

FINAL REPORT
Kentucky State Module
Adult Basic Education Recruitment Research Program

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ABSTRACT

THE KENTUCKY VALLEY EDUCATIONAL COOPERATIVE ADULT BASIC DRIVER EDUCATION DEMONSTRATION PROGRAM

The purpose of this project is to determine the effects of learning to drive on Appalachian disadvantaged adults. Many adults do not drive and, therefore, find it nearly impossible to break the cycle of dependence, poverty and illiteracy. This program has enabled a group of men and women to learn to drive and recorded some changes in behavior.

Following is a list of the objectives of the program:

Objective 1 - To determine the effectiveness of driver education in resolving a transportation need of ABE students.

Objective 2 - To test the effects of driver education on the achievement levels in reading of ABE students.

Objective 3 - Delete.

Objective 4 - To determine the effectiveness of driver education in providing training as a potential source of employment.

Objective 5 - To utilize driver education to motivate interest in further education of potential ABE clients.

Objective 6 - To determine the problems of disadvantaged adults in transferring simulation training to the real car.

Objective 7 - To provide a model program of driver education supportive of ABE and fulfillment of disadvantaged adults' needs.

Objective 8 - To obtain driver's licenses for ABE-level students.

Objective 9 - To increase the mobility of ABE clients as a result of obtaining driver's licenses.

Objective 10 - To increase the potential of employment or upgrading underemployment for ABE clients by helping to obtain driver's licenses.

Objective 11 - To increase the mobility of total families of disadvantaged in seeking broader educational opportunities, i.e., providing a way to break the cycle of isolation.

Objective 12 - To utilize an existing educational system to maximum advantage for disadvantaged population of portions of Eastern Kentucky.

Objective 13 - Delete.

Objective 14 - To test the reading level of the driver's manuals and tests in the Appalachian states and of the driver education program itself.

Objective 15 - To introduce concepts and materials related to automobile pollution and disposal.

Objective 16 - To provide information regarding vocational training and job opportunities related to and dependent upon driving skills.

Objective 17 - Repeat of Objective 10.

Objective 18 - Delete.

Objective 19 - To provide incidental consumer education to the client, particularly as it relates to car buying, contracts, selection of second-hand cars, installment buying, and insurance.

Objective 20 - To determine the relationship between the driver's scores on the written examination and his actual driving ability.

Objective 21 - To determine the feasibility of the use of a driver education course with ABE-level students.

The population of the counties involved in the study has a rather large proportion of undereducated adults. Seventy-eight and six-tenths percent (78.6%) have not completed eighth grade. The median years of schooling is 7.7. The area is primarily rural with ninety-three percent (93%) of the population being rural. By federal standards, sixty-four percent (64%) of the families have an income of less than \$ 3,000.00.

From the population, a group of 112 participants were enrolled in an adult driver education class. Eighty percent (80%) of the participants were potential ABE clients. A special effort was made to enroll males; however, less than one-half (1/2) of the participants were male.

The study is using five (5) information collection devices for gathering data. The data to be gathered will include pre-and post- reading scores, the number who get driver licenses, employment changes as a result of learning to drive, problems involved in teaching disadvantaged adults to drive, the extent of increased mobility as a result of learning to drive, and the number that purchased cars.

The data gathering devices include an Intake Questionnaire, Employment Status Survey, Student Information Survey, Reading Achievement Tests, and post program interviews.

Seven (7) different classes were organized. Each class was in session for approximately twelve (12) weeks. The first two (2) classes were started on October 20, 1970, and the last two (2) classes ended the first part of June. The eight (8) classes were centered at Breathitt High, M. C. Napier High, Dilce Combs High, Letcher High, Fleming Neon High, and Whitesburg High.

Each class begins with a series of classroom sessions. In the classroom, the Kentucky Driver's Manual is studied for approximately ten (10) hours. After the manual is finished, a multi-media approach covering rules, signs and concepts follows for approximately ten (10) hours. A ten-hour block of simulation and from five to ten hours of in-car driving ends the program in each center.

The Adult Driver Education Program was carried on by two (2) teams of teachers with three (3) teachers in each team. When a team finished the program in one center, it moved to another center and began again with a new group of students. The staff included:

<u>Team A</u>		<u>Team B</u>	
Raymond Issacs	- 252 hrs.	Arthur D. Gibson	- 252 hrs.
Jack Hammock	- 192 hrs.	Roger Collins	- 192 hrs.
Eddie Collins (replaced by Lenville Lee)	- 192 hrs.	Milton Owen	- 192 hrs.

INTRODUCTION

The major concerns, issues and problems which are to be attacked by this project center around the problem of isolation. The 1970 Census revealed that ninety-three percent (93%) of the people of this area live in rural areas. There are no large metropolitan areas. There are no transportation systems. The average level of education is 7.7 years. Almost all means of employment require some type of transportation to and from work. Many of the adults, particularly the disadvantaged adults, have never learned to drive. Under these circumstances, it is very difficult for a population to increase or raise its economic status. It is very unusual for individuals to be motivated to raise their economic status or their educational level. When Adult Basic Education classes are organized in a community, there is little motivation among the population to attend those classes, even though they serve a great need. Interesting enough is the fact that the disadvantaged appear to be self-perpetuated. Those individuals who are hiding in the background while society progresses appear to be less likely to take some steps to break the isolation cycle due to age and due to the increasing amount of time since they experienced some kind of social activity.

The participants in this program each stated that they had a desire to become more involved in the activities that surrounded them. They also expressed a sincere desire to learn to drive. However, it was necessary to assure them beyond any doubt that they could succeed before they would take a step into the uncertainties of a learning situation. It is assumed that this cycle of isolation will not be broken except through teaching skills that will permit these people to blend into activities of their fellow Americans. The disadvantaged isolated individuals are not happy with their state. They are not happy with their dependence, both naturally and economically, on their fellow man. They have a desire to become independent and self-sufficient. Then, we as educators, have a responsibility to provide the activities that will help solve these problems.

Those affected most by these problems are the disadvantaged. However, many persons that are not economically disadvantaged have never learned to drive and therefore, are somewhat isolated even though they might be relatively well educated and have a rather high earning power. These individuals, both disadvantaged and those that are not disadvantaged, realize the seriousness of this problem as far as they are concerned.

The administrators of this program have experienced tremendous demands on the part of those persons who have never learned to drive to become a participant in this program. At one point, two years ago, the local CAP agency, LKLP, employed a commercial firm to teach a number of their participants how to drive. However, lack of funds caused this to end. The experience of LKLP was considered in this program and proved helpful. Also, the administrators of LKLP were invited to select from their participants people that would like to enroll in this program. A major concern of the general public and many local agencies is how can this type of program be continued in this area.

PROGRAM

The program allows for transition from theory to principles to practice through classroom instruction, simulation, controlled environment, and real environment experiences. Implementation of the program requires the use of several media devices, as well as effective scheduling of teaching personnel, learning experiences, equipment, materials and facilities.

The course in driver education will present a course adapted to the elements listed below:

Driving Simulation - a teaching method employing both films and electromechanical devices designed to represent the driver's compartment of an automobile through which the student can develop proper judgment and behavioral responses, as well as manipulative skills.

Drivocators - an instructional system which makes use of motion picture projector, filmstrip projectors, classroom communicator, programmer, individual student responder, and a printer.

Dual-Control Cars - automobiles equipped with an extra brake, and where necessary, an extra clutch pedal.

In-Car Practice - supervised student experience at the controls of a practice driving car, either on the street or on a multiple-car driving range.

The program was intended to allow the student to develop certain specified skills. Certain attitudes are specified as those that the recipients of the course are to acquire. These skills and attitudes will allow the recognition of conflict situations which must be avoided in the art of driving.

The course is designed to provide:

30	hours classroom instruction
12	hours simulation training
3	hours behind the wheel
10	hours observation behind the wheel
—	
55	total hours of driver education

However, it became necessary to provide each person more time behind the wheel. Where three (3) hours were enough for high school students, an average of from six (6) to nine (9) hours were required for adults.

The Adult Driver Education Program was conducted by 2 teams of teachers with 3 teachers in each team. Team "A" began with a class of 18 at Breathitt County High School in the middle of October. In January, Team "A" organized a class of 15 in Perry County and in March, another class of 16 was organized in Perry County. Team "A" enrolled a total of 49 students.

Team "B" organized a class of 14 at Fleming Neon High School in Letcher County in the middle of October. In December, a class of 20 was organized at Whitesburg High School. In February, a class of 15 was organized at Dilce Combs High School and in March, a class of 14 was organized at Letcher High School. Team "B" enrolled a total of 63 students.

An effort has been made to enroll as many men as possible; however, it has not been possible to enroll as many men as women. There are several reasons for this. One reason is that a much larger percentage of the male population can already drive. Another reason is the fear among men of admitting that they cannot already drive.

At least eighty percent (80%) of the students were specifically chosen as Adult Basic Education potentials. These students stated that they had not completed high school. (See Appendix A)

Some students were enrolled as potential ABE students because they had finished only Grade 8, for example, and scored quite high on the pre-test while others scored much lower than was expected. (Appendix B gives pre- and post- test scores).

OBJECTIVES

Objective 1: To determine the effectiveness of driver education in resolving a transportation need of ABE students. It is hoped that this project will determine the effectiveness of a driver education program for adults in teaching adults to drive and enabling them to get their licenses. Documentation includes the number of students who receive their driver's licenses as the result of this project-- categorized by beginning reading level, and the number of those who get their licenses who acquire or use a car after training. Appendix C shows that of the 44 adults that received their licenses by this writing (30 of the students have just completed the course and have had little chance to try for their licenses), 8 had a beginning reading level of I while 19 had a beginning level of II. There were 11 who had a beginning reading level of III and 6 with a beginning reading level of IV. Appendix B also shows that 10 of those students that obtained driver's licenses purchased new cars. There were 29 students that purchased used cars. This is a clear indication that the Appalachian Adult Basic Education Driver Education Program has had a significant impact on resolving transportation needs.

Objective 2: To test the effects of driver education on the achievement levels in reading of ABE students. It is hoped that through driver education, students will determine that they can learn and achieve, and therefore, this will have a positive effect on the reading level of students. Documentation includes results of Tests of Adult Basic Education (TABE), California Test Bureau, McGraw Hill, Heightstown, New Jersey 08520, pre and post reading tests for two groups: (1) Driver Education participants who qualify for ABE, and (2) Driver Education participants who do not qualify for ABE. Appendix B shows the achievement level of all students tested. The average student showed a small gain in reading ability between the pre test and the post test. The participants that were qualified for ABE had an average grade placement of 6.2 in reading on the pre test and an average grade placement of 6.5 in reading on the post test. The average gain then was .3 for the relatively short period of time. The participants that were not qualified for ABE had an average grade placement of 9.9 in reading on the pre test. These students had an average grade placement of 10.5 in reading on the post test, for an average gain of .6. It is interesting to note that the participants that did not qualify for ABE had an average gain of twice that of those participants that did qualify.

Objective 3: Delete.

Objective 4: To determine the effectiveness of driver education in providing training as a potential source of employment. It is hoped that learning to drive will create a potential source of employment for a number of unemployed persons. A record of actual employment change during and immediately after the driver education program was kept. The Employment Status forms presented to AABEDC reveal that 14 persons changed jobs after enrolling in the Adult Basic Education Driver Education Program. Thirteen (13) of these individuals stated that the change of jobs was for a better job because they had learned to drive. It should be remembered that at this writing approximately 30 students had just ended the course and had had little or no chance to find a new job yet. Information was gathered and is presented below in narrative form concerning the vocational training and employment possibilities related to being able to drive.

The Adult Driver Education classes were taught in centers in Breathitt, Perry and Letcher Counties. It is somewhat impressive to realize the number of employment possibilities related to driving in this area.

The vocational training possibilities are quite limited in driver-related fields. The Hazard Area Vocational School offers training in heavy equipment operation. Large truck operation is learned generally in this area by an individual "trial and error" method.

The survey of employment possibilities related to driving revealed that the school systems employ more than one hundred (100) drivers for transporting children. A small commercial bus line employs three (3) drivers in the area.

Even though no large taxi companies exist, there are a number of individuals that hold taxi permits and several of those employ other persons to operate the taxi for them.

Until very recently, the local funeral homes provided the existing ambulance services. However, an agency has been organized that provides ambulance service

to the eight (8) counties in the Upper Kentucky River Area. There are today approximately 35 ambulances in this area that are used somewhat.

Most service stations in the area own a wrecker of some kind. The automobile dealers operate a wrecker service. There are approximately 35 wreckers in the 3 counties served by the Adult Basic Education Driver Education Program. Even though 35 full-time wrecker drivers are needed, a person is kept on hand that can operate the wrecker. Those persons that have learned to drive would be more likely to be employed at a service station because that person could double as the wrecker operator.

The electric and telephone companies employ several drivers. The express and postal service employ several drivers. The employment possibilities from these services amount to approximately 40.

Another category of driver-related employment will be referred to as small delivery employment. These include bread, milk, drugs, dry cleaners, appliances, groceries, etc. This small delivery employment amounts to approximately 100.

Large delivery trucks and wholesale delivery account for another group. These include delivery on concrete, lumber, soft drinks, whiskeys and beer, milk, ice cream, and other distributors. The survey indicates that approximately 120 job opportunities exist here.

The highway departments employ about 25 truck drivers. Construction companies employ approximately 100 drivers. The coal industry provides employment for approximately 275 coal truck drivers.

This narrative does not include a large number of jobs that require driving but where driving is not the primary task, such as a traveling salesman.

Objective 5: To utilize driver education to motivate interest in further education of potential ABE clients. It is hoped that when an individual learns to drive, he will realize that, in reality, he can learn things and therefore, would be interested in furthering his basic education. A record is kept of the number of driver education students that enroll in ABE or other classes. At present, no regular ABE classes are being offered in the communities served by the Adult Basic Education Driver Education class. Therefore, it was not possible for this program to be effective in motivating students to enroll in ABE classes. However, 2 students later enrolled in vocational classes. In a telephone interview after the driver education classes ended, 30 of the students answered "yes" to the question, "Does the student plan to further his/her education by attending other adult classes?"

Objective 6: To determine the problems of disadvantaged adults in transferring simulation training to the real car. It is hoped that deeper insights into the learning patterns of adults can be obtained by studying the problems disadvantaged adults have in transferring from simulation to real life. Following is a narrative of problems encountered in the transfer:

An interview with each of the driver education teachers reveals no definite patterns. It appears that the disadvantaged adult has little, if any, more problems transferring skills learned in simulation to real life. If any difference exists, it appears to be that under the increased emotional strains of real life driving, most humans forget the learned skills and revert back to improper techniques. The teachers agreed that educationally disadvantaged persons needed to be reminded of the proper technique 5 or 6 times while the less disadvantaged needed to be reminded only 2 or 3 times.

Objective 7: To provide a model program of driver education supportive of ABE and fulfillment of disadvantaged adults' needs. It is hoped that a model program for training adults to drive will emerge from the activities of this program. Progress made toward achieving this objective is somewhat limited. More unanswered questions came to focus than answers. The program which consisted of 10 hours of classroom work for covering the Kentucky Driver's Manual, a multi-media approach to learning rules, signs and concepts of the road, another 10 hours of simulation, and from 5 to 10 hours of in-car driving is not a good model. We have learned from this program some areas that need more research and development. A tremendous difference exists between teaching the average 21-year-old and the average 45-year-old adult to drive, for example. It was assumed that a high school driver education model program would also be an adult driver education model program. This is not the case. This program is near some answers and the personnel feel that a great deal would be lost if the additional work is not done to find a model program for Adult Basic Education Driver Education.

Objective 8: To obtain driver's licenses for ABE-level students. It is hoped that, through this program, those adults that enroll in ABE driver education can obtain their driver's licenses by the time the program is ended. As was stated in Objective 1 and referred to in Appendix C, there have been 44 participants who obtained driver's licenses. Two classes had just ended and most of those students had not had an opportunity to try for their licenses.

Objective 9: To increase the mobility of ABE clients as a result of obtaining driver's licenses. It is hoped that these clients, after having received their driver's licenses, will become more mobile. A telephone interview with all participants except 1 revealed that, of the 44 who obtained licenses, 40 stated that they were going more places than they were before the driver education class. Three (3) persons stated that, due to participation in the classes, they were going more places now even though they have not obtained licenses. The social contacts of the class helped break the isolation cycle.

Objective 10: To increase the potential of employment or upgrading under-employment for ABE clients by helping to obtain driver's licenses. It is hoped that the students, after having learned to drive and obtaining a driver's license, will be able to transport themselves to and from employment. It is also hoped that some students will be able to find a job that directly involves driving. As was stated in Objective 4, the Employment Status forms presented to AABEDC reveal that 14 persons changed jobs after enrolling in the Adult Basic Education Driver Education Program. Thirteen (13) of these individuals stated that the change of jobs was for a better job because they could now drive.

Objective 11: To increase the mobility of total families of disadvantaged in seeking broader educational opportunities, i.e., providing a way to break the cycle of isolation. It is hoped that when the head of the household learns to drive and, therefore, is able to obtain a driver's license, that this will create a situation where the entire family will be more mobile and, therefore, will become more involved in American society as it is viewed today. In a telephone interview with those 44 persons that had obtained a driver's license, all but 2 stated that they were making use of them. Those students stated that they were going more than they had before. A large number answered the question, "In what ways has being able to drive helped you?" with such statements as, "It has enabled me to drive to work." or "It has enabled me to visit relatives and friends and just get out a lot."

Objective 12: To utilize an existing educational system to maximum advantage for a disadvantaged population of portions of Eastern Kentucky. It is hoped that more efficient use can be made of those facilities that the taxpayers are paying for. Two mobile simulators were obtained on a lease-purchase agreement over a five-year period at \$ 13,350.00 per year. Two drivocator systems were obtained on a lease-purchase agreement over a period of five years for \$ 5,170.00 per year. An additional \$ 2,900.00 is necessary to meet the expenses of moving, wiring and maintaining the equipment each year. The car maintenance expense is approximately \$ 1,000.00 per year. Insurance on the automobiles and simulators costs \$ 1,806.00 per year. The total cost of existing facilities amounts to \$ 24,226.00 per year. These facilities are used only 6 hours each day and only 176 days per year. The Adult Driver Education Program used this equipment 1/6 of the time. The adult program operated 7 1/2 months compared to 9 1/4 months for the regular

school year. Therefore, the prorated cost of the adult program's share is:

Simulator	-	1,804.03
Drivocator	-	698.54
Car Maintenance	-	132.13
Simulator Maintenance, Moving & Wiring	-	391.89
Car & Simulator Insurance	-	301.00

The additional use of the equipment by the adults enabled us to show a much lower per-pupil cost of facilities. To further take advantage of existing systems, the school systems of Breathitt County, Jackson Independent, Jenkins Independent, Lee County, Leslie County, Letcher County and Perry County combined their money, efforts, and personnel to acquire the equipment and expertise to develop a driver education program that, in 1970, ranked first in a "Product Evaluation of Kentucky Cooperative and Tennessee Cooperative Driver and Traffic Safety Programs" by Dr. Robert Kirk from the University of Tennessee. Not only has the relationships between the Cooperative and Morehead State University shown a positive monetary effect, but a contract is now being drawn up leasing a simulator part time to Morehead State University for use in training driver education teachers.

Objective 13: Delete.

Objective 14: To test the reading level of the driver's manuals and tests in the Appalachian states and of the driver education program itself. It is hoped to determine the grade level of the reading material in the driver's manual and the State Police written test for obtaining a driver's license. This was done by the AABEDC staff in Morehead. On the following page are the results of this study.

Appalachian Adult Education Center

READABILITY OF DRIVERS' HANDBOOKS AND TESTS

(Using Dale-Chall Readability Formula)

<u>Name of Publication</u>	<u>State</u>	<u>Reading Grade Level</u>
1. Your Driving Handbook	Alabama	8.6
2. The Driver's Handbook	Maryland	13.9
3. Manual for Drivers	Kentucky	9.2
4. Mississippi Drivers Manual	Mississippi	9.8
Miss. Operators' License Exam	"	8.0
5. New York State Driver's Manual (1970)	New York	13.6
N. Y. Drivers License Test	"	9.0
6. Driver's Refresher Handbook (Simplified Edition - 1967)	North Carolina	4 and below
Traffic Law and Highway Safety(1965)	North Carolina	7.4
7. Official Ohio Driver's Manual(1969)	Ohio	12.8
Digest of Motor Vehicle Laws of Ohio	Ohio	12.06
8. Pennsylvania Manual for Drivers	Pennsylvania	10.6
9. Drivers Handbook (1969)	South Carolina	9.4
Drivers License Exam	South Carolina	7.8
10. Tennessee Manual for Drivers	Tennessee	10.4
Tennessee Drivers Test	Tennessee	8.8
11. A Manual for Driver License Applicants (1968)	Virginia	10.0
Driver's License Exam	Virginia	8.0
12. West Virginia Motor Vehicle Drivers Handbook (1967)	West Virginia	13.9
Operators and Chauffeurs Exam	West Virginia	8.0

Objective 15: To introduce concepts and materials related to automobile pollution and disposal. It is hoped that this program will make the adults aware of the very serious problem of pollution this country must face up to in order to survive. It is also hoped that these adults will become aware of the need for proper disposal of worn-out automobiles. The method of achieving this objective is described in the narrative below:

Some time was spent with each group of adult students explaining the importance of pollution control. The anti-pollution devices on late model automobiles were pointed out and the principle explained.

Further time was spent discussing appropriate means of disposing of junked automobiles. The present inadequate methods were identified. More acceptable methods were discussed and each student was asked what he or she would do with a "junker" and also what they thought should be done.

Objective 16: To provide information regarding vocational training and job opportunities related to and dependent upon driving skills. It is hoped that the students can be made more aware of the training available and the possibilities for employment that depend on being able to drive. A narrative explaining the vocational training and job opportunities related to driving is included earlier in this report. (See Objective 4). The existence of the different kinds of driving related job opportunities is rather common knowledge. However, the number of employment possibilities in some areas is surprising. A series of classroom presentations and discussions were used to relate this information and the significance of this information to the students.

Objective 17: This is a repeat of Objective 10.

Objective 18: Delete.

Objective 19: To provide incidental consumer education to the client, particularly as it relates to car buying, contracts, selection of second-hand cars, installment buying, and insurance. It is hoped that this information will be of economic value to the participant when he purchases a car. Each class was shown a 16mm film. This film depicts a situation similar to one any individual might find himself involved in. An accident was shown. A claims adjuster was shown determining the damage, both personal and property. It was explained what liability insurance is, what collision insurance is, and what medical payment insurance is. The people involved in this film had experience with each of these kinds of insurance. It also explained what an uninsured motorist and comprehensive insurance are. The film shows, in general, the sequence of events that an individual must experience if he is involved in an accident. Materials handed out to the students were written materials entitled:

1. How to Buy a Used Car
2. Be Informed on Financing an Auto
3. Be Informed on Buying a Used Car
4. Be Informed on Buying a New Car
5. Be Informed - Buy a New or Used Car?
6. Be Informed on the Cost of Transportation

Objective 20: To determine the relationship between the driver's scores on the written examination and his actual driving ability. It is hoped that some pattern will evolve when a study is made comparing the scores on the written test for the driver's permit and a test of simulation driving ability. The scores of the State Police driver's permit test were recorded and a score on the simulator lab test has been recorded for each student. (See Appendix D). There appears to be no significant relationship between the written test scores and the road test in the simulator. This tends to indicate that no significant relationship exists between a person's ability to score well on the written test and that person's ability to drive.

Objective 21: To determine the feasibility of the use of a driver education course with ABE-level students. It is hoped to determine whether or not it is feasible to provide driver education through regular adult basic education. A comparison is made for those who have successfully completed the course and obtained their driver's licenses with that individual's reading level as determined by the TABE and to the years of schooling recorded on the Student Information Survey. The TABE has been administered and the Student's Information Survey has been completed for each student. As stated earlier, at this writing a large number of students have had little opportunity to obtain driver's licenses since the driver education course recently ended. For those who have obtained driver's licenses, Appendix E shows a comparison of years of schooling completed and the TABE pre test scores. Appendix F shows a more complete comparison of TABE scores, years of schooling and success in obtaining driver's licenses for 1 complete center, Whitesburg. There seems to be little, if any, correlation between whether a student received driver's license and the TABE scores or the years of schooling.

COMPONENTS

Participants in Planning

1. Have your ABE students had an input into the planning of new ABE programs in your module (time, place, content, organization, etc.)?

Since this Adult Basic Education Driver Education Program was in Phase II of a three-phase program, the students had little opportunity to plan for new ABE programs. However, as a group, the students were reminded of the problems involving lack of participation in regular ABE classes and were asked for their suggestions. The content of the Driver Education Program was rather well established; however, some parts were eliminated and other parts added on suggestions of students. The place for the classes was predetermined. The time of meeting was left primarily to the wishes of the students.

2. Do your ABE students have any way of adjusting the on-going program (a) individually, and (b) as a group?

Students were invited to individually suggest needed changes. Also, time was allowed for group discussion on matters of interest to the students. In one incident, teacher's responsibilities were switched following suggestions by students, for example.

3. Client's Positive and Negative assessments of the program:

Positive

- a. "It was a lot of fun and was different from any school that I have ever gone to." (female)
- b. "It is the finest program ever was. I never could have learned to drive any other way. I have tried it three or four times and I have quit. Those boys kept encouraging me and telling me that I could do it. That is the only way I could stick with it." (female)
- c. "It is the greatest thing ever." (male)
- d. "Of all the programs we have had in here, this is the best program we have had." (male)
- e. "This teaches you something that you can put your finger on." (female)
- f. "I learned to drive. Now, I know I can learn to do anything." (male)
- g. "I just got my license. My husband said I would never get my license and I am going to take them and stick them right under his nose." (female)

Negative

- a. "There was not enough driving time." (female)
- b. "Other beginning drivers in the car make me nervous." (female)
- c. "I did not get to drive often enough." (female)
- d. "I needed to drive more in town." (female)
- e. "I needed to drive some everyday." (male)
- f. "There were too many people in the car while I was driving." (female)

Outreach

1. What methods did you use for recruitment?
 - a. School system recruited class
 - b. Radio announcement
 - c. Recruitment by local agencies (CAP, NYC, Welfare, WINN, etc.)
 - d. Driver education teacher recruitment by personal contact
2. There was absolutely no evidence that any one of the methods of recruitment stated above was any better for a specific ABE level. However, some things were learned. In only the first class did a school system recruit students. This was done by simply letting the individuals know that the opportunity was available. The withdrawal was greater in this class than any other. It was no problem to fill the class.

The method of recruitment by a radio announcement was an absolute disaster. Not one person responded.

The method of recruitment by local agencies was not effective. A simple announcement was made by the agencies and less than 10% of the students were recruited by this means.

At least 75% of the students were recruited by the driver education teachers. The teacher explained the program with some authority and the student appeared to feel confident enough to enroll and continue the training until the end.

Involved students often recruited other students. In every center, some persons had to be denied the opportunity to enroll in ABE Driver Education. Within the last 30 days, the director of the program has received 25 requests for admittance to the next adult driver education class. The only

recruitment needed is personal knowledge of the availability of the program.

3. Does your staff contact students who miss sessions? Describe and evaluate methods of following up absenteeism.

Not enough emphasis has been placed on following up absenteeism in this module. Some students were asked about absenteeism and some were not. Not enough follow up was done to permit an honest evaluation of methods.

Retention

1. What are the reasons given by your students for participation?

All students gave for their reason for participation, "learning to drive." A few instances of getting involved in a group or class were given.

2. What are the reasons given for withdrawal?

There were three different kinds of reasons given for withdrawals. One reason given by several persons was sickness. Some participants indicated that they had lost interest. Some persons stated that they had become discouraged and quit.

3. Program characteristics necessary to high retention center around the teacher. A tremendous amount of personal contact on a one-to-one basis appears to be necessary. Students were not satisfied to be a member of a group at all times but needed individual attention. The degree of aggressiveness of the teacher seems to be important. The program appeared to be much more successful where teachers were considered talkative and self-confident, and less successful where teachers were considered timid.

One team of the Driver Education teachers was considered talkative and self-confident and the other team was considered timid. The team with talkative teachers had more than twice as many students to obtain licenses and one-third as many students to withdraw from the course as the team of timid teachers.

Diagnosis

1. What methods are used in your program to identify learning levels and learning difficulties of individual students?

The methods used to identify learning levels and learning difficulties include: interview of student, TABE, classroom observation, individual class responders in the simulator and drivocator.

2. Evaluate each method.

Student interviews and classroom observation are rather general methods that provide only general results. However, these methods have some merit.

The TABE results show, for instance, at what grade level each student is reading. A very important tool in determining learning level, it provides limited help in determining learning difficulties.

In determining learning difficulties, the individual responders have some merit. The teacher can determine which questions each student answers incorrectly during the course of the class.

Manpower and Volunteers

1. How many professionals, paraprofessionals, and other paid and volunteer staff have been involved in your module?

In this module, 6 professionals were involved. There were no paraprofessionals and no volunteer staff.

2. The general functions of the 6 professionals are as follows: 2 are supervisors and teachers. These persons teach and are also responsible for recruiting, keeping records and supervising each team; 4 persons are teachers. They teach 6 hours each week.

3. What kinds of formal and informal preservice and in-service upgrading or training have they received this year?

The staff has received no adult preservice or in-service training. Each staff member participated in regular in-service programs for three days.

Materials

1. What ABE materials do you especially recommend? Why?

Since this module involves driver education, this question does not really apply.

2. What ABE materials have you found particularly unserviceable? Why?

Since this module involves driver education, this question does not really apply.

3. Has your staff developed new materials this year? Describe briefly and/or include in the appendix of your report.

Appendix G provides a copy of an instrument developed by the staff. The instrument serves somewhat as behavioral objectives. When the student can answer all questions, he is knowledgeable on the subject.

Methods

1. What methods of instruction do you especially recommend? Why?

The method of instruction most highly recommended by the staff of this module is an extremely well-organized program. The process of presentation must be well organized. This, perhaps, calls for a master teacher and support instructors.

2. What methods of instruction have you found particularly unserviceable? Why?

The lecture method of instruction is particularly unserviceable, primarily because it is often boring.

Counseling

1. Do you have counselors serving your ABE program? Describe their guidance, counseling and administrative duties in terms of percentages (example, 50% of time testing, etc.).

There are no counselors serving the ABE Driver Education Program.

2. Do your teachers have formal or informal counseling duties? Describe or give examples.

The teachers of this module have no formal counseling duties. They are, however, encouraged to informally talk with and counsel any student that might be interested.

Placement

1. Do you have any way(s) of placing your ABE and GED students and graduates in jobs and training programs where appropriate?

We have, at this point, no way of placing students in jobs or training programs.

2. Describe and evaluate each method in terms of success in placement.

Since this module is a driver education program, this does not apply.

Follow-up

1. Do you have a method of discovering what happens to your graduates and withdrawals? Over what time span? Describe.

This is a three-phase program and includes plans for a follow-up in Phase III. At least a sampling of the students over the past 3 years are to be located, interviewed, and asked to answer a number of questions that should spread more light on the problem of developing a model program in driver education.

2. What have been the results of your follow-up?

The follow-up has not been made at this time.

Business and Industry

1. How do you work with business and industry?

Businesses have been contacted concerning the number of employees, the required qualifications and the possible openings. Some industries have requested trained drivers, particularly for delivery trucks.

STATE SUPPORT

The Adult Basic Education Driver Education Program was a demonstration project. All monetary support came from the AABEDC located at Morehead State University. The Budget shows that \$ 11,154.00 was provided through the Demonstration Center.

All local and state support was in-kind. Included as an in-kind contribution was the use of a classroom, including lights, heat and maintenance, for ten (10) hours in each center.

The lights, heat and air conditioning for the simulators was an in-kind contribution by the state and local educational agencies.

All administrative contributions (this does not include the 2 supervisors) provided by the Perry County Board of Education, were in-kind.

SPREAD

The Adult Basic Education Driver Education Program has been discussed by the Director of the Kentucky Valley Educational Cooperative on numerous occasions. Even though the demonstration has completed only Phase II of a three-phase proposal, at least two other educational cooperative directors have requested assistance in starting such a program in their cooperative. One cooperative in East Tennessee has revealed plans to attack the problem on two fronts. One would be to convince the Tennessee Division of Adult Basic Education to support the endeavor. The other approach would be to operate a similar program and charge each student a fee to cover personnel, equipment and supplies.

RECOMMENDATIONS

The persons responsible for the operation of the Driver Education Demonstration Project have several recommendations. It is well established that the concept of driver education is a basic need in Appalachia. However, many questions are yet to be answered.

It is recommended that this project be continued for one (1) more year. Many things have been learned. However, we are very close to being able to identify some important issues. It appears that positive reinforcement is much more important in this kind of venture than most others. It appears that the program used this year is not the best, by far, that we can develop. Since we are so close to answers for many issues, it seems very wasteful not to finish the project.

The personnel of the Adult Basic Education Driver Education Program have been flooded with requests for admittance to the program. This is a kind of enthusiasm that this staff has never seen in Adult Basic Education.

We recommend that a sample of the population in this area be surveyed to determine their concept of the relationship between reading and driving as a basic need.

We recommend that Adult Basic Education consider driver education a basic need in certain rural areas where people have no other means of mobility. It is unrealistic to think people are going to be interested in education if they are so isolated that they are uneducated to the advantages of an education.

We recommend that the program be operated in ten (10) centers in the Cooperative area during the 1971-1972 school year. Below are the major questions that should be answered:

1. What is the most effective Driver Education Program? (Where is the balance between economy and depth?)
2. What are the effects of a Behavioral Objective approach for Appalachian disadvantaged adults as compared to conventional instruction toward academic, as well as manipulative, learning?
3. What is the desirability of media presentations as compared to lecture and/or individualized instruction for subject material in which adults are really interested?
4. What is the effectiveness of simulation training toward replacing some real life experiences? To what extent can simulation replace real life?

5. What is the upper age limit, of both male and female, if different, for effective academic learning, and manipulative learning for tasks as difficult as driving?
6. What comparisons can be made between a compact learning situation and a learning situation that involves only a few hours each week for several weeks?
7. What is the average number of hours of behind-the-wheel driving required for basic age groups?
8. What long-range impact has learning to drive and obtaining a license had on individuals in terms of employment, economic conditions, mobility, attitude and outlook?
9. What impact has the fact that several persons that could not obtain driver's licenses except through this program, who thereby got licenses, had on the area?
10. What effect does an enthusiastic adult class have on the regular school program? How can adult programs be an asset to regular school programs in terms of economics, public relations, acceptance of innovations and technology by the public?

Many of the above-mentioned recommendations deal with adult learning, whether it is learning to read or to drive. Some deal only with learning to drive. The primary reason for using driver education for research is because of the high level of interest and enthusiasm on the part of the students.

I have never seen adults motivated to the extent that these adults were. As this report indicates, a number of the students were in Level I and II. If adults can be so motivated, it would appear disastrous not to find out exactly why and how.

Appendix A

School	Potential ABE	Non-ABE	Total
Breathitt County High	14	4	18
M. C. Napier High (1st Class)	12	3	15
M. C. Napier High (2nd Class)	13	3	16
Letcher High	11	3	14
Fleming Neon High	12	2	14
Dilce Combs High	13	2	15
Whitesburg High	17	3	20
	—	—	—
Totals:	92	20	112

Appendix B

PRE-TEST SCORES
ADULT BASIC EDUCATION DRIVER EDUCATION

Dilce Combs High Jeff, Kentucky 2/25/71
School or Center City State Instructor Date of Testing

	NAME	LEVEL	READING VOCABULARY	READING COMPREHENSION	TOTAL READING
1.	D. C.	D	10.2	7.9	8.9
2.	B. R. J.	M	4.6	5.6	5.0
3.	B. L.	D	10.5	9.7	10.1
4.	K. H.	D	8.5	8.3	8.5
5.	B. M.	D	11.3	7.9	9.4
6.	G. J. J.	D	10.5	11.9	11.2
7.	D. C.	M	2.3	2.5	2.5
8.	L. S.	D	5.7	5.5	5.5
9.	P. M.	D	12.4	12.3	12.1
10.	G. C.	D	6.8	7.0	6.8
11.	K. F.	M	6.2	6.5	6.5
12.	S. S.	D	4.0	6.8	5.6
13.	D. N.	M	2.0	3.1	2.8
14.	M. R.	Dropped Out			
15.	V. K.	Dropped Out			
16.					
17.					
18.					

Appendix B

PRE-TEST SCORES
ADULT BASIC EDUCATION DRIVER EDUCATION

Whitesburg High School Whitesburg, Kentucky Raymond Issacs
 School or Center City State Instructor Date of Testing

NAME	LEVEL	READING VOCABULARY	READING COMPREHENSION	TOTAL READING
1. B. A.	M	5.1	5.4	5.3
2. B. A.	M	4.1	4.1	4.2
3. C. L. A.	M	5.5	6.2	5.9
4. A. B.	M	6.8	6.1	6.4
5. A. C.	D.	12.0	11.3	11.5
6. G. C.	M	3.0	3.6	3.5
7. F. D.	M	Sick	Sick	Sick
8. N. G.	M	5.0	4.8	5.0
9. B. G.	M	7.5	6.6	7.0
10. A. H.	M	4.9	4.1	4.6
11. L. H.	D	8.5	10.8	9.8
12. H. M.	D	5.2	6.7	6.0
13. J. P.	D	8.8	7.7	8.2
14. A. S.	M	5.5	7.3	6.5
15. O. W.	M	6.3	5.9	6.1
16. C. D.	M	3.6	3.5	3.6
17. B. C.		Unable to	Read	
18. C. C.		Unable to	Read	

Appendix B

PRE-TEST SCORES
ADULT BASIC EDUCATION DRIVER EDUCATION

Whitesburg High School Whitesburg, Kentucky Raymond Issacs
School or Center City State Instructor Date of Testing

NAME	LEVEL	READING VOCABULARY	READING COMPREHENSION	TOTAL READING
1. M. G.		Dropped Out		
2. R. B.		Dropped Out		
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				

Appendix B

PRE-TEST SCORES
ADULT BASIC EDUCATION DRIVER EDUCATION

Letcher High Letcher, Kentucky 4/6/71
School or Center City State Instructor Date of Testing

	NAME	LEVEL	READING VOCABULARY	READING COMPREHENSION	TOTAL READING
1.	W. A.	M	4.7	6.0	5.4
2.	G. C.	D	12.0	12.7	12.2
3.	H. A.	M	5.8	6.0	6.0
4.	V. C.	D	3.2	6.7	5.1
5.	E. C.	D	6.0	6.1	6.1
6.	S. B.	M	5.3	4.1	4.7
7.	R. B.	D	9.6	8.9	9.3
8.	B. C.	M	5.5	6.5	6.2
9.	H. C. M.	D	10.4	8.9	9.6
10.	W. B.	M	8.0	8.1	8.1
11.	E. D.	M	5.8	5.5	5.7
12.	V. F.	D	8.8	9.5	9.3
13.	E. B.	D	12.0	13.0	12.3
14.	F. H.	M	2.0	3.7	3.2
15.					
16.					
17.					
18.					

Appendix B
(1st Class)

PRE-TEST SCORES
ADULT BASIC EDUCATION DRIVER EDUCATION

M. C. Napier High Hazard, Kentucky Arthur D. Gibson
School or Center City State Instructor Date of Testing

NAME	LEVEL	READING VOCABULARY	READING COMPREHENSION	TOTAL READING
1. G. D.	M	9.0	8.3	8.6
2. M. H.	D	10.5	7.6	8.8
3. M. J.	D	10.7	5.5	7.8
4. E. M.	M	5.4	3.8	4.5
5. M. O.	M	7.5	4.5	5.8
6. M. P.	M	7.9	5.6	6.3
7. J. S.	M	7.1	5.4	6.2
8. R. W.	M	6.5	6.6	6.6
9. C. J.	M	4.0	3.5	3.8
10. P. S.	D	9.8	9.2	9.5
11. K. L.	M	7.1	7.8	7.5
12. B. W.	E	4.0	3.5	3.7
13. M. C.	D	8.9	9.1	9.0
14. J. C.	M	4.5	4.1	4.3
15. B. H.	M	5.5	4.1	4.8
16.				
17.				
18.				

Appendix B

(2nd Class)

PRE-TEST SCORES
ADULT BASIC EDUCATION DRIVER EDUCATION

M. C. Napier High Hazard, Kentucky 4/22/71
School or Center City State Instructor Date of Testing

NAME	LEVEL	READING VOCABULARY	READING COMPREHENSION	TOTAL READING
1. M. C.	M	7.2	6.3	6.7
2. E. C.	M	6.5	6.0	6.2
3. O. J. D.	M	6.4	6.7	6.5
4. A. L. H.	M	6.2	4.3	5.2
5. V. H.	M	7.0	5.3	6.1
6. B. H.	M	7.0	5.4	6.1
7. M. N.	D	10.9	11.3	11.1
8. W. S.	M	7.4	6.6	7.0
9. M. S.	D	9.6	8.7	9.0
10. L. C.	D	9.2	8.7	8.9
11. A. W.	M	6.2	5.8	6.0
12. C. C.	D	8.1	7.8	7.9
13. D. F.	D	9.1	8.8	9.0
14. T. G.	E	2.0	3.2	2.7
15. L. H.	M	7.9	7.5	7.7
16. E. G.	M	8.2	6.5	7.1
17.				
18.				

Appendix B

PRE-TEST SCORES
ADULT BASIC EDUCATION DRIVER EDUCATION

Fleming Neon Neon, Kentucky Raymond Issacs 11/17/70
School or Center City State Instructor Date of Testing

NAME	LEVEL	READING VOCABULARY	READING COMPREHENSION	TOTAL READING
1. R. M. T.	E	5.0	3.9	4.2
2. B. J. B.	E	2.8	3.6	3.4
3. J. J.	E	4.8	3.7	4.1
4. N. P.	E	1.9	1.4	1.7
5. B. B.	E	3.9	3.9	4.0
6. H. B.	E	4.5	3.8	4.0
7. E. H.	D	9.4	9.0	9.2
8. K. R. J.	D	9.7	8.3	8.8
9. G. H.	D	10.8	11.7	11.3
10. E. B.	D	5.1	7.0	6.1
11. F. D.	D	9.3	12.4	11.0
12. M. R.	D	12.0	12.0	12.0
13. B. S.	D	9.4	8.5	9.0
14. W. B.		Unable to	Read	
15.				
16.				
17.				
18.				

Appendix B

PRE-TEST SCORES
ADULT BASIC EDUCATION DRIVER EDUCATION

Breathitt High Jackson, Kentucky Arthur D. Gibson 11/70
School or Center City State Instructor Date of Testing

	NAME	LEVEL	READING VOCABULARY	READING COMPREHENSION	TOTAL READING
1.	C. B.	M	7.5	5.7	6.4
2.	D. V.	M	5.6	6.7	6.3
3.	M. A. T.	M	8.5	8.1	8.3
4.	R. C.	M	6.8	5.3	5.9
5.	J. E. A.	M	6.6	6.4	6.5
6.	J. S.	M	7.1	7.4	7.4
7.	H. B.	M	8.5	8.4	8.5
8.	O. M. L.	M	5.5	6.3	5.9
9.	L. H.	M	6.2	6.5	6.5
10.	R. G.	M	7.3	6.5	6.9
11.	M. M.	D	11.1	11.9	11.5
12.	V. J.				
13.	J. C.				
14.	J. R.		Could not read well enough to take even		
15.	L. N.		the primary test. No score available.		
16.					
17.					
18.					

Appendix B

POST-TEST SCORES
ADULT BASIC EDUCATION DRIVER EDUCATION

Dilce Combs High Jeff, Kentucky 4/3/71
School or Center City State Instructor Date of Testing

NAME	LEVEL	READING VOCABULARY	READING COMPREHENSION	TOTAL READING
1. D. C.	D	11.3	9.1	10.1
2. B. R. J.	M	6.8	6.4	6.6
3. B. L.	D	8.5	9.2	9.0
4. K. H.	D	8.6	8.7	8.8
5. B. M.	D	11.3	7.9	9.4
6. G. J. J.	D	9.6	10.8	10.3
7. D. C.	M	2.0	3.1	2.7
8. L. S.	D	6.6	6.0	6.2
9. P. M.	D	12.0	11.8	11.7
10. G. C.	D	8.8	7.6	8.2
11. K. F.	M	6.6	6.9	6.9
12. S. S.	D	3.6	5.3	4.3
13. D. N.	Dropped Out			
14. M. R.	Dropped Out			
15. V. K.	Dropped Out			
16.				
17.				
18.				

Appendix B

POST-TEST SCORES
ADULT BASIC EDUCATION DRIVER EDUCATION

Whitesburg High School or Center Whitesburg, Kentucky Raymond Issacs
City State Instructor Date of Testing

NAME	LEVEL	READING VOCABULARY	READING COMPREHENSION	TOTAL READING
1. B. A.	M	5.4	5.4	5.4
2. B. A.	M	4.0	4.7	4.3
3. C. L. A.	M	4.9	5.4	5.3
4. A. B.	M	5.7	5.8	5.8
5. A. C.	D	11.4	11.0	11.3
6. G. C.	M	3.4	4.6	4.1
7. F. D.	D	12.0	11.5	11.8
8. N. G.	M	5.6	4.6	4.9
9. B. G.	M	6.6	7.1	6.9
10. A. H.	M	5.0	5.1	5.1
11. L. H.	D	7.9	9.5	8.8
12. H. M.	D	5.1	6.7	5.9
13. J. P.	D	7.7	9.2	8.5
14. A. S.	M	6.0	6.4	6.4
15. O. W.	M	6.6	5.9	6.1
16. C. D.	Absent			
17. B. C.	Unable to Read			
18. C. C.	Unable to Read			

Appendix B

POST-TEST SCORES
ADULT BASIC EDUCATION DRIVER EDUCATION

Whitesburg High Whitesburg, Kentucky Raymond Issacs
School or Center City State Instructor Date of Testing

NAME	LEVEL	READING VOCABULARY	READING COMPREHENSION	TOTAL READING
1. M. G.	Dropped Out			
2. R. B.	Dropped Out			
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				

Appendix B

POST-TEST SCORES
ADULT BASIC EDUCATION DRIVER EDUCATION

Letcher High Letcher, Kentucky 5/18/71
School or Center City State Instructor Date of Testing

	NAME	LEVEL	READING VOCABULARY	READING COMPREHENSION	TOTAL READING
1.	W. A.	M	6.0	6.6	6.5
2.	G. C.	D	12.4	13.0	12.8
3.	H. A.	M	8.0	6.9	7.4
4.	V. C.	D	4.2	6.7	5.6
5.	E. C.	D	7.4	6.7	6.9
6.	S. B.	M	6.4	4.8	5.5
7.	R. B.	D	11.5	8.8	10.0
8.	B. C.	M	7.1	7.3	7.3
9.	H. M.	D	10.0	11.1	10.6
10.	W. B.	M	8.5	8.1	8.3
11.	E. D.	M	6.9	6.8	6.9
12.	V. F.	D	10.5	10.1	10.3
13.	E. B.	D	12.8	13.0	12.9
14.	F. H.	M	2.3	4.2	3.6
15.					
16.					
17.					
18.					

Appendix B
(1st Class)

POST-TEST SCORES
ADULT BASIC EDUCATION DRIVER EDUCATION

M. C. Napier High Hazard, Kentucky 4/22/71
School or Center City State Instructor Date of Testing

NAME	LEVEL	READING VOCABULARY	READING COMPREHENSION	TOTAL READING
1. M. H.	M	7.2	5.3	6.2
2. M. J.	D	10.8	7.0	8.8
3. E. M.	M	4.5	4.0	4.2
4. M. O.	M	7.8	6.8	7.3
5. J. S.	M	5.9	6.9	6.4
6. R. W.	M	6.4	8.1	7.4
7. B. W.	E	3.5	3.9	3.7
8. M. P.	M	8.1	5.7	6.5
9. C. J.	M	4.3	3.7	4.0
10. P. S.	D	10.4	9.1	9.7
11. K. L.	M	7.5	8.1	7.9
12. B. H.	Withdrew			
13. M. C.	Withdrew			
14. J. C.	Withdrew			
15. G. D.	Withdrew			
16.				
17.				
18.				

Appendix B
(2nd Class)

POST-TEST SCORES
ADULT BASIC EDUCATION DRIVER EDUCATION

M. C. Napier High Hazard, Kentucky 5/22/71
School or Center City State Instructor Date of Testing

NAME	LEVEL	READING VOCABULARY	READING COMPREHENSION	TOTAL READING
1. O. J. D.	M	6.3	6.8	6.6
2. T. G.	M	3.5	2.4	2.9
3. E. G.	M	7.3	8.0	7.6
4. L. H.	M	4.4	2.3	3.3
5. W. S.	M	7.3	6.7	7.0
6. M. C.	M	7.3	6.5	6.9
7. A. H.	M	6.1	5.1	5.5
8. V. H.	M	7.3	5.5	6.2
9. B. H.	M	7.1	5.3	6.0
10. M. N.	D	10.8	11.3	11.1
11. E. C.	Withdrew			
12. M. S.	Withdrew			
13. L. C.	Withdrew			
14. A. W.	Withdrew			
15. C. C.	Withdrew			
16. D. F.	Withdrew			
17.				
18.				

Appendix C

BEGINNING READING LEVEL	NUMBER THAT RECEIVED LICENSES	
	Team "A"	Team "B"
I	1	7
II	5	14
III	5	6
IV	3	3
	—	—
Totals:	14	30

SCHOOL	NUMBER THAT BOUGHT CARS	
	New	Used
Breathitt County High	1	2
M. C. Napier (1st Class)	1	3
M. C. Napier (2nd Class)	1	3
Fleming Neon High	1	7
Whitesburg High	3	5
Dilce Combs High	1	6
Letcher High	2	3
	—	—
Totals:	10	29

Dilce Combs High School

	Scores On Permit Test	Scores on Road Check In Simulator
D.C.	96	70
B.R.J.	76	78
D.C.J.	76	60
K.F.	80	66
G.J.J.	90	72
B.L.	80	58
K.H.	93	58
P.P.M.	86	68
G.D.C.	80	66
S.S.	93	68
L.S.	96	54
B.M.	96	64

Fleming Neon High School

	Scores On Permit Test	Scores on Road Check In Simulator
W.B.	80	76
R.T.	90	68
B.S.	96	80
E.B.	86	66
K.J.	90	78
B.B.	80	76
E.H.	86	64
F.D.	90	66
M.R.	93	78
G.D.H.	93	80
J.J.	93	76
H.B.	86	80
B.B.	76	78

Letcher High School

	Scores On Permit Test	Scores on Road Check In Simulator
E.B.D.	86	80
R.B.	90	68
H.F.A.	93	75
W.B.	100	69
B.C.	100	76
V.C.	90	72
G.C.	90	76
W.A.	86	73
E.C.	90	72
S.B.	93	70
H.M.	93	70
V.F.	93	68
E.B.	96	78
F.B.H.	90	76

Whitesburg High School

	Scores On Permit Test	Scores on Road Check In Simulator
L.A.H.	80	82
J.P.	80	78
B.C.	80	78
A.S.	90	80
O.W.	90	78
A.B.	90	66
F.D.	100	84
A.H.	97	70
B.A.	93	58
B.G.	90	78
A.C.	96	76
H.M.	86	76
G.M.	93	78
N.G.	90	68
B.A.	80	76
C.L.A.	90	87
C.C.	80	82
C.D.	76	76

Appendix E

	Received License	Years of Schooling	TABE Scores
C.C.	Yes	0	0
B.C.	Yes	0	0
W.B.	Yes	0	0
B.B.	Yes	4	4.0
J.J.	Yes	4	4.1
H.B.	Yes	4	4.0
B.W.	Yes	4	3.7
B.B.	Yes	5	4.0
G.C.	Yes	7	3.5
E.M.	Yes	7	4.5
B.R.J.	Yes	7	5.0
C.D.	Yes	8	3.6
C.L.A.	Yes	8	5.9
B.A.	Yes	8	5.3
B.G.	Yes	8	7.0
A.S.	Yes	8	6.5
V.C.	Yes	8	
W.A.	Yes	8	
K.F.	Yes	8	6.5
D.C.	Yes	8	2.5
M.P.	Yes	8	6.3
J.P.	Yes	9	8.2
E.D.	Yes	9	
B.S.	Yes	9	9.0
S.S.	Yes	9	5.6
G.D.C.	Yes	9	6.8
K.L.	Yes	9	7.5
M.H.	Yes	9	8.8
H.M.	Yes	10	6.0
R.W.	Yes	10	6.6
O.M.L.	Yes	10	5.9
K.H.	Yes	11	8.5
M.G.S.	Yes	11	9.0
L.A.H.	Yes	12	9.8
G.C.	Yes	12	
W.B.	Yes	12	
G.J.	Yes	12	11.2
W.J.S.	Yes	12	7.0
M.C.	Yes	12	6.7

(Continued)

Appendix E (Continued)

	Received License	Years of Schooling	TABE Scores
P.A.S.	Yes	12	9.5
J.R.S.	Yes	12	7.4
M.M.	Yes	13	11.5
M.N.	Yes	16	11.1
A.C.	Yes	16	11.5
F.D.	Yes	16	(Sick)

Appendix F

COMPARISON OF TABE SCORES, SUCCESS IN OBTAINING LICENSES, AND YEARS SCHOOLING FOR ENTIRE CLASS AT WHITESBURG HIGH SCHOOL

	Received License	TABE Score	Years of Schooling
B.A.	Yes	5.3	8
Br. A.	No	4.2	8
C.A.	Yes	5.9	8
A.B.	No	6.4	8
A.C.	Yes	11.5	16
G.C.	Yes	3.5	7
F.D.	Yes	11.8	16
N.G.	No	5.0	8
B.G.	Yes	7.0	8
A.H.	No	4.6	8
L.H.	Yes	9.8	12
H.M.	Yes	6.0	10
J.P.	Yes	8.2	9
A.S.	Yes	6.5	8
O.W.	No	6.1	8
C.D.	Yes	3.6	8
B.C.	Yes	0	0
C.C.	Yes	0	0

ADULT BASIC EDUCATION
DRIVER EDUCATION

1. How old must you be before you can get a learner's permit? _____
2. Your permit is good for how many days? _____
3. How long must you hold your permit before you can take driving test? _____

4. When does your license expire? _____
5. When can you drive in Kentucky without a driver's license? _____

6. If you change your name or address, you must give notice within how many days? _____
7. Most driving emergencies are caused by what? _____
8. What is the speed limit as you enter most cities and towns? _____
9. What is the speed limit with cars on open road in daylight? _____
10. What is the speed limit for cars at night on open road? _____
11. What is the speed limit for trucks on open road day or night? _____
12. What is the speed limit on interstate highways? _____
13. When must headlights be used? _____
14. You must not pass another car within how many feet of railroad crossing or intersection? _____
15. You must not make a U-turn unless you can see or be seen how many feet? _____
16. You must pass on which side of a car? _____
17. After passing you must be back in your lane before coming within how many feet of an oncoming car? _____

18. When is it safe to return to right lane after passing? _____
19. A signal must be given how far away before turning? _____
20. If you are in a lane marked Right Turn Only, what must you do? _____

21. Who has the right of way at a 4-way stop? _____
22. In which lane of a 3-lane one-way street would you turn right from? _____

23. In which lane of a 3-lane one-way street would you use to go straight through? _____
24. What should you do when you see or hear an emergency vehicle? _____

25. If traffic is blocked on the other side of an intersection, what must you do? _____
26. You must dim your lights before coming within what distance of an on-coming car? _____
27. You must dim lights within how many feet when coming up behind a car at night? _____
28. Your lights must be bright enough to see an object how far ahead? _____
29. Your car must be inspected how often? _____
30. When must you make an accident report? _____
31. How many days have you got in which to file the accident report? _____
32. If you are the first to come upon an accident, what must you do? _____
33. After seeing a dangerous situation, it will take you how long to react? _____

34. What is the recommended safe following distance? _____
35. When is the road most likely to be real slick? _____

36. What should you do in case your car starts to skid? _____
37. Where should your hands be placed on the steering wheel? _____
38. What age group is most often killed as pedestrians? _____
39. Who has the right of way at crosswalks and at intersections? _____
40. A person using a white walking stick or cane means what? _____
41. What is meant by Glare-Recovery Time? _____
42. How should you turn the steering wheel when parking up hill, with and without curbs? _____
43. What is the meaning of a flashing red light? _____
44. What is the meaning of a flashing yellow light? _____
45. What is the meaning of a green arrow along with a red light? _____
46. You should take a rest out of the car every how many miles? _____
47. Name some of the offenses for which your license will be revoked? _____

48. If you are involved in an accident, you must get a release signed with- in how many days? _____
49. The center lane of a 3-lane highway is used for what? _____
50. What violation is the cause of most accidents? _____
51. Give hand signals for: Stop, Right & Left Turns _____
52. What is the stopping distance at: 20 mph _____ 30 mph _____ 40 mph _____
50 mph _____ 60 mph _____ 70 mph _____
53. You are traveling on a 4-lane divided highway, a school bus has stopped headed in the opposite direction, must you stop? _____
54. What should you do before pulling onto the roadway after being parked at the right curb? _____

55. Compare the braking distance at 20 mph with that of 40 mph: _____
56. What color clothing should you wear when walking at night? _____
57. A car has stopped to let a pedestrian cross the road, can you overtake and pass the car? _____
58. When you enter a one-way street, you would enter in which lane? _____
59. Is a red light on the front of your car unlawful? _____