one" response category.

A much higher percentage of urban A. B. E. personnel also indicated that they had "none" or "one" contacts per month with their supervisors than either rural or Appalachian respondents.

3. In Table # 12, the largest percentage of urban A. B. E. educators are found at both ends of the scale. (Over 28% in the "none" to "one" category and over 56% in the 5 or more). The significant difference among respondents is the smaller percentage (41%) of Appalachian A. B. E. educators who have 5 or more contacts per month with their supervisors.
4. In Table # 13, both urban A. B. E. personnel and teachers state that over 47% and 33% respectively have "none" or "one" contacts per month with a counselor. However, only 5.9% of the counselors checked the "none" or "one" contacts per month category. There is also a substantial difference of opinions among counselors and other personnel in the five or more category.

The recruitment of eligible adults into the A. B. E. Program, the high dropout rate among A. B. E. students, and the ability of A. B. E. graduates to secure job placement are significant factors which must be examined in any effort to evaluate the Kentucky Basic Adult Education Program.

Tables 14, 15 and 16 present the perceptions of A. B. E. personnel in terms of their obligations in these vital areas.

TABLE 14

Contacts Per Month By A. B. E. Personnel To  
Encourage Eligible Adults To Enroll  
In A. B. E. Classes

RESPONSE	Male	Female	Urban	Rural	Appalachian	Teacher	Coun- selor	Super- visor
Not my responsibility	20.2%	26.1%	30.4%	23.6%	16.0%	24.0%	20.3%	17.7%
1-2	28.2	24.3	26.0	25.5	28.0	27.5	17.6	29.1
3-4	24.2	21.6	16.5	26.1	20.0	22.8	27.0	19.7
5-6	13.4	13.2	8.6	12.3	19.3	12.7	14.9	16.6
7 or more	13.8	14.6	18.2	12.3	16.6	12.7	20.3	16.6

N = 588

TABLE 15

Contacts Per Month By A. B. E. Personnel To  
Encourage Students To Remain In The  
A. B. E. Program

RESPONSE	Male	Female	Urban	Rural	Appalachian	Teacher	Coun- selor	Super- visor
Not my responsibility	11.9%	10.7%	12.0%	10.3%	13.2%	10.7%	6.6%	14.2%
1-2	38.8	31.5	39.6	34.1	33.7	34.4	38.6	38.7
3-4	25.9	27.7	19.8	29.8	25.1	27.6	28.0	21.4
5-6	10.6	15.9	12.0	13.7	12.6	13.9	6.6	15.3
7 or more	12.6	13.8	16.3	11.8	15.2	13.2	20.0	10.2

N = 593

TABLE 16

Contacts Per Month By A. B. E. Personnel With  
Employers Or Employment Agencies About  
Job Opportunities For A. B. E. Students

RESPONSE	Male	Female	Urban	Rural	Appalachian	Teacher	Coun- selor	Super- visor
Not my responsibility	49.3	56.9%	70%	55.8%	33.5%	61.3%	27.3%	35.8%
1-2	35.3	31.3	26.3	31.2	42.9	28.9	47.9	42.3
3-4	10.3	7.3	1.8	7.6	16.1	5.7	16.4	14.1
5-6	1.7	2.6	0.0	2.6	3.3	1.8	2.8	4.3
7 or more	3.4	1.9	1.8	2.6	4.0	2.0	5.4	3.2

N = 558

The following comments summarize several important facts which are tabulated in Tables 14, 15, and 16.

1. In Table 14, over 20% of all A. B. E. personnel except Appalachian (16%) and supervisors (17.7%) believed that student recruitment was not their responsibility. Another 24% or more of A. B. E. personnel made only one or two contacts per month outside of class to enroll students in the A. B. E. Program.
2. In Table 15, with the exception of counselors (6.6%) over 10% of A. B. E. personnel felt that encouraging students to remain in A. B. E. classes was not their responsibility. Over 32% of A. B. E. personnel limited their efforts in this area to one or two contacts per month.
3. In Table 16, more than half of all A. B. E. personnel held the opinion that contacting employers or employment agencies about job placement for A. B. E. students was not their responsibility. However, only 33.5% of Appalachian A. B. E. personnel, 27.3% of the counselors, and 35% of the supervisors expressed the same opinion about job placement duties. Over 75% of all A. B. E. personnel either considered job placement not their responsibility or made only one or two contacts per month.

Table 17 and 18 dealing with the future plans of A. B. E. personnel, their attitudes toward recruitment and selection of teachers are presented without comment because both tables indicate a high degree of satisfaction among all A. B. E. educators in both respects.

TABLE 17

## A. B. E. Personnel's Plans For Working In Next Year's Program

RESPONSE	Male	Female	Urban	Rural	Appalachian	Teacher	Coun- selor	Super- visor
Yes	69.5%	68%	74.3%	66.5%	69.2%	69.4%	65.3%	67.3%
No	8.5	9.5	8.5	10.7	58.0	10.4	2.5	8.9
Not Sure	22.0	23.1	17.0	22.6	24.8	20.0	32.0	23.7

N = 603

TABLE 18

## Procedures For Recruitment and Selection Of Teachers

RESPONSE	Male	Female	Urban	Rural	Appalachian	Teacher	Coun- selor	Super- visor
Adequate	91.6%	91.6%	87.2%	92.0%	93.1%	91.5%	95.7%	89.6%
Inadequate	8.4	8.4	12.8	8.0	6.9	8.5	4.3	10.4

N = 507

III. An Examination Of The Anecdotal Responses To the Following Questionnaire Items.

A. What Do You Like Best About The A. B. E. Program?

Teaching satisfaction - In responding to this question, A. B. E. personnel consistently demonstrated a high degree of job satisfaction and dedication to the purposes of Adult Basic Education. Indeed, as the following summary of responses under Question B and C indicates, the bulk of their criticisms were clearly based upon concern for the welfare of the program.

B. What Do You Like Least About The A. B. E. Program?

High dropout rate of A. B. E. students - Although Table 15 shows that a substantial percentage of A. B. E. personnel had a limited involvement in encouraging students to remain in the program, the anecdotal comments demonstrated that teachers and others were concerned about this serious problem.



As one A. B. E. Teacher said:

Working with such groups is both rewarding and discouraging. One very discouraging factor is the rate of withdrawal among adults.

Time For Supervision and Counseling - Table 11, 12, and 13 pointed out certain deficiencies in terms of contacts per month among A. B. E. personnel. Both supervisors and counselors commented several times about insufficient time to fulfill their duties. In particular, a complaint frequently made by counselors was that the bulk of their time is occupied with testing programs to the detriment of individual counseling with students. Some teachers also expressed concern about the lack of time that counselors had for actual counseling. A brief examination of the anecdotal comments of A. B. E. personnel indicates that the problems outlined in Tables 14, 15 and 16 may stem from the very basic fact that A. B. E. personnel are not allocated adequate time to engage in these functions.

Clerical Work - Perhaps annoyance with forms, records and similar administrative "red tape" is too common a phenomenon among educators to be mentioned in connection with this study, but a number of A. B. E. teachers referred to these clerical chores as the aspect least-liked in the A. B. E. Program. The following is one response of this nature:

...Lack of communication with superiors as to procedures and ways to fill our forms - forms to be filled out are lengthy and not clear on some items.

Another is more strongly worded ...

I detest the countless records that we are subjected to. It seems that each year and month the forms and instructions change. . .

In expressing such dissatisfaction, a few referred in particular to the end-of-year report.

Salaries - Several respondents, including supervisors and counselors, advocated raising teachers' salaries as a means of obtaining more highly qualified personnel. In addition, some counselors suggested compensation for additional counseling time to be used for checking into dropouts, and for making contacts with employers or employment agencies.

Recruitment - According to the anecdotal responses of many A. B. E. teachers, counselors, and supervisors, student recruitment and job placement are outstanding problems in the program. Once again, the high percentage of A. B. E. educators who were not engaged in these two tasks as indicated in Table 14 and 16 may result from the fact that A. B. E. personnel are part-time employees who do not have the time to carry out these essential functions.

C. What Suggestions Do You Have For Improvement Of The A. B. E. Program?

In summary, the following points briefly indicate the ideas of A. B. E. Professional personnel concerning methods of improving personnel policies and working relationships among staff members:

1. Develop more intensive and systematic methods for recruitment of students.
2. Establish procedures for working with A. B. E. dropouts.
3. Increase salaries so that more highly qualified teachers will work in the A. B. E. Program.
4. Make job placement a responsibility of specific A. B. E. personnel and work more closely with employers and employment agencies in this area.

IV. A Study of School Administrators' Opinions and Observations About A. B. E. Personnel

This section of the chapter on A. B. E. personnel presents the opinions and observations of school administrators whose school districts are active participants in the Adult Basic Education Program. The 16 administrators, who were personally interviewed by members of the Evaluation Team consisted of ten superintendents, four assistant or associate superintendents, and two directors of Adult Education Programs

A. Highlights of Background Information

Table 19 lists the fifteen districts which were selected as the sample of systems that currently offer an Adult Basic Education Program to their patrons. The length of time each district has been involved in the project is also presented in this table. An examination of the table indicated that twelve out of the fifteen districts have had A. B. E. Programs since 1965.

TABLE 19

## Districts In Sample And Length Of A. B. E. Program

County or Independent District	First Year of A. B. E. Program
1. Boyle	1968
2. Fayette	1967
3. Floyd	1965
4. Harlan	1965 <sup>1</sup>
5. Hopkins	1964
6. Jefferson	1962
7. Knox	1964
8. Laurel	1967
9. Letcher	1965 <sup>2</sup>
10. Middlesboro Independent	1965
11. Murray Independent	1965
12. Ohio	1965
13. Rowan	1963
14. Todd	1965
15. Trigg	1964

<sup>1</sup> Pilot Program in 1961-63.

<sup>2</sup> Pilot Program in 1961-62.

B. Administrative Opinions on Selected Aspects of A. B. E. Program

Table 20 outlines several factors which directly affect the classroom instruction in the A. B. E. classes.

TABLE 20

Factors Which Affect A. B. E. Instruction

	Adequate	Inadequate	Not Sure	No Answer
Recruitment and selection of A. B. E. teachers	14	2	0	0
Teamwork among A. B. E. personnel	14	0	0	2

N = 16

According to the administrators, teacher recruitment was no problem. In fact, several stressed the fact that they always have more applicants than teaching positions. An examination of the last item in Table 20 indicates a high degree of satisfaction with teamwork among A. B. E. personnel on the part of administrators. In both areas, school administrators were as satisfied as A. B. E. teachers, counselors and supervisors. (See Tables 10 and 18)

C. Administrators' Perceptions Concerning Attitudes of Regular Day School Personnel Towards A. B. E. Program

The responses clearly indicated that the administrators believe that the regular day school personnel support the A. B. E. Program. In fact, only one man said that support among teachers was not adequate. Although administrators said that teachers supported the program most, their A. B. E. Programs had not actively involved the day staff in the program except for the teachers who actually taught A. B. E. classes. Somehow A. B. E. directors must tap this vast unused reservoir of support in their efforts to expand the programs. The classroom teachers' knowledge of the pupils' parents is an excellent source of information about potential A. B. E. students. The natural bond that frequently exists between teacher and parent makes her potentially an excellent recruiter.

D. Administrators' Perceptions Concerning Strengths and Weaknesses of A. B. E. Personnel

Two ideas were stressed in several interviews by school administrators when they were asked to evaluate their A. B. E. staff. One idea represented a strength and the other a weakness in the total A. B. E. Program:

1. An important strength in the A. B. E. Program was the quality of the teaching staff.
2. An important weakness was insufficient counseling and administrative staff for the program.

## RECOMMENDATIONS

The following recommendations are relevant to the data reviewed in this chapter:

- A. Employment of professional staff who will have full-time responsibility in the A.B.E. Program. These educators should include:
1. Supervisors who would have increased duties in the development of indigenous curriculum materials and local in-service training programs.
  2. Counselors who would devote full-time to recruitment of students.
  3. Counselors who would devote full-time to the job placement of A. B. E. Students.
  4. Teachers who would teach during the evening and work with the supervisor in preparing curriculum materials which would serve the local needs.
- B. Increase the amount of time available to both supervisors and counselors for individual counseling and supervision work.
- C. Develop specific procedures which outline the obligations of A. B. E. personnel in the areas of:
1. Student recruitment
  2. Student job placement
  3. Relationship with community agencies
  4. Student dropouts



## CHAPTER EIGHT

### COMMUNITY RELATIONSHIPS

This chapter deals with community relationships with the local and, in some cases, state Adult Basic Education Programs. The community involvement in the A. B. E. Program consists of three major sections:

1. Community Support for the A. B. E. Program
2. Publicity and Information about the A. B. E.
3. Recommendations

#### I. Community Support for the A. B. E. Program

An analysis of the interviews with school administrators, of the anecdotal responses of A. B. E. personnel included on the questionnaire, and of questionnaire items 29, 37, 41, 50 and 51 provides the framework for this study of community support for A. B. E.

(See Appendices A, B)

#### A. School Administrator Interviews

(A description of the sample of administrators is found in Chapter VII on A. B. E. Staff.) Administrators' Perceptions of Community Attitudes Toward the A. B. E. Program.

In Table 1 are summarized the opinions of school administrators concerning community support for A. B. E. Three aspects of local attitudes are illustrated: general community; community agencies; and school board support. Generally, school administrators felt that community support was adequate. In some instances, in fact, they strongly commended the attitudes of the community towards the program. Similarly, when asked about the support of the various agencies in the community - civic offices, service clubs, church groups, and so on - most indicated that it was satisfactory. However, it was clear from other remarks made that few of these school districts involve community agencies to any degree in their A. B. E. Program. Indeed, arguing that the direction of the program must remain the prerogative of professional educators, one administrator stressed that such involvement was purposely avoided in his district.

In short, it was evident that some school district administrations are simply unaware of what attitudes community agencies may have concerning the A. B. E. Program. By the same token, where the support of community agencies was regarded as inadequate, it was evident that school administrators were referring not to any open

hostility between the A. B. E. Program and community agencies, but rather to a lack of effective communication. Clearly, the responsibility for initiating and maintaining such communication rests with the schools.

As to the support of school boards for the A. B. E. Program, school administrators consistently stressed that cooperation was immediate and whole-hearted. Nevertheless, one qualification should be noted. When asked whether their boards would continue to support A. B. E. if substantially larger amounts of local funds were required, most administrators expressed strong doubts about the program's chance of survival.

TABLE 1

## Community Attitudes

Support for A. B. E.	Adequate	Inadequate	Not Sure	No Answer
General Community	13	1	2	0
Community Agencies	9	4	3	0
School Board	15	1	0	0

B. Anecdotal Responses of A.B.E. Personnel (Questionnaire)

According to respondents from some districts, volunteers were reluctant to enroll in A.B.E. classes which previously had a large non-volunteer enrollment because of the stigma which developed in the community concerning non-voluntary participation. Aside from this indirect reference to community support, the anecdotal comments of A.B.E. educators contain relatively few remarks about community support. However, the numerous comments about the need for better publicity certainly imply that community support is not regarded as being fully satisfactory.

C. Questionnaire Items 29, 37, 41, 50 and 51

Tables 2, 3, 4, 5 and 6 summarize the attitudes and opinions of A.B.E. personnel concerning selected aspects of community support.

TABLE 2

## Community Support for the A. B. E. Program

RESPONSE	Male	Female	Urban	Rural	Appalachian	Teacher	Counselor	Supervisor
Adequate	64.3%	68.9%	55.4%	72.0%	62.6%	67.8%	58.8%	65.5%
Inadequate	35.7	31.1	44.6	28.0	37.4	32.2	41.2	34.5

N = 495

TABLE 3

## Local School District Support of A. B. E. Program

RESPONSE	Male	Female	Urban	Rural	Appalachian	Teacher	Counselor	Supervisor
Adequate	91.6%	92.9%	89.5%	93.0%	92.7%	93.3%	90.6%	89.0%
Inadequate	8.4	7.1	10.5	7.0	7.3	6.7	9.4	11.0

N = 560

TABLE 4

## Helpfulness of Community Agencies in A. B. E. Program

RESPONSE	Male	Female	Urban	Rural	Appalachian	Teacher	Counselor	Supervisor
Adequate	50.4%	59.3%	60.6%	54.4%	51.3%	58.2%	38.7%	50.6%
Inadequate	49.6%	40.7%	39.4%	45.6%	48.7%	41.8%	61.3%	49.4%

N = 397

TABLE 5

## Helpfulness of Community Agencies in Meeting Health Needs of Students

RESPONSE	Male	Female	Urban	Rural	Appalachian	Teacher	Counselor	Supervisor
Adequate	63.0%	71.5%	63.6%	72.8%	56.1%	71.4%	55.7%	57.3%
Inadequate	37.0	28.5	36.4	27.2	43.9	28.6	44.3	42.7

N = 315

TABLE 6

Helpfulness of Employers or Employment Agencies in  
Assisting A. B. E. Students to Find Jobs

RESPONSE	Male	Female	Urban	Rural	Appalachian	Teacher	Counselor	Supervisor
Adequate	49.4%	61.5%	45.9%	61.5%	46.0%	56.6%	53.0%	47.5%
Inadequate	50.6%	38.5%	54.1%	38.5%	54.0	43.4	47.0	52.5

N = 303

The following observations are based upon an analysis of Tables 2 through 6.

1. According to Table 2, although a sizable majority of all A. B. E. personnel appear to believe that community support is adequate, the percentage of urban educators and counselors agreeing with this position is noticeably smaller.
2. According to Table 3, over 90% of all A. B. E. personnel except supervisors (89%) and urban educators (89.5%) indicated that local school district support is adequate.
3. According to Table 4, the number of counselors who indicated that the helpfulness of community agencies is inadequate is particularly striking. Because counselors usually work more closely with community agencies than other A. B. E. personnel, their attitudes on this question warrant additional research to determine if there are any valid reasons for the substantial difference between their opinions and those of other A. B. E. staff members.
4. According to Table 5, supervisors, counselors, and Appalachian personnel (about 56%) are considerably less supportive of community agencies response to A. B. E. students' health needs than are the rest of A. B. E. personnel (about 63% to 71%).
5. According to Table 6, most A. B. E. personnel are evenly divided in their opinions concerning the helpfulness of employers or employment agencies in assisting A. B. E. students to find jobs. It will be noted, however, that less than half of the males, urban respondents, Appalachian respondents, and A. B. E. supervisors believe employers or employment agencies participate adequately in this respect.



## II. Publicity and Information About the A. B. E. Program Within The Community

The general consensus of opinion among all educators who are involved in local A. B. E. programs is that this aspect of Adult Basic Education has not been given sufficient attention, time or funds. . . .

- . Lack of community support. . . . More publicity and information about the A. B. E. Program is a definite need.
- . More publicity for the program as a self-improvement agency that will attract persons who have time to attend as well as those who seek training for job advancement.
- . I think more publicity about the program to enlighten communities of its potential for job employment. I suggest mass news media, including radio, television, and newspaper articles emphasizing the various aspects of the overall program.
- . Let the public know what it is, who are eligible to attend, the advantages one has by taking it and that it is free.

Certainly, the number of times that the need for a "better selling job" was mentioned in the anecdotal responses clearly demonstrated a major concern of A. B. E. personnel. One approach that was suggested a number of times was to "tell the success stories" of the adults in the program. Several respondents referred also to the fact that the printed word is not an appropriate medium for contacting some prospective A. B. E. students, and suggested that more

use be made of T. V. publicity. Other methods of publicity stressed the need for personal contact with prospective students.

In the case of the school administrators surveyed, their views concerning the effectiveness of their school district's current publicity efforts in A. B. E. , coincide with the opinions expressed by both students and supervisors, counselors, and teachers; Table 8 summarized their responses in reference to publicity and recruitment practices.

TABLE 8

## Factors Which Affect A. B. E. Enrollment

	Adequate	Inadequate	Not Sure	No Answer
Ability of A. B. E. publicity to attract eligible adults	3	8	3	2
Procedures for student recruitment	6	5	3	2

The following reason was frequently given by administrators for the failure of local districts to attract adults into the A. B. E. Program:

The limited personal contact by A. B. E. personnel with potential A. B. E. students particularly among Level I students, the Negro population, and recent high school dropouts.

In every interview, the administrators said that their publicity efforts were handicapped by limited funds. Frequently mentioned methods of publicity were: local newspaper, radio, speaking engagements at local service groups and churches, distribution of A. B. E. literature by school children, and most important of all, word-of-mouth. The administrators recognized the importance of publicity in their recruitment attempts and in two cases, acknowledged a sharp decrease in enrollment when they limited their publicity to letters which were sent to last year's students. A lack of imagination about possible sources of publicity clearly hinders many local efforts at recruitment and improvement of community support (e. g., in one county, the President of the Board of Education had recently received her G. E. D. diploma and no one had considered asking her to speak about her personal experiences with A. B. E. ). Nevertheless, it must be concluded that until expenditures for public relations are considered a legitimate use of A. B. E. funds, little improvement can be reasonably expected in existing publicity programs.

III. Recommendations for Increased Community Support of Adult Basic Education

A. Local advisory committee for A. B. E. Programs should be organized to gain local support, to assist in recruitment of students, to form a communication link with the community, and to help develop specific goals and objectives for the local A. B. E. Program:

1. The local advisory committee should draw their membership from all segments of the community.
2. The local advisory committee should deal with issues which are basic to the program and should have at least a small share of the decision making authority if it is to develop as an effective organization.

B. A state-wide advisory committee for the State Department Division of Adult Basic Education should be organized to mobilize support for the A. B. E. Program in Kentucky, to form a communication link with different areas of the state, and to re-evaluate and expand the aims and objectives of A. B. E. in Kentucky.

1. The membership of this committee should be taken from local advisory committees and represent a cross-section of Kentucky society.
- C. The Commonwealth of Kentucky should establish two requirements before local districts can participate in A.B.E. These requirements are:
1. That the local community provide a percentage of local funds to establish and maintain the program.
  2. That the local community submit a total A. B. E. curriculum to the State Department Division of Adult Basic Education for approval before active participation in the financial aid program of the state.
- D. Local districts should appoint an individual whose major responsibility is the development of an imaginative publicity program. Both the development and implementation of the publicity program should be a joint effort of the local advisory committee and the educator in charge of A. B. E. public relations.

## CHAPTER NINE

## FINANCIAL CONTROL AND RECORD KEEPING

I. Statement of the Problem

The Kentucky A. B. E. Program is currently administered on the state level by a full-time staff of six professional and two clerical personnel. This small group of people attempts to direct a program that enrolled 8,308 students in 1967-68. In that year, the professional staff numbered only five persons but was responsible for coordinating the work of 380 teachers, the counselors, 75 supervisors and 244 miscellaneous personnel - all of whom were part-time employees scattered throughout Kentucky's 40,395 square miles.

This far ranging scope of activity generates the need for accurate and prompt communication from the state to the local school districts' operating the programs and in turn, from local operating units back to the State Department. Students must be enrolled, teachers and other personnel must be hired, tests must be administered, supplies ordered, and especially important, the bills for these goods and services must be processed, recorded in appropriate accounts and, finally, paid. These activities account for most of the time of the Assistant Director and his two clerical assistants. Thus,

only four (and until very recently, only three) professional staff are available to direct the A. B. E. field program.

## II. Limitations

The Evaluation Team was not able to obtain budget and financial data about A. B. E. Programs for the other states in the same administrative unit as Kentucky.

At the end of June, 1969, the Kentucky A. B. E. Program will have been in operation for three annual fiscal recording periods. Completed data are available for only two fiscal years, 1966-67 and 1967-68. The data for fiscal year 1968-69 is not required to be submitted until August 31, 1969. As a result of this, there is no summary data available for the current year of the Kentucky A. B. E. Program.

## III. Record Keeping: U. S. Office of Education, A. B. E. Quarterly Report

This report is required to be submitted quarterly under provisions of the Adult Education Act of 1966. The information required by this report is listed county by county and then summarized to produce totals for the entire State of Kentucky.

The report requires the recording of two cumulative totals - column 14, "cumulative total number of graduates since the program began," and column 15, "cumulative total number of students since the program began." Since these data categories are cumulative, successive quarterly totals should be larger (or at least no smaller) than the previous quarter .

But this is not the case - the following discrepancies were noted. Under the entry "cumulative total number of graduates since program began", the second quarter of 1967 carries an entry of 4,473. The following quarter drops to 4,083. In other words, with the passage of three months, the program "lost" 402 graduates. Likewise, in the second quarter of 1968, 5,139 cumulative graduates are reported. But in the next quarter, only 4,736 are to be found.

Under the heading "cumulative total number of students since program began," the first quarter in 1967 shows a cumulative enrollment of 18,232. By the next quarter, the cumulative enrollment drops to 17,865. Another reduction cumulative enrollment occurs when the third quarter enrollment in 1968 drops to 22,266 from 22,447, the preceding quarter.



The fluctuation in cumulative totals may be caused by adding or deleting some counties from successive quarterly reports. In some instances, counties are reported as "not in operation this quarter". For example, in the third quarter of 1968, Anderson County was reported as "not in operation this quarter". It had no cumulative entries for the quarter, but the preceding quarter credited it with 20 enrollees since the program began.

The quarterly report also requires the calculation of the "total target population at the start of the quarter". (See Table 1) The target population is defined as "the number of adults over 18 years of age who have less than an elementary (8th grade) education." The state estimates this figure by using the 1960 census of population to establish the number of persons above 18 with less than an 8th grade education. Graduates of the A. B. E. Program are subtracted from the base figure and high school dropouts are added to the base figure.

TABLE 1

Cumulative Enrollment and Graduates As A  
Percent of Kentucky Target Population<sup>1</sup>

QUARTER	Cumulative Total No. of Students as a Percent of Target Population	Cumulative Total No. of Graduates as a Percent of Target Population
1-69 - 3-69	6.5%	1.25%
10-68 - 12-68	6.5	1.30
7-68 - 9-68	5.3	1.12
4-68 - 6-68	5.6	1.33
1-68 - 3-68	5.6	1.18
10-67 - 12-67	5.4	1.17
7-67 - 9-67	4.5	1.02
4-67 - 6-67	5.7	1.14
1-67 - 3-67	5.3	1.20

<sup>1</sup> Based upon data as reported in A. B. E. Quarterly Program Report (U.S. Office of Education).

There appear to be two serious flaws in this procedure. First, some adjustment should be made for deaths of adults who were counted in the 1960 census. Secondly, a high school dropout should have at least an eighth grade education. Thus, the gain of 119,261<sup>1</sup> in the target population between the first quarter of 1967 and the first quarter of 1969 may be subject to a rather wide margin of error.

---

<sup>1</sup> Reported target population, 1st quarter 1969, 466,441.

Reported target population, 1st quarter 1967, 347,180.

IV. A. B. E. Annual Program Report - U. S. Office of Education

This Annual Report covers A. B. E. Programs on a fiscal year basis running from July 1 to June 30. It is required to be filed no later than the last day in August immediately following the end of the respective fiscal year. As mentioned earlier, an Annual Report covering fiscal year 1968-69 was not available at the time this evaluation was conducted. Because of this, the analysis that follows is limited to fiscal years 1966-67 and 1967-68.

The Annual Report form for 1967-68 required some additional information that was not asked for on the 1966-67 form. Thus, the two reports are not strictly comparable on an item for item basis.

One critical item of information that was not included on either the 1966-67 or the 1967-68 Annual Report was the number of Welfare recipients enrolled in the A. B. E. Program. This information would have been very useful for decision-making purposes because of the unique character of the W. E. T. participants in the first year of the A. B. E. Program.

The 1967-68 Annual Report requested information concerning students who enrolled at a lower level than the level that they completed - for example, the number of students who enrolled at the beginning level, but finished the intermediate as well as the beginning level. Apparently, it was not possible to calculate this information since it was listed as "unknown" on the 1967-68 Annual Report. If this information were available, it would have given some indication of rapid achievement in the program. An attempt should be made to organize student accounting records so that this information can be calculated.

V. A. B. E. Fiscal Procedures and Budgetary Controls

The Division of Adult Education organizes its records for fiscal and pupil accounting purposes by individual contract project. Each project is assigned its own project number. A series of documents, forms (reproduced and explained in Program Operations Manual, Adult Basic Educator's Program) and related correspondence is filed in a separate folder jacket for each contracted project operating during the fiscal year - July 1 through June 30.

Basic procedures and operational requirements are outlined in a 26-page pamphlet titled Program Operation's Manual - Adult Basic Education Program. Supplemental information and revisions are transmitted by memoranda to public school superintendents and local district program supervisors.

A daily budget report is received by the Assistant Director and financial officer, Mr. Robert Pike. This computerized printout lists each contract program, the line item amounts budgeted for each contract category, the amount spent or encumbered, and the remaining balance. Since this cumulative record is updated daily, imbalances are generally attributable to keypunching mistakes and are quickly detected when the printouts are examined.

Fiscal control and disbursement procedures appear to be well organized and efficient. Expenditures are substantiated by appropriate vouchers and funds are not released to the participating school districts until documented evidence for expenditures and receipts for goods and services are presented.

## VI. Budgeting Problems

The Kentucky A. B. E. Program has experienced some difficulty in recruiting students. This uncertainty about enrollment levels makes it difficult to budget the program on some of the more standard techniques of allocation, for example, on the basis of a classroom unit or per capita enrollment.

Another complication is the difficulty of relating the output of the A. B. E. Program to inputs of money because of the sheer complexity of the program. As the data is now organized in the State Department of Education, it is not presently possible to determine the number of people who have used the A. B. E. Program as a stepping stone to attaining the G. E. D.

If we assume for the moment that preparation for the G. E. D. is a legitimate activity for the A. B. E. efforts, a further complication arises. In a situation where A. B. E. classes extend beyond the date when the G. E. D. examination is given, a person who enrolled in the A. B. E. Program to prepare for the G. E. D. has little motivation to finish the term. In all likelihood, he will drop out because he has achieved his primary goal - the G. E. D. Unless proper budgetary procedures are developed, his withdrawal from the class could very likely be recorded as a program failure.

In fiscal year 1967-68, no specific amount of money was budgeted for teacher and field staff in-service training. This was done because it was found that in the previous fiscal year it was impossible to determine the number of teachers who would attend the in-service meetings. Since attendance did not match the anticipation of the budgeted amount in 1966-67, no specific amount was budgeted for this purpose in 1967-68. Instead, funds for teacher training were carried in a reserve fund. This fund was drawn upon to pay teachers for attending meetings after the actual attendance was determined. Entries were then made to adjust each local district's project contract for the salaries of the personnel it had sent to the in-service training meeting.

As a result of this method of record keeping, the only way it would be possible to determine the expenditures for in-service training would be to gather the data from all the individual local district project contracts and summarize the total. In other words, as of this date, the State Department does not know how much money it has spent on teacher in-service training. Nevertheless, it is possible to gather this data and to make an exact and to the penny accounting of the funds expended. But at the present time, this information is not available in a useable form for planning and decision-making purposes.



This raises the question concerning the budgetary process in the State Department. Is it budgeting or bookkeeping? While the records are complete and adequate for bookkeeping purposes, they don't appear to be useful from a cost accounting purpose. That is, they do not readily generate information that can be used for decision-making in the current program.

Decisions are made about the allocation of funds to contract programs, but it is difficult to determine what criteria are used in making the decision to approve or reject a request.

#### VII. Budgeting Vs. Bookkeeping

Progress must be made toward stating educational goals in a form that facilitates measuring the program's output and achievement on a quantifiable basis. As the A. B. E. Program now stands, the expenditure of funds for specific activities and materials have been accurately and diligently recorded - but the primary problem arises in attempting to quantify the effect that the program has had upon the adult learner.

One very apparent need in the program is the establishment of performance goals or standards. For example, one standard could be the achievement on the part of the learner of a level of competency at the end of a specified number of hours of instruction. As an illustration, in one California A. B. E. Program, a goal was established to bring students with the lowest initial entry levels up to the eighth grade of performance in no more than 750 hours of instruction. Measured against this objective, it was found that the average educational advance per 100 hours of classroom instruction was 10.4<sup>1</sup> normal school months.

---

1

Adult Education in California, A Progress Report, Bureau of Adult Education, Los Angeles, by Roy M. Steeves, Consultant.

### VIII. Computerized Record Keeping

Much correspondence between the Division of Adult Education and the local contract programs involves the correction of computational errors in figuring social security payments, requests for payments for instructional supplies, and so on. Not surprisingly, since it employs an index requiring multiplication by factors with five or six decimal places, an especially frequent source of error is the calculation of reimbursements for utilities.

Since the budget recording system within the State Department is computerized, a daily feedback of balances is possible. But this system is programmed in such a way that it is not compatible with any digressionary funds that might be allocated to the local contract program. For example, a local program of \$10,000 might have a 5 percent allowance to make shifts within its line-item categories. Such a procedure could eliminate much of the correspondence between the local programs and the State.

But, this is not possible under the present system. Any error must be corrected immediately and fed back into the system to put it into balance. This requires that letters be sent to the local school district operating the contract program. The letters explain what the

error was and outline the entries required for the local system to correct the error. Straightening out these problems involves much of the Assistant Director's time.

## RECOMMENDATIONS

1. Since the A. B. E. Program's operation is so widely spread in relation to the number of state personnel available for supervising it, it would seem reasonable to expand the existing operations manual. The present manual is in reality only a 26-page pamphlet. Only five pages are devoted to explaining the operations of the program. The remaining 21 pages consist of examples of required documents and forms that the local school system must submit to the Division of Adult Education. Much of the local district communication with the Division of Adult Education included questions about A. B. E. Program requirements. A more informative program operations manual might eliminate some of this potential confusion.
  
2. A publication with a newsletter style format for local level teachers, guidance counselors, and supervisors might be an advisable addition to the A. B. E. Program. Such a publication could advise on teaching techniques, locally developed instructional materials with potential for other areas in the State, and other innovations developed by the "field" personnel. A news-

letter, a similar publication, would place classroom personnel in contact with some of the A.B.E. Program's mainstream developments.

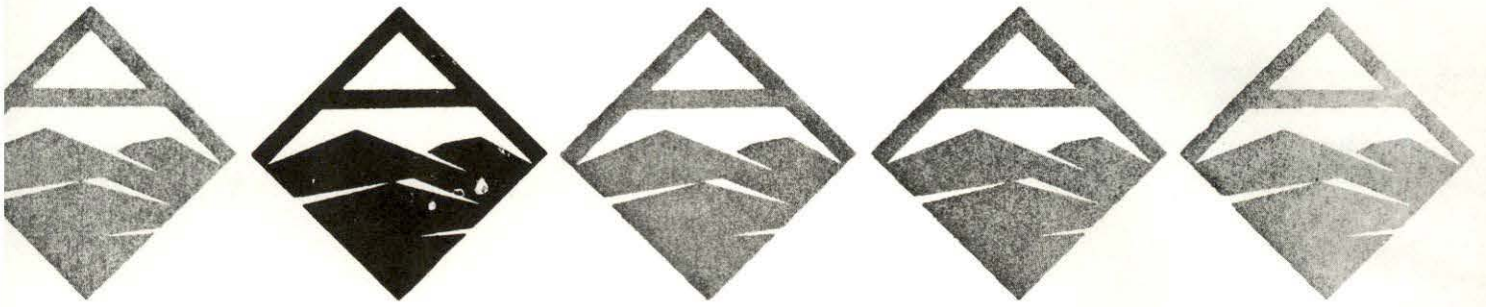
3. A working definition should be established to accurately determine the number of students actively participating in the A.B.E. Program. For example, an active participant might be defined as a learner who was attending 75 percent of the scheduled class meetings.
4. Special projects should be funded to follow the effects of A.B.E. participation upon the student's subsequent employment experience.
5. Program data and information need to be organized and summarized for active feedback and decision-making during the fiscal period it is being collected. For example, if a county's program is experiencing poor attendance, it should be possible to make a determination of the causes and then shift the resource combinations in the program in order to remedy the problem.

6. Student record cards containing such information as: grade placement (beginning and ending); mechanics of reading (word recognition, oral reading, silent reading, reading interests); mechanics of writing; mechanics of English; mathematical ability; formal education; and work history are retained on the local level. Since these cards are not sent to the State Division of Adult Education, this potential source of data is not available for research and incorporation into curriculum planning and other services that might otherwise be provided.
7. State and local record keeping procedures need to be coordinated in order to eliminate the "unknown" responses on Annual Federal A. B. E. Program Reports. One item, for example, is the undetermined number of welfare recipients in the program.
8. Federal guidelines permit up to 20 percent of the A. B. E. Budget to be spent on state level supervisors. The state now spends slightly less than 10 percent of the budget for this purpose. Until the A. B. E. Program realizes better measurement and internal analysis of its operation, it may be advisable to increase the state administrative portion of the budget for internal research and evaluation personnel.

APPENDIX A:

QUESTIONNAIRE FOR LOCAL  
PROFESSIONAL PERSONNEL





# **KENTUCKY ABE**

## **PROGRAM EVALUATION STUDY**

### **QUESTIONNAIRE**

**Appalachian Adult Basic Education Demonstration Center**

UPO Box 1353, Morehead State University, Morehead, Kentucky 40351 • Phone (606) 784-9229

KENTUCKY ADULT BASIC EDUCATION PROGRAM EVALUATION STUDY

We are interested in knowing how people feel about the Kentucky Adult Basic Education Program. We have assembled some questions which we would like you to answer. Your name will not appear anywhere on the form, nor will it be included in the study in any way. The strictest confidence will be maintained.

Please answer each question by writing in the requested information or by crossing out the number of your choice as follows:

1. SAMPLE QUESTION: HOW MANY YEARS HAVE YOU SPENT IN THE MILITARY SERVICE?

- (1) None
- (2) 1
- ~~(3)~~ 2
- (4) 3 or more

We appreciate the time and effort you are giving to this survey and in advance of your starting we say, "THANK YOU!"

2. NAME THE COUNTY (OR COUNTIES) WHERE YOU WORK IN THE ADULT BASIC EDUCATION PROGRAM.

---

---

---

3. WHAT IS YOUR JOB IN THE ABE PROGRAM?

(1) Teacher

(2) Counselor

(3) Supervisor

(4) Other (PLEASE SPECIFY) \_\_\_\_\_

4. WHAT IS YOUR AGE BRACKET?

(1) 21-24

(2) 25-29

(3) 30-39

(4) 40-49

(5) 50-Over

5. WHAT IS YOUR SEX?

(1) Male

(2) Female

6. WHERE DID YOU GET MOST OF YOUR OWN SCHOOLING?

(1) In the County where you now work

(2) In a neighboring county

(3) In a county in another part of the state

(4) In another state

(5) In another county-

7. HOW LONG HAVE YOU WORKED FOR THE ABE PROGRAM IN KENTUCKY?

- (1) 1 year or less
- (2) 1-2 years
- (3) 2-3 years
- (4) 3 years or more

8. HIGHEST COLLEGE DEGREE ATTAINED:

- (1) less than a Bachelor's degree
- (2) B.S./B.A.
- (3) M.A./M. ED.
- (4) Ed. S., Ph. D., Ed. D.

9. HAVE YOU EVER TAKEN ANY COLLEGE COURSES DEALING DIRECTLY WITH ADULT EDUCATION?

- (1) YES
- (2) NO

10. DID YOU ATTEND AN ABE ORIENTATION MEETING AT THE BEGINNING OF THE YEAR?

- (1) YES
- (2) NO
- (3) Orientation not held

11. DO YOU HOLD A TEACHING CERTIFICATE?

- (1) YES
- (2) NO

IF YES, INDICATE WHICH KIND: \_\_\_\_\_

12. DO YOU HOLD A JOB OTHER THAN WITH THE ABE PROGRAM?

- (1) Elementary teacher
- (2) Junior High School teacher
- (3) High School teacher
- (4) College teacher
- (5) School administrator
- (6) School counselor
- (7) Private business
- (8) No other job
- (9) Other (Please specify) \_\_\_\_\_

13. THE NUMBER OF YEARS OF EXPERIENCE YOU HAVE HAD AS A PROFESSIONAL EMPLOYEE OF THE PUBLIC SCHOOLS.

- (1) None
- (2) 1-2
- (3) 3-6
- (4) 7-10
- (5) 11 or more

14. HOW MANY INSTITUTES, WORKSHOPS, OR SIMILAR IN-SERVICE TRAINING SESSIONS (OTHER THAN INITIAL ORIENTATION MEETINGS) DEALING WITH ADULT BASIC EDUCATION HAVE YOU ATTENDED?

- (1) None
- (2) 1
- (3) 2
- (4) 3
- (5) 4 or more

note: PLEASE BASE YOUR RESPONSES TO THE FOLLOWING ITEMS UPON YOUR OWN EXPERIENCES IN THE KENTUCKY ADULT BASIC EDUCATION PROGRAM. (PLEASE RESPOND TO ALL ITEMS.)

15. HOW MANY CONTACTS PER MONTH DOES A TEACHER HAVE WITH HIS SUPERVISOR?

- (1) None
- (2) 1
- (3) 2
- (4) 3
- (5) 4
- (6) 5 or more

16. HOW MANY CONTACTS PER MONTH DOES A COUNSELOR HAVE WITH THE SUPERVISOR.

- (1) None
- (2) 1
- (3) 2
- (4) 3
- (5) 4
- (6) 5 or more

17. HOW MANY CONTACTS PER MONTH DOES A TEACHER HAVE WITH A COUNSELOR?

- (1) None
- (2) 1
- (3) 2
- (4) 3
- (5) 4
- (6) 5 or more

18. HOW MANY CONTACTS DO YOU MAKE EACH MONTH (IN PERSON OR BY PHONE) TO ENCOURAGE ELIGIBLE ADULTS TO ENROLL IN ABE CLASSES?

(1) Not my responsibility

(2) 1-2

(3) 3-4

(4) 5-6

(5) 7 or more

19. HOW MANY CONTACTS DO YOU MAKE EACH MONTH (OUTSIDE OF CLASS) TO ENCOURAGE STUDENTS TO REMAIN IN THE PROGRAM?

(1) Not my responsibility

(2) 1-2

(3) 3-4

(4) 5-6

(5) 7 or more

20. HOW MANY TIMES EACH MONTH DO YOU TALK TO EMPLOYERS OR EMPLOYMENT AGENCIES ABOUT JOB OPPORTUNITIES FOR ABE STUDENTS?

(1) Not my responsibility

(2) 1-2

(3) 3-4

(4) 5-6

(5) 7 or more

21. HOW MANY TIMES EACH MONTH DOES A TEACHER SHOW FILMS, SLIDES, OR USE OTHER AUDIO-VISUAL MATERIALS IN THE CLASSROOM?

(1) None

(2) 1-2

(3) 3-4

(4) 5 or more

22. HOW MANY TIMES EACH MONTH DOES A TEACHER MAKE USE OF COMMUNITY RESOURCES (E.G., GUEST SPEAKERS, FIELD TRIPS) IN THE ABE PROGRAM?

- (1) None
- (2) 1
- (3) 2
- (4) 3 or more

23. THE ABE PROGRAM IS BETTER ACCEPTED BY:

- (1) Men
- (2) Women
- (3) About the same

24. DO YOU PLAN TO WORK IN THE ABE PROGRAM NEXT YEAR?

- (1) YES
- (2) NO
- (3) Not sure

25. WHY DO PEOPLE ATTEND ABE CLASSES? (CHECK NOT MORE THAN TWO)

- (1) To get a job
- (2) To get a better job
- (3) To pass the G.E.D. Exam
- (4) To help their children with schoolwork
- (5) Self-satisfaction
- (6) Other (Please specify) \_\_\_\_\_



26. ARE THERE HEALTH PROBLEMS WHICH KEEP STUDENTS FROM DOING THEIR BEST? (CHECK NO MORE THAN TWO).

- (1) Health problems not a significant factor
- (2) Fatigue, lack of sleep
- (3) Hunger, undernourishment, poor nutrition
- (4) Poor vision
- (5) Poor hearing
- (6) Physical disease
- (7) Other (Please specify) \_\_\_\_\_

27. ARE THERE FAMILY PROBLEMS WHICH KEEP STUDENTS FROM DOING THEIR BEST. (CHECK NO MORE THAN TWO).

- (1) Family problems not a significant factor
- (2) No one to take care of children at home
- (3) Do not own suitable clothing
- (4) Family attitudes regarding adult basic education unfavorable
- (5) Other (Please specify) \_\_\_\_\_

28. WHY DON'T MORE PEOPLE ENROLL IN ADULT BASIC EDUCATION CLASSES? (CHECK NO MORE THAN TWO).

- (1) Lack of sufficient information to the eligible adult
- (2) Unfavorable community attitudes toward A.B.E.
- (3) Health or family problems
- (4) Embarrassment regarding educational deficiencies
- (5) Have satisfactory employment, feel no need for improvement
- (6) Lack of confidence that A.B.E. program will lead to employment
- (7) Lack of confidence in personal learning ability
- (8) Other (Please specify) \_\_\_\_\_

INSTRUCTIONS: THE FOLLOWING STATEMENTS REFER TO VARIOUS ASPECTS OF THE A.B.E. PROGRAM. WE ARE INTERESTED IN KNOWING HOW YOU FEEL ABOUT THESE ASPECTS. PLEASE MARK EACH BY PLACING "+" (ADEQUATE), "-" (INADEQUATE), OR "O" (NOT SURE) IN THE SPACE PROVIDED.

+ = ADEQUATE

- = INADEQUATE

O = NOT SURE

- \_\_\_ 29. Community support for the A.B.E. Program.
- \_\_\_ 30. Variety and availability of instructional materials.
- \_\_\_ 31. Classroom use of audio-visual aids.
- \_\_\_ 32. Teamwork among teachers, counselors, and supervisors.
- \_\_\_ 33. Publicity and information about the A.B.E. Program.
- \_\_\_ 34. Convenience of location of the A.B.E. classroom for student travel to and from class.
- \_\_\_ 35. In-service training program for teachers.
- \_\_\_ 36. Ability of the A.B.E. Program to attract eligible adults.
- \_\_\_ 37. Local school district support of A.B.E. Program
- \_\_\_ 38. Provisions in the classroom for personal comfort (e. g., heat, light, toilets, freedom from disturbances).
- \_\_\_ 39. Procedures for recruitment and selection of teachers.
- \_\_\_ 40. Suitability of the classroom facilities for audio-visual presentations.
- \_\_\_ 41. Helpfulness of community agencies (e. g., community action program, churches, welfare agencies) in your A. B. E. Program.
- \_\_\_ 42. Ability of A.B.E. Program to prepare students for the General Educational Development exams.

- \_\_\_ 43. Diagnostic and achievement testing of students.
- \_\_\_ 44. Effectiveness of the A.B.E. Program in meeting student needs.
- \_\_\_ 45. Availability of audio-visual aids.
- \_\_\_ 46. Procedures for recruitment of students.
- \_\_\_ 47. Use of field trips, guest speakers and other community resources for instruction.
- \_\_\_ 48. Suitability of teaching methods for adults.
- \_\_\_ 49. Placement of A.B.E. students in employment.
- \_\_\_ 50. Helpfulness of community agencies in meeting health needs of students.
- \_\_\_ 51. Helpfulness of employers or employment agencies in assisting A.B.E. students to find jobs.
- \_\_\_ 52. Relationship of classroom materials and instruction to practical problems of interest of students.

PLEASE WRITE A BRIEF ANSWER TO THE FOLLOWING QUESTIONS.  
(YOU MAY USE THE BACK OF THIS SHEET IF YOU NEED ADDITIONAL SPACE.)

1. WHAT DO YOU LIKE BEST ABOUT THE A.B.E. PROGRAM?

---

---

---

---

---

---

---

2. WHAT DO YOU LIKE LEAST ABOUT THE A.B.E. PROGRAM?

---

---

---

---

---

---

---

---

3. WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVEMENT OF THE A.B.E. PROGRAM?

---

---

---

---

---

---

---

---

---

---

THANK YOU FOR YOUR COOPERATION!

APPENDIX B:

INTERVIEW SCHEDULE FOR  
SCHOOL DISTRICT SUPERINTENDENTS

INTERVIEW SCHEDULE - SUPERINTENDENTS

NAME OF SUPERINTENDENT \_\_\_\_\_

COUNTY OR INDEPENDENT DISTRICT \_\_\_\_\_

HOW LONG HAVE YOU SERVED AS SUPERINTENDENT? \_\_\_\_\_ YEARS

EDUCATIONAL BACKGROUND:

HIGHEST DEGREE \_\_\_\_\_

WHERE EDUCATED \_\_\_\_\_

DO YOU SERVE ON ANY COMMUNITY COUNCILS, SERVICE AGENCIES OR ORGANIZATIONS?

\_\_\_\_\_  
\_\_\_\_\_

HOW LONG HAVE YOU HAD A.B.E. CLASSES IN YOUR DISTRICT? \_\_\_\_\_

WHAT PROMPTED YOUR DECISION TO OFFER ADULT BASIC EDUCATION CLASSES?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

WHY DO MOST STUDENTS ENROLL IN THE A.B.E. CLASSES IN YOUR DISTRICT?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

IS THERE A NEED TO EXPAND THE A.B.E. PROGRAM IN YOUR DISTRICT?

\_\_\_\_\_  
\_\_\_\_\_

WHAT STEPS WOULD NEED TO BE TAKEN TO EXPAND YOUR PROGRAM?

---

---

---

---

---

---

---

I AM GOING TO READ SOME STATEMENTS REFERRING TO VARIOUS ASPECTS OF THE A.B.E. PROGRAM. YOUR FEELINGS ABOUT THE ADEQUACY OF EACH OF THESE ASPECTS WOULD BE VERY HELPFUL TO OUR STUDY.

(MARK RESPONSES ACCORDING TO THE FOLLOWING KEY:

+ = ADEQUATE

- = INADEQUATE

0 = NOT SURE

PROBE FOR REASONS FOR EACH EVALUATION.)

COMMUNITY

\_\_\_ Community support for the A.B.E. Program

\_\_\_ Helpfulness of community agencies (e.g., Community Action Program, Health Agencies, Churches, Welfare Agencies) in your A.B.E. Program.

\_\_\_ Support of your school board for the A.B.E. Program

REGULAR PERSONNEL

\_\_\_ Support of regular day-school personnel for the A.B.E. Program.



A.B.E. PERSONNEL

\_\_\_ Procedures for recruitment and selection of teachers of A.

\_\_\_ In-Service training programs for A.B.E. teachers in your district.

\_\_\_ Teamwork among A.B.E. teachers, counselors, and supervisors.

STUDENTS

\_\_\_ Ability of the A.B.E. Program to attract eligible adults.

\_\_\_ Procedures for recruitment of students.

\_\_\_ Publicity and information about the A.B.E. Program.

\_\_\_ Convenience of location of the A.B.E. classroom for student travel to and from class.

\_\_\_ Variety and availability of instructional materials for the A.B.E. Program.

\_\_\_ Suitability of teaching methods and materials for adults.

\_\_\_ Ability of the A.B.E. Program to prepare students for the General Educational Development exams.

\_\_\_ Procedures of school district for placement of A.B.E. students in employment.

\_\_\_ Success of your placement efforts for A.B.E. students.

\_\_\_ Helpfulness of employers or employment agencies in assisting A.B.E. students to find jobs.

\_\_\_ What are the major strengths of the A.B.E. Program in your school district?

\_\_\_ What aspects of the A.B.E. Program are most in need of improvement?

APPENDIX C:

QUESTIONNAIRE FOR SCHOOL SUPERINTENDENTS  
OF NON-PARTICIPATING DISTRICTS

THE UNIVERSITY OF MICHIGAN

School of Education  
Ann Arbor, Michigan 48104

May 27, 1969

A research team has been commissioned by the Appalachian Adult Basic Education Demonstration Center at Morehead State University to conduct a study of the Adult Basic Education Program in Kentucky. This study, based at The University of Michigan, has been developed in cooperation with the Division of Adult Education of the Kentucky Department of Education.

On behalf of the team conducting the study, I would like to request your assistance in supplying some information which we feel will make a very significant contribution to our research. We feel that it is very important for the views of school superintendents of districts not presently operating A. B. E. programs to be represented in the study. We would, therefore, greatly appreciate your completing the enclosed questionnaire and returning it in the stamped, self-addressed envelope before June 6, 1969.

Thank you very much for your cooperation in this matter.

Sincerely yours,

*Russell E. Wilson*  
Russell E. Wilson  
Associate Professor  
of Education

REW/hmc

1. NAME THE COUNTY OR INDEPENDENT SCHOOL DISTRICT IN WHICH YOU SERVE AS SUPERINTENDENT OF SCHOOLS:

---

---

2. HOW LONG HAVE YOU BEEN SUPERINTENDENT IN THE SCHOOL DISTRICT NAMED ABOVE?

\_\_\_\_\_ YEAR (S)

3. HAS YOUR SCHOOL SYSTEM EVER PARTICIPATED IN THE ADULT BASIC EDUCATION PROGRAM?

1. \_\_\_\_\_ YES

2. \_\_\_\_\_ NO

IF YES, PLEASE INDICATE THE MAJOR REASONS WHY YOUR DISTRICT DISCONTINUED THE PROGRAM:

---

---

---

---

IF NO, PLEASE INDICATE THE MAJOR REASONS FOR NOT PARTICIPATING IN THE A.B.E. PROGRAM:

---

---

---

---

---

---

---



APPENDIX D:

QUESTIONNAIRE - INTERVIEW SCHEDULE

FOR ADULT STUDENTS



STUDENT

1. Why did you decide to come to these classes?
2. How did you come to know about the classes?
3. Do most of your neighbors know about them? What do they think about them?
4. Do you know anyone who could take part but who is not interested? Why?
5. Do you think your life has changed in any way because of what you have learned here? Why?
6. What do you like most of all about the classes?
7. If you were able to change something, what would you change?
8. Of all the things you are learning, what do you think will be the most useful to you?