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SUPPLEMENTARY SECTION: State Module Application

U.S. DEPARTMENT OF HEALTH, EDUCATION,
AND WELFARE
Office of Education
Bureau of Adult, Vocational, and Library Programs
Washington, D.C. 20202

Application for Grant

This is an application for Federal funds for support of a Special Experimental Demonstration Project in Adult Basic Education under Section 309 of the Adult Education Act of 1966. (P.L. 89-750)

Fiscal Year: 1968

1. Full Title of Proposal: Demonstration, Developmental and Research Project for Materials, Facilities and Educational Technology for Undereducated Adults.

2. Applicant Organization: Morehead State University

Major Subdivision: A.A.B.E.D.C.

Street Address: U.P.O. Box 1353

City & County: Morehead, Rowan County

State & Zip Code: Kentucky 40351

Congressional District: 7

Telephone Number: 784-9229 Area Code: 606

3. Project Director: Prof., Dr., Mr. (or:) Mr. George W. Eyster

Title of Position: Executive Director, Adult Basic Education Demonstration Center

Business Address: Morehead State University, U.P.O. Box 1353

Morehead, Kentucky 40351

Telephone: Area Code: 606 Number: 784-4181 Extension: 289

Social Security Number: 382-14-4951

4. Initiated or prepared by: (If different from Project Director)

Name: Prof., Dr., Mr. (or:)

Title of Position: _____

Business Address: _____

Telephone: Area Code: _____ Number: _____ Extension: _____

5. Name of Other Key Personnel (if any): Dr. Morris Lee Norfleet

University Liaison Coordinator

6. Type of Agency:

Private nonprofit agency

Public agency

State

Local

Educational Agency

Educational Television

7. Type of Accounting System Used: Cash Accrual Obligation

8. Duration of Project: 18 months Proposed starting date: May 1, 1968

_____ weeks Proposed ending date: October 31, 1969

9. Total Federal Funds Requested: \$ 782,345.21

Other Sources: \$ _____

Total: \$ 782,345.21

10. State Board of Education Official contacted concerning this application:

Name: Not Applicable

Title of Position: _____

Address: _____

11. Individual or official to whom communications concerning this project should be directed:
Name: George W. Eyster Title of Position: Executive Director
Address: Morehead State University, U.P.O. Box 1353
Morehead, Kentucky 40351

12. Individual or official who shall be responsible for the receipt and disbursement of Federal funds:
Name: Russell R. McClure Title of Position: Director of Business Affairs
Address: Morehead State University, U.P.O.
Morehead, Kentucky 40351

13. Individual or official who shall have ultimate responsibility for the accounting of Federal funds:
Name: Russell R. McClure Title of Position: Director of Business Affairs
Address: Morehead State University, U. P. O.
Morehead, Kentucky 40351

14. Has this proposal been submitted to any other agency or organization? Yes No
If yes, please indicate:
a. Name of agency or organization: _____
b. Date: _____

15. Has this or a similar proposal previously been submitted to the Office of Education?
 Yes No If yes, when? Planning Grant Approval: 6/19/67
OEG 2-7-005077-

16. Commitment of Project Director's Time for Duration of Project:

	Percent of Time
a. Teaching duties.	_____
b. Administrative duties.	_____
c. Time devoted to this project	_____
d. Other (specify):	_____
Total	_____

17. An "Assurance of Compliance" with the Civil Rights Act of 1964 (HEW Form 441) filed with the Commissioner on January 12, 1965 (date of acceptance letter: _____, Register number: 27-0230), or is attached to this application and is hereby made applicable to the program for which Federal financial assistance is requested in this application.

18. Signatures:
a. Project Director: *George W. Eyster* Date: March 15, 1967
b. Official authorized to submit proposal for agency: Dr. Adron Doran Date: March 15, 1967
Title: President, Morehead State University

(If the applicant is submitted jointly by two or more agencies, a signature from each is required.)

19. Certification of Authority to Submit Proposal:
I hereby certify that the official named in item 18.b. above submit the proposal in behalf of said agency by authority of its governing body, and is within the scope of its corporate powers.

Corporate Seal Signature: Joyce Hart
Title: Notary Public, State-at-Large

U.S. DEPARTMENT OF HEALTH, EDUCATION,
AND WELFARE
Office of Education
Bureau of Adult, Vocational, and Library Programs
Washington, D.C. 20202

Proposal Abstract

1. **Special Experimental Demonstration Project in Adult Basic Education under Section 309 of the Adult Education Act of 1966, P.L. 89-750**

2. **Full Title of Project:**

Demonstration, Developmental and Research Project for Programs, Materials, Facilities and Educational Technology for Undereducated Adults

3. **Name of Applicant:** Appalachian Adult Basic Education Demonstration Center

Address: Morehead State University
Morehead, Kentucky 40351

Congressional District: Seventh

4. **Name of Project Director:**

George W. Eyster

5. **Duration of the Project:** 18 months; _____ weeks; _____ days

From: May 1, 1968

To: October 31, 1969

6. Provide a single-spaced statement (not to exceed 250 words, and not to exceed remaining space on the page) summarizing the proposed project and its methodology, its special or unique features, and the reasons why it is worthy of support.

OBJECTIVES: The Center takes as a central task a region-wide attack to affect significant improvement in the quality of adult basic education through the country as a result of program activities in the Appalachian region, an area with a high composition of rural, poverty-ridden, undereducated, unemployed or underemployed adults, unique in their geographic location and their problems. Component objectives of the Center will be demonstration--research activity in: OUTREACH; DIAGNOSIS; MANPOWER; MATERIALS AND CURRICULA; METHODS AND TEACHING TECHNIQUES; CONTINUAL AND TERMINAL COUNSELING; and, PLACEMENT AND FOLLOW-UP.

PROCEDURES: The Demonstration Center proposes to ameliorate related problems in adult basic education by: (1) Developing a region-wide demonstration and research center within Appalachia with interrelationships between programs and efforts; (2) Marshalling and interrelating human and institutional resources of the region; (3) Developing a central learning laboratory and materials center for program coordination and manpower training; (4) Developing a diagnostic center to determine educational needs and learning difficulties; (5) Developing and stimulating interrelationships between eight or more regional states with demonstration centers, utilizing new approaches and innovations for instructional purposes; (6) Developing long-range, evaluation-research to assess materials, methods and concepts of demonstration centers and programs already in progress; and, (7) Disseminating materials, ideas, research findings to assist other developmental programs.

CONTRIBUTIONS TO EDUCATION: The establishment of a continuing regional center in Appalachia as an adult basic education leadership force: (1) for improvement in educational achievement, attitude, general contribution to society and to family units; (2) as a source of leadership and manpower training; (3) as a communication system for evaluation and dissemination; (4) as a catalytic, coordinating unit for demonstration-research activity; and, (5) as a regional bank of related material and information.

C - NARRATIVE DESCRIPTION OF THE PROJECT

1. PROBLEM

National survival requirements and the great humanitarian concepts of our nation and its constitution illustrate, clearly, the essential effort placed upon the education of the untrained mind. Thomas Jefferson said, "If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be."

Our society has failed, heretofore, in satisfactorily fulfilling certain of these fundamental responsibilities and beliefs for a large segment of our population. These handicapped individuals are the poverty stricken of our society, disabled in educational achievement, health and employability. Deficiencies in fundamental skills, basic to effective and responsible membership in our society, seriously inhibits or prevents a significant portion of our population from becoming contributing members of the family, local, national, and world community. In terms of economics, the cost of adult ignorance is enormous when related to the total community--the cost of human suffering, mental and physical anguish is incalculable.

The social and economic problems created by the large number of these poverty stricken, undereducated adults continue to grow with a direct effect on the mental well-being or psychological problems of this group. With the increased intensity focused upon education to prepare the human element to meet the technological advances, additional problems are on the horizon

unless comprehensive adult education programs and systems are developed and continually expanded.

Teaching of adult classes heretofore has been an overload for a teacher already overcommitted and who has had virtually no training to do the new task. "A new task with old tools," so to speak--the same materials and methods used by the elementary teacher has made a blunder in the transition to the adult basic education classroom. The intricacies of the task cannot be solved by random complex attempts with "old tools." A coordinated mobilization of all resources and talents must be applied to the problem with recognized and agreed purposes.

The primary focus of most adult basic education programs has been to teach the adult how to read and write. Due consideration has not been given to the sociological and psychological problems confronting these individuals.

Little thought and less effort has been exerted toward defining what an adult, who is illiterate or virtually so, should be taught to bring about the desired behavioral changes. The methods, materials, and different curricula have been thrown at the adult without much thought as to the specific knowledges, skills, attitudes, and values possessed by the individual and as to what he should have to meet job-entry requirements.

In reviewing what has been done in various parts of the country, it was found that the focus had basically been on adult classes in urban settings with little information available on rural America, and even less on the Appalachian Region. A brief summary of the article by Virginia Warren, "No

Lid on Learning," American Education (3:26) gives further background on the problem.

"The great enrollment increase in adult basic education classes has focused attention on this phase of education and revealed significant problems related to teachers, curriculum materials, funds, and evaluation and research. 'One-fourth of the students in any new class will drop out unless the teacher is especially helpful;' writes Jerome Worsley, director of extension services at Durham Technical Institute. Teachers must be found with that special ability of getting through to adults and must be trained in techniques of teaching these second-time-around students.

Few existing textbooks, workbooks, or audiovisual materials were suited to the needs and interests of the under-educated adult. Since 1964, however, that picture has changed drastically. Although there are thirteen materials systems identified for use in educating adults through the eighth grade, Dr. Neff, director of North Carolina Adult Basic Education Program, stated that no single system meets the requirements of integrating various disciplines into a sequential program of instruction. The problem for teachers is how to evaluate and integrate the new materials. The program also needs a standardized test based on adult norms; the present tests are based on statistics for the achievement of youth.

However, educators admit that in the rush to reach every adult, there is the danger of leaving quality behind, especially in an area where everything is a pioneer effort--from teaching techniques to learning materials to planning and evaluation. 'What we really lack,' stated one director 'is evaluation.'

The U.S. Office of Education has sponsored some thirty (30) research projects related to adult education in the past six years. The Learning Institute of North Carolina recently provided a research grant of \$23,000 to the State Board of Education for testing literacy systems. However, gathering of relevant data and accurate reporting systems are just beginning, as administrators are reluctant to spend funds on anything but absolute necessities. This lack of research is emerging as a major problem and is leaving adult basic education leaders groping in the dark for answers to such questions as the following:

How do you get the 'hardcore undereducated interested?

What kinds of materials are best for migrant workers, for urban immigrants, for older adults, for delinquents?

How effective are nonprofessionals--teacher aides, volunteers--in working with the undereducated adults?

What kinds of materials can they best work with?

How much training and supervision do they need?

How successfully can former students serve as teachers?

Do undereducated adults learn better in a school setting or in improvised classrooms in homes, in churches, in libraries, or at work?"

These are only a few of the questions which need to be researched in this relatively unexplored field. We need to try bold innovative and creative solutions to solve these problems.

Adult basic education and related program leadership, both human and institutional, have many ideas, innovations and projects they would like to try to demonstrate. However, they have little time, limited manpower and funds to develop proposals to implement and test this latent creativity which might otherwise be of fundamental importance to program success.

The many agencies and institutions serving the identical population to the same ends, due to immediate efforts and workloads, have little time to coordinate these efforts with counterpart agencies which complicate the structure of service; may cause duplication of effort and, perhaps, more

important, may be a frustration and a deterrent to program success with the target individuals. We fail to utilize our most powerful, readily available resource, our community, in our projects.

A catalytic agent, such as the Appalachian Adult Basic Education Demonstration Center, by providing leadership coordinating services, training programs, and consultant assistance is capable of stimulating activity for demonstration-research in developing related proposals for problem solving in the Appalachian region and all adult basic education problems.

The geographic area of special focus and service of the proposed Appalachian Adult Basic Education Demonstration Center includes all or portions of Alabama, Georgia, Kentucky, Mississippi, Ohio, Tennessee, Virginia and West Virginia with impact or extension to Maryland, North Carolina, Pennsylvania, South Carolina and portions of New York. (Reference: page 53 Map of the Appalachian Region.)

An estimated two-thirds of the counties included are rural. The population in these rural areas have historically suffered from limited services as compared to metropolitan districts. The isolation of the mountains and the "hollers"; the limited communication systems restricted by this terrain have created massive population pockets of predominately poverty-stricken, undereducated, underemployed or unemployed persons. These "mountain folk" are different in their social-psychological life experiences and traditions also related to their isolation, geographic and social isolation.

To serve this unique population, equally unique, creative approaches must be developed.

2. OBJECTIVES

Introduction

Through the instrument of this document, MOREHEAD STATE UNIVERSITY petitions for continued support of and commits University resources to the Appalachian Adult Basic Education Demonstration Center for a Demonstration, Developmental and Research Project for Programs, Facilities, Materials, and Educational Technology for Undereducated Adults beyond the approved demonstration planning grant, OEG 2-7-005077-5077, dated June 19, 1967 through September 1, 1968. This proposal, the operational phases of the Appalachian Adult Basic Education Demonstration Center, is organized and designed to focus on all major facets of adult basic education activity and concern.

Outline of the Demonstration Center:

The overall objective of the Appalachian Adult Basic Education Demonstration Center is to affect significant improvement in the quality of adult basic education through the country as a result of program activities focused, generally, upon a geographic region encompassing all of Appalachia.

Through a vigorous program of demonstrations, training, and research-related activities, the Demonstration Center takes as a central task a region-wide attack on adult basic education problems and proposes to ameliorate some of these educational conditions.

A worthy objective demands an ambitious program. The more salient characteristics of this proposed Demonstration Center are:

- FIRST:** It is a planned region-wide program with close interrelationships between programs and efforts.
- SECOND:** It is a continuing, long-range program with enough viability and thrust to get some valid information about programs involved.
- THIRD:** It is attempting to marshal, to the fullest extent possible, the human and institutional resources of the region to focus their forces on the central problem.
- FOURTH:** It is sponsoring a full-range of demonstrations, training programs, research and research-related activities; however, concentrating the central thrust on the evaluation of existing materials, programs, development of visible educational materials, teaching techniques, and their dissemination into other programs.
- FIFTH:** It is focusing its immediate activities on problem areas where education needs are exigent, and where exerted efforts may be expected to make a rapid impact on programs.

To further conceptualize the program of the Demonstration Center, Figure 1 (page 13) presents a schematic diagram of "A Conceptual Framework for the Appalachian Adult Basic Education Center," which will clarify the program thrust.

Project Objectives:

This proposal petitions for the continuation and expansion of the original planning phases as well as the initiation of full operational activity for the Appalachian Adult Basic Education Demonstration Center, including involvement of eight or more states in the overall satisfaction of the major project objectives.

DEVELOP A DEMONSTRATION AND RESEARCH CENTER

To develop a demonstration and research center within the Appalachian Region to focus increased attention on the unemployed/or underemployed, undereducated populous from poverty-ridden families in an area with a composition of predominately rural clientele.

MOBILIZE HUMAN AND INSTITUTIONAL RESOURCES

To mobilize all resources in areas, such as the State Department of Education and E.S.E.A. Title III programs, Community Action Agencies Regional Educational Laboratories, Vocational Rehabilitation, Economic Security, Public Health Departments, and other agencies serving the same population to:

- a) identify and enroll the adults
- b) identify needed programs and locations
- c) shift the onus of responsibility for the program's success to the target group as much as possible to secure participation
- d) develop interrelationships between this program and existing health, economic and education programs focused on the target group

DEVELOP A CENTRAL LEARNING LABORATORY AND MATERIAL CENTER

To develop a central learning laboratory material center where different media, techniques and materials will be available for all levels of Adult Basic Education manpower leadership training, in a laboratory situation. As the teacher views different techniques in practices, all available resource material will be at hand to assist him in his own curriculum development. Counselors, administrators, and others will receive training in this center with actual classes of adults.

DEVELOP A DIAGNOSTIC CENTER

To develop a diagnostic center to ferret out methods of determining educational needs and learning difficulties.

INVOLVE AND INTERRELATE APPALACHIAN STATES

To develop an interrelationship between eight or more states with field units established in each state to serve as demonstration centers to utilize new approaches, innovations, and mass media for instructional purposes.

DEVELOP AN EVALUATION CENTER

To develop an evaluation-research component to assess materials, methods, and concepts being tried in the different demonstration field units and to collect the data information from programs already in progress.

DEVELOP A DISSEMINATION CENTER

To disseminate materials, ideas, research findings, information and technology, to assist other developmental adult programs.

Project Sub-Objectives

There are seven components to the total demonstration-research program with sub-objectives for each component as follows:

OUTREACH

Ascertaining the most expeditious means of utilizing existing retention and recruitment methodology.

If specific recruitment techniques are unique to a geographical area, new centers should be located for demonstration projects.

Ancillary services can provide tremendous support to adult education programs. Little organized effort has been exerted to interrelate these services for the aid of one single program. This shall serve as a model for such effort.

The total community needs to be alerted, given insights and involved in Adult Basic Education programs and program development.

DIAGNOSIS

Tests and inventories currently used by those who evaluate under-educated adults and adult basic education programs will be subjected to research and evaluation.

To develop new tests and inventories as the program progresses.

To involve testing companies in the programs for assistance in this area.

To develop techniques of utilizing descriptive materials about individuals in the evaluative process.

MANPOWER

To identify the type of personnel needed in the program. Some people succeed in teaching adults while others fail. What characteristics should these people possess? How much training is needed? These are some of the questions to be answered.

To determine the types of training programs needed to prepare the different levels of personnel.

To prepare a resource file of available personnel for training.

To study existing training techniques and to determine effectiveness.

To develop new programs in light of research findings and the experimental approach to this program.

MATERIALS AND CURRICULA

To afford the undereducated adult with learning opportunities consistent with his abilities for educational attainment.

To adapt existing curricular materials for use in these classes as the different groups and "levels" are identified through the Outreach program.

To develop, where no suitable curricular materials exist to meet defined needs, such material which utilizes a life-centered approach.

Through the study of the subgroups, to study vocational goal potentials and to determine curricular needs to facilitate job entry.

METHODS AND TEACHING TECHNIQUES

To develop pilot training programs which will develop teacher competencies in the various approaches.

To implement in selected centers specific methods with concentrated training programs for personnel involved and to develop proficiency in these approaches.

To utilize as many different methods as is feasible with resources available.

CONTINUAL AND TERMINAL COUNSELING

To make counseling the focal point which will serve to pull together the other elements of guidance in a comprehensive manner.

Through the counseling process, to guide the undereducated adult to assimilate and integrate personal-social behavior and educational-vocational

information consistent with his educational and social developmental stage.

To conduct workshops to educate counselors in various counseling techniques to be utilized in adult counseling.

PLACEMENT AND FOLLOW UP

Appropriate procedures will be developed for assuring meaningful educational and vocational placement and follow-up. The adult student will be assisted by the educating and cooperating agencies to find and enter a situation consistent with his needs and abilities.

The follow-up will serve two purposes. First, it serves as a vehicle for assessing the effectiveness of the program. Second, it serves as a method of ascertaining and satisfying further needs of the enroller.

A CONTINUOUS, SEQUENTIAL PROCESS

ACTIVITY:	Problem Identification	Research	Demonstration and Program Development	Field Testing	Dissemination
PURPOSE:	Generating Significant Questions	Answering Questions	Building new Educational Products (i. e. , Programs, Methods, and Materials)	Evaluating Products as Developed	Gaining Widespread Acceptance of Tested Products
RESULT:	Educational Diagnosis	New Knowledge	New, Well-Engineered Educational Products	Tested Educational Products of Demonstrated Effectiveness	Progress Toward Quality Adult Basic Education

A CONCEPTUAL FRAMEWORK FOR THE APPALACHIAN ADULT

BASIC EDUCATION DEMONSTRATION CENTER

FIGURE 1

3. PROCEDURES

This section of the proposal for the continuation of the Appalachian Adult Basic Education Demonstration Center for Demonstration, and Developmental Project for Programs, Materials, Facilities and Educational Technology for Undereducated Adults presents:

- a. The general design of the project: (1) The background and development of the center; (2) the work accomplished or to be accomplished by the Center during the initial planning grant period ending September 1, 1968; (3) the proposed procedural design for the continuation of the Center including the rationale, objectives, procedure, and evaluation procedures of each major component.
- b. The Population and Area of Major Concern
- c. Data and Instrumentation
- d. Analysis
- e. Time Schedule

a. General Design

(1) Background and Development of the Center

The original proposal for the establishment of the **Appalachian Adult Basic Education Demonstration Center at Morehead State University, Morehead, Kentucky for Demonstration, Developmental and Research Project for Programs, Materials, Facilities and Educational Technology for Undereducated Adults** was prepared by the Director of Research and Program Development,

Dr. Morris Lee Norfleet, Morehead State University, aided by inter-disciplinary representation of the University and consultants from related institutions of higher learning.

The Center has been organized as a unit within Morehead State University. The establishment of the Center, pursuant to a contract on June 1, 1967 enabled the Acting Director, Dr. Morris Norfleet, to begin the involvement of the resources and agencies of an eight state region. The Center operated under the direction of the director of Research and Program Development through November 13, 1967 until the Executive Director was employed by the University to further develop the Project. A temporary building facility was authorized and made available on November 13, 1967 to house the activities of the Center.

Pursuant to the contract provisions, a search is being made to identify and employ personnel to complete the initial staffing of the Center provided in the planning phase of the contract. Currently, the Center employs an Executive Director, two secretaries, two graduate assistants and is aided by the University provision of two workshop students and professional consultant services.

The activities of the Center have been concerned with the (1) development of intra-state agency advisory committees in eight states; (2) development of an intra-state representative Regional Board of Directors; (3) provision of consultant services to state advisory committees to assist in the identification of problem areas in adult basic education and in the preparation of demonstration research proposals within framework of Center objectives;

(4) Tentative project field unit proposals have been submitted by state advisory committees to the Appalachian Adult Basic Education Demonstration Center. Additional proposals are currently in the planning phases of development.

A brief resume of this progress has been presented on page of this proposal.

(2) Resume of Accomplishments of the Center

The major activities and accomplishments during the initial part of the project to date, the period June 18, 1967 through March 15, 1968 have been related to planning activities provided for under the initial grant and are continuing under the terms of that grant through June of 1972.

There are three distinct phases of the planning period:

PHASE I

"Phase I will involve the development of the operational design of the Demonstration Center, state modules, field units, and staffing of the central office. During this period, June 5, 1967 - September 1, 1968, an early attempt will be made to secure the qualified personnel for the central office staff which will be employed for minimum period of fifteen months."

The operational design of the Demonstration Center has been clearly delineated by the action of a Regional Board of Directors of The Appalachian Adult Basic Education Demonstration Center, an inter-state representation appointed by state advisory committees or state departments of education of the participating states.

Some difficulties encountered in the identification and employment of personnel to staff the demonstration center pursuant with the planning grant have delayed some phases of the comprehensive development of the Demonstration Center. This problem should be solved early. The Center has, how-

ever, been able to move ahead rapidly through its employment of graduate students and the utilization of the inter-disciplinary, professional staff resources of Morehead State University.

Phase I-A

"During phase I-A (June 5, 1967 - September 1, 1967,) resources will be mobilized within each state and coordinated into one working unit. The resources of the eight or more states will be coordinated into an advisory board for the Demonstration Center.

To this date, adult education has been the responsibility of the State Department of Education with divisions in adult basic education and the public school system. More recently Community Action Agencies and others have done some work with the adult illiteracy problem. There have been little, if any, coordinate aspects to this effort.

One of the prime purposes of this demonstration center is to mobilize all resources within the eight states to focus all forces on the task at hand. Figure 2, (page 19) will give some general concepts of involvement of both human and institutional resources. The resources of each agency will be significantly involved in terms of having representation on the advisory board, assisting in evaluation of the success of implemented programs. It is visualized that each participating state will have an advisory board with representation on the regional board of directors.

The center will solicit the assistance, as needed and as appropriate, of the region's scholars, professional associations, civic organizations, labor unions, commercial and industrial firms, newspapers, radio and television stations, and other service agencies to name but a few of the potential resources. The center will provide a new framework within which these "outside" resources can contribute to what takes place inside the adult basic education classroom.

The second step of phase I-A will be to survey the need for demonstration programs, establish problem priorities, and plan the operational components of the overall program. From this work will come the final operational program as proposed."

Eight states in the Appalachian Region were involved in the planning phases (June 19, 1967 through January 30, 1968) of the Appalachian Adult Basic Education Demonstration Center:

October 24 and 25, 1967 Lexington, Kentucky (Reference: Minutes
published in First
Quarterly Report.)

December 11 and 12, 1967 Lexington, Kentucky (Reference: Minutes
published in Second
Quarterly Report.)

The Selection of Executive Director of the Appalachian Adult Basic Education
Demonstration Center:

The EXECUTIVE DIRECTOR, MR. GEORGE W. EYSTER was employed on
November 13, 1967, by Morehead State University to direct the Appalachian
Adult Basic Education Demonstration Center. (Reference: page 68 of this
proposal.)

State Module Proposals Submitted to the Appalachian Adult Basic Education
Demonstration Center:

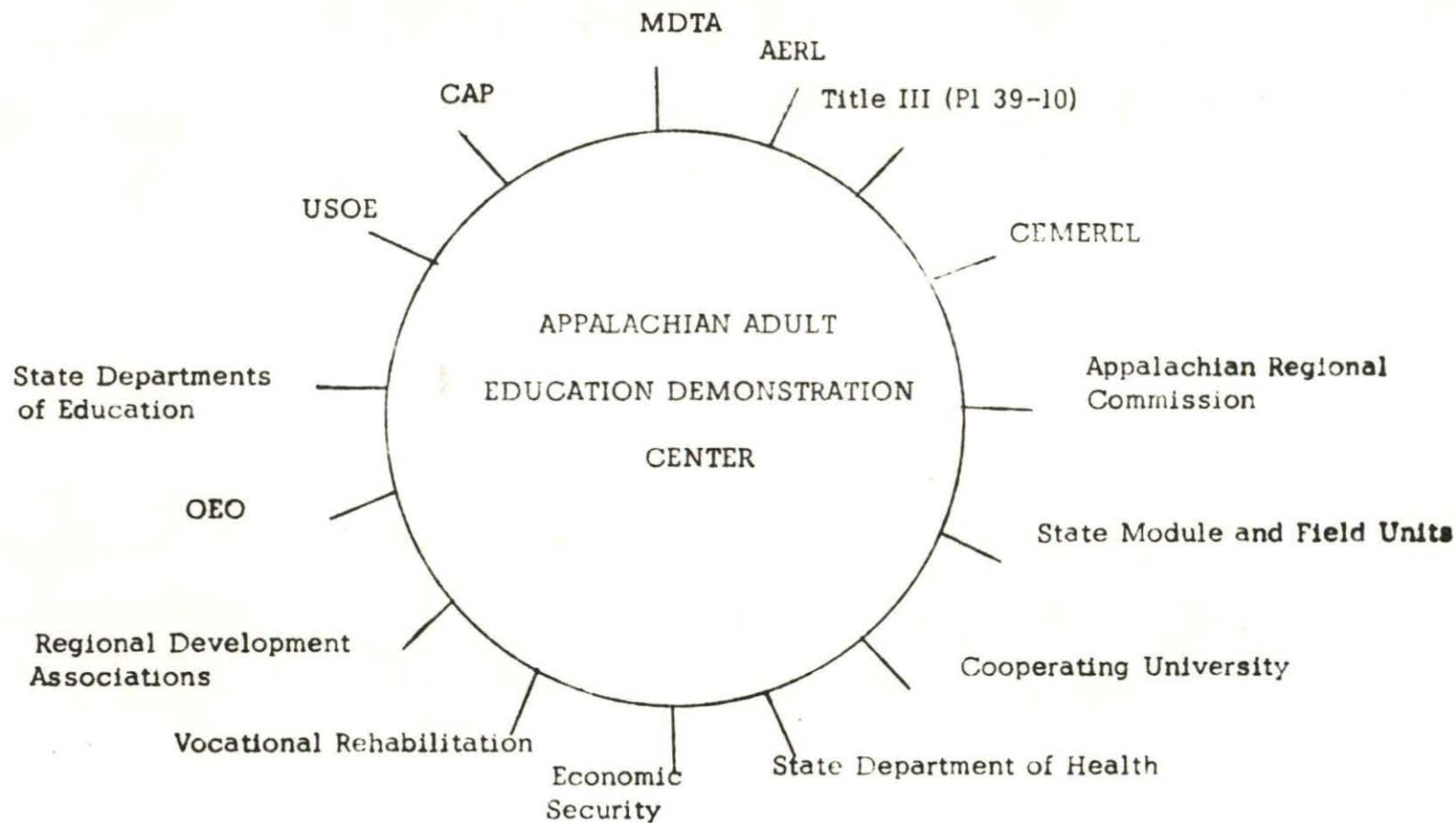
Five state module proposals have been submitted to the Demonstration
Center and are now in the hands of the membership of the Regional Board of
Directors for critical review and analysis. (Reference: page 25 of this
proposal.)

State Module Proposals in Planning and Writing Phases:

A total of thirteen proposals are currently in stages of development.
(Reference: page 25 of this proposal.)

FIGURE 2

COORDINATE ASPECTS OF THE APPALACHIAN
ADULT EDUCATION DEMONSTRATION CENTER



Phase II

"This phase will enable the early initiation of one or more operational components in the demonstration program. Starting June 15, 1967, a class of adults will be started with computer-assisted instruction in arithmetic being the core of the program. This will involve recruitment, diagnosing, and evaluating of progress. On September 1, 1967, the operational components developed during planning phase I and I-A will be initiated and continue through September 1, 1968, at which time desired programs will be subject to continuance upon approval."

Phase II was developed at Morehead State University. Nineteen (19) adult basic education students, 36 adult N.Y.C., and 38 teacher aids were involved in three classes utilizing the unique computer-assisted method of instruction in arithmetic as the core of the program.

A report is being prepared evaluating the comparative effectiveness of computer-assisted instruction in arithmetic. A request has been submitted for permission to conduct additional adult basic education demonstration classes utilizing the computer-assisted instruction system to further research the effectiveness and efficiency of the system.

Summary of Accomplishments

The initial proposal for the Center provided for planning phase personnel within the office of the Demonstration Center and opportunities to interrelate a variety of state agencies in state research and proposal planning for specific, identified adult basic education problem areas. The state planning carried out by the state advisory committees enable the Center to utilize the resources, research, background and personnel represented by the membership of these state committees as well as interdisciplinary representation from Morehead State University and other colleges and Universities located in participating states.

Adult basic education and related program leadership, both human and institutional, have many ideas, innovations and projects they would like to try to demonstrate and to research but have little time, limited manpower and funds to develop proposals to implement and test this latent creativity which might otherwise be of fundamental importance to program success.

The many agencies and institutions serving the identical population to the same ends, due to immediate efforts and work loads, have little time to coordinate these efforts with counterpart agencies which complicates the structure of service, may cause duplication of effort and, perhaps, more important may be a frustration and a deterrent to success with the target individuals.

The reports of the state advisory committees proposals for one or two experimental projects will be presented following their final approval by the Regional Board of Directors of the Appalachian Adult Basic Education Demonstration Center. As has been indicated, developmental projects have been initiated or are in the process of being initiated in all of the eight participating states.

A catalytic agent such as the Appalachian Adult Basic Education Demonstration Center, by providing leadership coordinating services, and consultant assistance is capable of stimulating activity for demonstration in developing related proposals. An important aspect of the total effort is the exercise in the development and preparation of proposals at the local level which may induce significant local proposal development in the future.

Currently, eleven proposals are being prepared for operational demonstration -- research activity in select sites of the Appalachian Region. These proposals, within the framework of the objectives of the Appalachian Adult Basic Education Demonstration Center, represent demonstration-research effort media, recruitment, follow-up, curricula and materials, teacher effectiveness and self-evaluation, and counseling.

Following operational activities, final research reports will be issued as soon after the termination of the initial approval period as these reports can be prepared.

Center Organizational Structure

The regional office for the demonstration center has been located at Morehead State University, Morehead, Kentucky. Within Morehead State University, the Office of Research and Program Development will be responsible for the development of the Center. Dr. Morris L. Norfleet, Director of Research and Development, will serve in the capacity as the University liaison official. Mr. George W. Eyster has been named as the Center Executive Director.

Counsel has been sought from USOE, Appalachian Regional Commission and State Departments of Education of the states involved.

REGIONAL BOARD OF DIRECTORS

A REGIONAL BOARD OF DIRECTORS has been established, composed of representatives from organizations, state module advisory committees, within each state to give guidance to the development and function of the

demonstration center. It will concern itself with policy financial matters, continued funding and making evaluation reviews of the operations of the center. An important aspect of this Board is the cross-sectional representation of all agencies with a vested interest in adult basic education. The total membership is representative of education, labor, and industry and community action agencies and Universities and Colleges. (Reference: page 26 of this proposal, Regional Board of Directors.)

State Modules

Each state cooperating in the demonstration program has been called a state module. A state advisory committee has been formed to serve as the coordinating unit for each state module. Through the regional office all efforts of the state modules are being coordinated and resources focused upon identified problems. (Reference: pages 28-35.)

Field Units

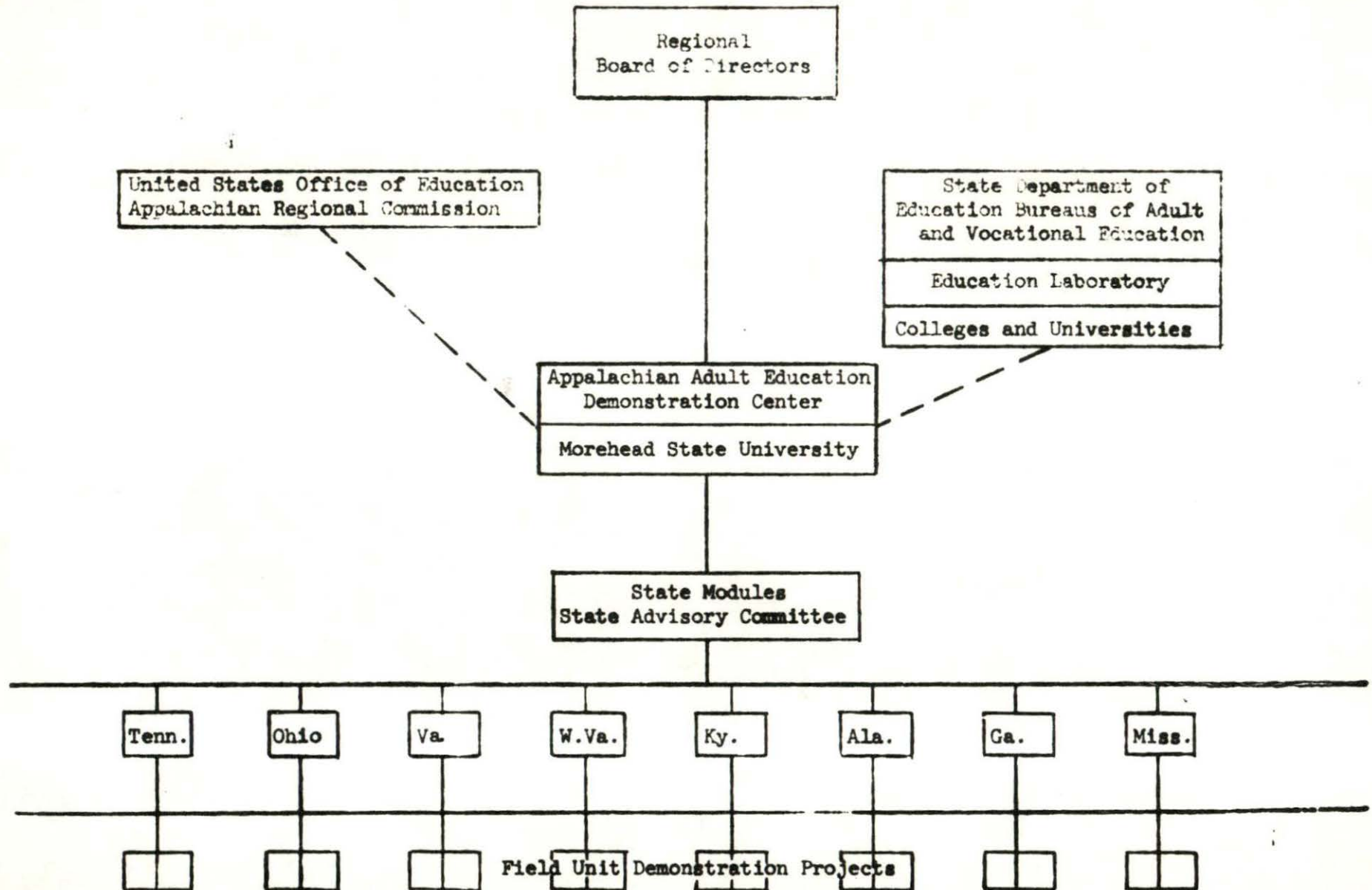
Field units on local demonstration units will be established within each cooperating state to function under the state modules at the regional office. These field units are being identified to serve as pilot demonstration centers for new materials, methods, and technology. Efforts are being made to develop an interrelationship between all field unit demonstration centers.

The complete organizational structure is presented on page 24.

FIGURE 3

Organizational Structure

APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER



APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER

March 1, 1968

PROGRESS: STATE MODULES, Phase I, Planning

STATE Modules:	Regional Board of Directors:	State Advisory Committee:	State Chairman:	TENTATIVE PROJECTS: "A" - Planning "B" - Submitted
ALABAMA	2 Members 1 Alternate	10 Members 10 Agencies	Norman Parker Director A.B.E. State Dept. of Educ.	"B" MATERIALS & CURRICULA - Lauderdale & Etowah A comparison of Conventional materials County and innovative, audio visual materials, the link semi-programmed instructional program and perceptascope.
GEORGIA	2 Members 1 Alternate	10 Members 6 Agencies	Frary Elrod Consultant, A.E. State Dept. of Educ.	"B" OUTREACH - Towns County (1) Recruitment Techniques & Survey. (2) Program length variability.
KENTUCKY	2 Members 1 Alternate	10 Members 9 Agencies	Ted Cook Director, A.E. State Dept. of Educ.	"A" MATERIALS & CURRICULA - Breathitt County Rowan County Computer Assisted Instruction
MISSISSIPPI	2 Members 1 Alternate	15 Members 13 Agencies	E.P. Sylvester Coordinator, A.E. State Dept. Of Educ.	"A" MANPOWER - Mississippi State University Itawamba Vocational "A" OUTREACH: Mobile Unit
OHIO	2 Members 1 Alternate	4 Members Representing State-wide Comm.	James W. Miller Section Chief Special Programs State Dept. of Educ.	"A" MANPOWER-"Teacher effectiveness-Self-evaluation" A Study of Teachers for A.B.E. in Appalachian Area; characteristics; effectiveness of teacher training. MATERIALS & CURRICULA "A" A.B.E. 'Life Centered' teacher developed curricula materials
TENNESSEE	1 Member (Tentative)	-	Charles Kerr Director, Civil Defense A.E. State Dept. of Educ.	-
VIRGINIA	2 Members 1 Alternate	8 Members 8 Agencies	Gordon Falsesen Supervisor, A.E. State Dept. of Educ.	"B" CONTINUAL & TERMINAL COUNSELING - Carroll County Manpower & Techniques in counseling. "A" MATERIALS & CURRICULA - Buchanan County radio & Electric Blackboard Techniques in A.B.E.
WEST VIRGINIA	2 Members 1 Alternate	10 Members 6 Agencies	James B. Deck Supervisor, A.P.E. State Dept. of Educ.	"A" MATERIALS & CURRICULA - Southern Wayne County Individualized Curricula Development. "A" FOLLOW-UP - Evaluation.

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(3) Procedural Design for the Continuation of the Center

The entire program is comprised of seven specific components, namely: (1) Outreach, (2) Diagnosis, (3) Manpower, (4) Curricular Materials, (5) Methods, (6) Terminal Counseling, and (7) Placement and Follow-Up. These shall be dealt with in turn, giving the rationale, objectives, procedure and evaluation procedures for each. Figure 5 (page 51) summarizes these seven components, giving the output factors.

I. OUTREACH

Rationale:

The difficulty arises when one tries to reach the target group to seek active participation in the program. All groups, religious, political, Community Action Agencies, educational, etc., have been baffled and frustrated at their futile efforts to recruit those needing their service most. More than 35,000,000 adults have attained eight or less years of formal education. This situation is not atypical, but typical of the many sections of the United States. If we are to eradicate educational deficiency and its concomitants, we must contact the deficient, enroll them in programs, and retain them in programs, and further retain them until the combined efforts come to fruition.

Objectives

1. A major objective of the program is that of ascertaining the most expeditious means of utilizing existing retention and recruitment methodology.

2. If specific recruitment techniques are unique to a geographical area, new centers should be located for demonstration projects.
3. Ancillary services can provide tremendous support to adult education programs. Little organized effort has been exerted to inter-relate these services for the aid of one single program. This shall serve as a model for such effort.

Procedure:

Through the formation of the Regional Board of Directors with representatives from all states, the central thrust for "Outreach" will be provided.

- STEP 1 The Regional Board of Directors will meet to develop common understandings and the philosophy of the program.
- STEP 2 Members of the advisory committee will hold meetings with their respective states and organizations to develop the concept projected by the Regional Board of Directors.
- STEP 3 Mobilization of resources within each state and agency as a result of these individual meetings.
- STEP 4 Identify methods currently employed by each agency and its relative success.
- STEP 5 Regional Board of Directors with the aid of consultants will determine specific program content as a result of this feedback of information.

Through conferences, observation, and research, adult basic education and related personnel can pull together the time-tested and develop the new and the unique. Particular emphasis will rest with the delineation of needs within specific areas and with the needs of particular subgroups.

Evaluation

As each method is developed and implemented, evaluation will occupy a central position within the plan. Some central points for consideration in evaluation are:

1. How many were reached?
2. How efficient was the method?
3. What are the "spin-off" effects of each method?
4. How does the demonstration center add to the success of the program?
5. If people are reticent to participate, why?
6. How effective are ancillary services in reaching people?

Evaluation here is a matter of comparing procedures with results. If it is effective and provides genuine assistance in terms of the student, it is valuable. The problem of evaluation becomes one of research and development.

II. DIAGNOSIS

Rationale

More frequently, comments are focused upon the need for a center for diagnosing and treating learning difficulties. This phase of the program is based upon this concept.

Tests and inventories provide information which assist the under-educated adult in his efforts toward self-understanding. They further help program personnel by providing tenets upon which to base specific individual and group programs, and they provide a basis for developing criteria by which to judge the effectiveness of programs.

Objectives

1. Tests and inventories currently used by those who evaluate under-educated adults and adult basic education programs will be subjected to research and evaluation.
2. To develop new tests and inventories as the program progresses.
3. To involve testing companies in the programs for assistance in this area.
4. To develop techniques of utilizing descriptive materials about individuals in the evaluative process.

Procedure

1. Pilot centers will be developed to evaluate established tests such as Gray Oral Reading Test, Wide-Range Achievement Test, along with more recent tests such as the Adult Reading Inventory and the Adult Basic Education Student Survey.
2. Reliability and validity factors will be established and compared to those reported by the publishers, and correlations will be derived by comparing various subgroups' performances.
3. Employ competent researchers to initiate and implement the area of test evaluation.

Evaluation

A systematic approach will be utilized in selecting pilot demonstration centers for evaluation of tests and test results. Statistical analyses of reports from many centers will be synthesized and the results judged on the basis of demonstrated applicability and effectiveness.

III. MANPOWER

Rationale

With the current teacher shortages and a more severe shortage in the offering for 1967-68 school year, preparing qualified personnel to teach adult basic education will receive prime consideration. During the early stages of development, there has been a tendency to assign "cast-offs" or less effective teachers to the adult program. This within itself has contributed to the overall ineffectiveness of the program.

Objectives

1. To identify the type of personnel needed in the program. Some people succeed in teaching adults while others fail. What characteristics should these people possess? How much training is needed? These are some of the questions to be answered.
2. To determine the types of training programs needed to prepare the different levels of personnel.
3. To prepare a resource file of available personnel for training.
4. To study existing training techniques and to determine effectiveness.
5. To develop new programs in the light of research findings and the experimental approach to this program.

Procedure

1. Through the work of the committees and agencies in each locale, personnel will be identified to be trained for the program. Through analyzation of curricular components, competencies of personnel will be determined.

2. Personnel-training programs will be developed as need of curriculum dictates.
3. Different types of training programs such as conferences, workshops, and seminars will be tried, as well as utilization of newer techniques. These techniques might be the use of educational television or radio for teacher-training purposes.
4. An internship program will be developed to aid in the training of teachers and teacher aids.

Evaluation

As the adult basic education program has developed, teacher training has been sporadic in event, with little thought given to evaluating the effectiveness of the training program or the effectiveness of the teachers as a result of the training received. Each will be evaluated on a continuous basis for the discovery of newer and better approaches.

IV. MATERIALS AND CURRICULA

Rationale

Academic attainment has been the order of the day since our forefathers determined that each man should be able to read the Bible, affix his name to a formal document, and compute the number of bushels in a wagonload of corn. We have been hard bent on variations of the 3 R's even to the present day, and success is stubbornly denied. We must now assure the undereducated adult of success in his second trial for education, that it is

a necessity in our society and that he will not be given a third opportunity. Presently, there are approximately thirteen "material systems" identified to be utilized in basic adult education programs. No system has met the challenge of integrating the various disciplines into a core approach, or a sequential basis that meet the needs of the adults.

The general criticism has been that the material is not geared to the interest level of the adults.

The curriculum-development program to be undertaken by the demonstration center assumes that the central need is evaluation of existing materials, the developing of new materials, field testing, and dissemination. The center should engage in theory-based research projects, provided they hold promise for generating knowledge clearly needed for product or process development. However, the evaluation, development, field testing, and dissemination activities will command the greatest share of the Center's attention and funds. It is assumed that knowledge generated by research in the past is more than adequate to initiate and sustain a substantial program of these latter activities.

The center will operate on the assumption that the development of successful educational products and methods is a trial-and-error process in which prior experience and research are helpful, but imperfect, guides. Because of this philosophy, more programs will be implemented without the stringent restrictions of a basic research project. However, evaluative techniques will be incorporated.

Objectives

1. To afford the undereducated adult with learning opportunities consistent with his abilities for educational attainment.
2. To adapt existing curricular materials for use in these classes as the different groups and "levels" are identified through the Outreach program.
3. To develop, where no suitable curricular materials exist to meet defined needs, such material which utilizes a life-centered approach.
4. Through the study of the subgroups, to study vocational goal potentials and to determine curricular needs to facilitate job entry.

Procedure

1. A learning laboratory and materials center will be established with the specific goals of providing a central laboratory facility for common utilization by states and groups. Materials and teaching aids to be used in adult basic education classes will be classified as to competency level. Pilot programs will be developed to try this material. Continuous evaluation will be done on the material from an objective and subjective viewpoint.
2. A graphics arts center will be a basic part of the curriculum laboratory to aid in the development of effective visual aids geared to the classroom and on educational television programs.
3. A complete film library will be developed, containing films, film strips, microfiche, microfilm, and necessary projection equipment which are

appropriate to be utilized in training the different levels of personnel for the program.

4. Job-entry requirements will be analyzed and the curricular materials appropriate for the different subgroups evaluated as to its degree of goal-directed capabilities.

Evaluation

Evaluation research has been generally spotty and ill conceived at best. A systematic and objective approach to the evaluation and development of adult basic education materials must be conceived and implemented.

Writers and publishers of adult basic education materials are prolific and it is most difficult to know what works, with whom, and under what conditions these materials exist. The Mott, Laubach, EDL, Educational Opportunities Project, Steck-Vaughn, Britannica and other systems must be researched and evaluated along with unique systems, such as The Learning Laboratory approach being developed in North Carolina. It is anticipated that some of these approaches will show particular merit, but it is further anticipated that the need for innovative systems be indicated.

The evaluation component will visit pilot programs to evaluate material effectiveness and to collect the work of students and student comments as aids to facilitate further curricular development.

V. METHODS AND TEACHING TECHNIQUES

In most instances the methods used with adults have been transplanted elementary education methods with little effort exerted to adapt the procedures to ability-and-interest-levels of the adult classes. To effectuate the desired results, the performance level must be determined and materials geared to this level with the interest level directed to adults. It is apparent through subjective evaluation of methods used, that the "show and tell" procedures are predominant. The basic concept of the program should be the self-discovery approach.

Objectives

1. To develop pilot training programs which will develop teacher competencies in the various approaches.
2. To implement in selected centers specific methods with concentrated training programs for personnel involved and to develop proficiency in these approaches.
3. To utilize as many different methods as is feasible with resources available.

Procedures

1. Through the "Outreach" component, identify centers and situations with unique characteristics that would be amenable to specific methodology.
2. Develop training programs for teachers in these situations.
3. Implement pilot programs adaptable to the situation.

4. Utilize mass media such as television and radio as a central thrust to the methods approach.
5. Implement at least three centers with the more innovative approaches, such as computer-assisted instruction.

Evaluation

1. As each pilot program is developed, evaluative procedures will be inclusive in the planning. Those in charge of the pilot programs will be charged with the responsibility of continuous evaluation.
2. There will be a feedback of results to the materials and curriculum component. Materials and methodology cannot be mutually exclusive in the adult basic education classroom.

VI. CONTINUAL AND TERMINAL COUNSELING

Rationale

Education has been a prime requisite for untroubled adequacy in our society for well over three hundred years. Despite our predisposition to provide education, however, we have all too often failed; and our failure is reflected in the fact that we are now planning a second major assault on educational deficiency in the undereducated adult. In this, our second chance, we must provide services complementary and supplementary to curricular content in an effort to cater to "whole" people. Counseling is such a complementary and supplementary service.

Objectives

1. To make **counseling** the focal point which will serve to pull together the other elements of guidance in a comprehensive manner.
2. Through the **counseling** process, to guide the undereducated adult to assimilate and integrate personal-social behavior and educational-vocational information consistent with his educational and social developmental stage.
3. To conduct workshops to educated counselors in various counseling techniques to be utilized in adult counseling.

Procedures

1. The literature of counseling is saturated with theories and disputes among the adherents of specific theories. There is only minimal research to discover the theories and techniques which are specifically applicable to and effective with the undereducated adult. Through research and experimentation, known systems will be evaluated in terms of the specific target group, and it is anticipated that innovative techniques will be developed as the program progresses.
2. Through actual encounters, the client-centered, trait-centered, existential, psychoanalytic, learning-theory, and eclectic approaches will be applied and evaluated in a pragmatic setting. The best of the theories will be adopted and creative approaches will be encouraged.
3. Theories mentioned in item two will be the center of training programs for counseling personnel.

4. Interviews will be held with class members at various stages of the programs to provide continuous counseling and to prepare the counselor and the counseled for the terminal counseling period.
5. An attempt will be made to evaluate the impact of this program on the total life of the adult student.

Evaluation

The evaluation of counseling is limited to some degree by the confidential nature of the disclosures. Despite this evaluative shortcoming, however, counseling can be subjectively and objectively evaluated. Observation of the counselee by interested professionals will be a prime subjective tool. Scientific methodology such as the Q-Sort technique will be incorporated to lend objective authenticity.

VI. PLACEMENT AND FOLLOW-UP

Rationale

Too often in the past, placement and follow-up procedures have been neglected in programs for the undereducated. The responsibility of the educating agency does not end with a prescribed level of academic attainment. This is the juncture at which the student is assisted in becoming suitably placed in a vocational and/or educational setting.

Further, the educating agency must sustain and support, through short range and long range follow-up activities and contacts, the adults who have participated in the program.

Objectives

1. The literature must be thoroughly researched for clues to the identity of effective placement and follow-up procedures, and adult educators will be consulted.
2. The problems of placement and follow-up are being encountered and resolved (inadequately and adequately) by adult education workers on a day-to-day basis. A synthesis of their work will be done and could prove invaluable to the demonstration center.

Evaluation

The process of evaluative placement and follow-up procedures will be developed in terms of the immediate and long range. Education placement can, for instance, be evaluated on a class-by-class basis while vocational placement evaluation may be done on a long-range basis. Specialists in research and education will be employed for planning the evaluation process.

Auxiliary agencies and services will be utilized in the placement and follow-up evaluation.

FIGURE 5

MODEL FOR DEVELOPING THE APPALACHIAN ADULT BASIC
EDUCATION DEMONSTRATION AND RESEARCH CENTER

<u>INPUT FACTORS</u>	(Director)	<u>EVALUATION</u>	<u>OUTPUT FACTORS</u>
1. Outreach		APPALACHIAN	1. New Methodology
2. Diagnosis		ADULT	2. Research
3. Manpower		BASIC	3. Curricular Materials-- books, charts, other visual aids.
4. Curriculum Materials		EDUCATION	
5. Methods		DEMONSTRATION--	4. Change in adult behavior in an application of new methodology and research findings.
6. Final Counseling		RESEARCH	
7. Placement and Follow-Up		CENTER	5. Training Personnel
			6. Dissemination
			7. Adoption of Practices

b. Population and Sample

Definition of the Region to be Served and the Population

The population to be served by the Appalachian Adult Basic Education Demonstration Center can only be defined in terms of the Appalachian Region. State module field unit demonstration sites and projects will provide more definitive population and sample information. The area of special focus and service of the proposed Appalachian Adult Basic Education Demonstration Center includes all, or portions of, Kentucky, Maryland, Georgia, South Carolina, and perhaps portions of New York. (Reference: Map of the Appalachian Region page 53).

The basic thrust of the program will be the Appalachian Region which includes approximately nineteen standard metropolitan districts (as defined by the Bureau of Census), of which Pittsburgh is the largest. As estimates two-thirds of the counties included are rural and about sixty percent of the population live outside the metropolitan districts. As of 1962, the area included eight percent of the nation's work force, or about 2.8 million persons.¹

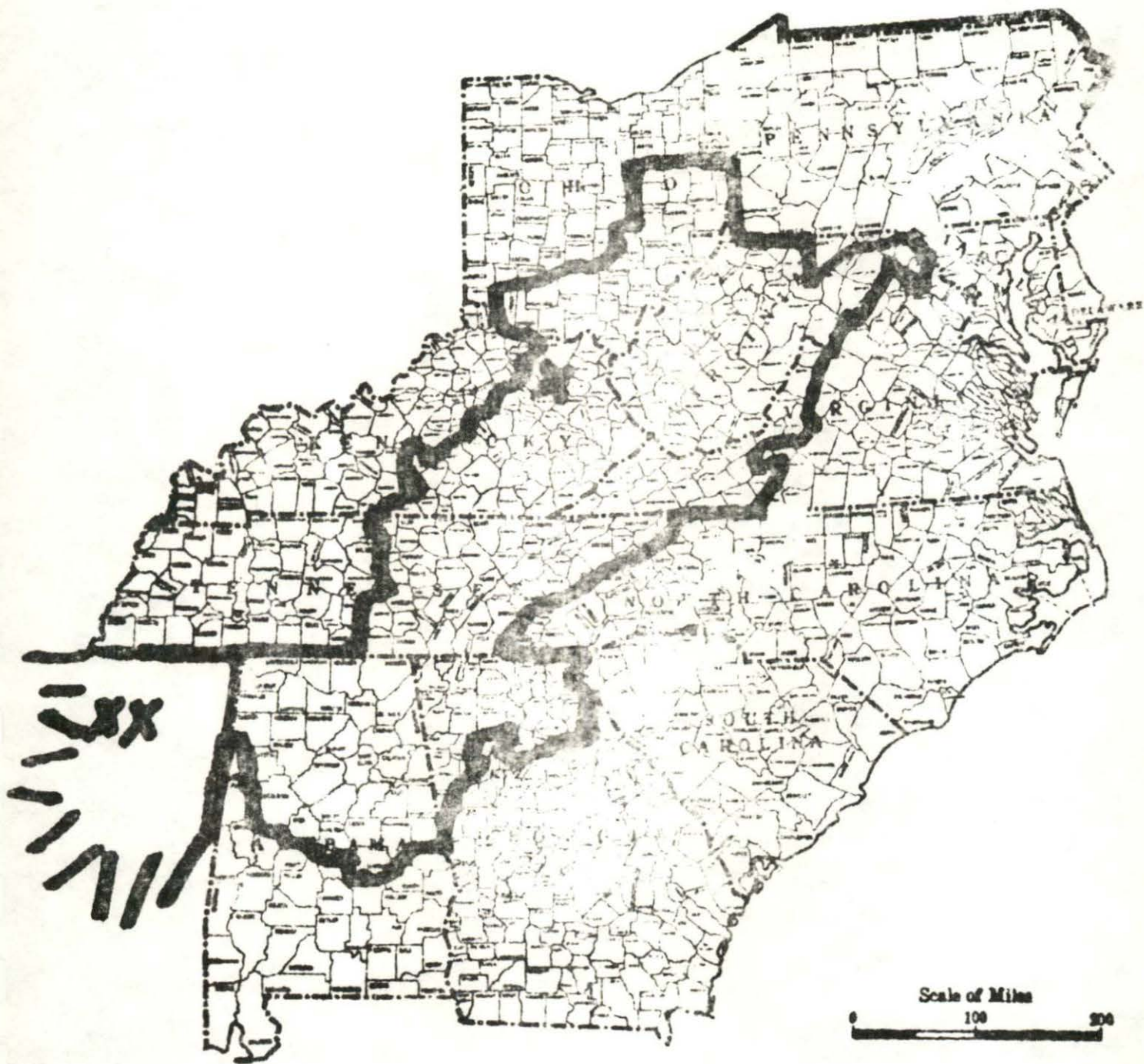
The initial project will be a coordinated, cooperative effort in eight states of the Appalachian Region: Alabama, Georgia, Kentucky, Mississippi, Ohio, Tennessee, Virginia, and West Virginia. (References: pages 54 through 61).

¹Ziegler, Martin, Employment Service, Review 1, January 1964, pp. 15-20.

Geographic Area of the Appalachian Adult Basic Education

Demonstration Center Project

(COUNTIES CONTAINED WITHIN HEAVY BLACK LINE)



X
XX

Morehead State University

Recently named Mississippi Appalachian area



Geographic Area of the Georgia Appalachia Region



Geographic Area of the Ohio Appalachia Region



Geographic Area of the Tennessee Appalachia Region

c. Data and Instrumentation

Data gathering, the collection methods and instrumentation to be used in the activities of the Appalachian Demonstration Center will be dependent upon the multiple directions of the Center in satisfying the objectives.

Since the Center will be coordinating the efforts of eight or more states, each with two or more state module field unit demonstration projects, data gathering and instrumentation will be dependent upon the design of each of the proposals.

Consultant services of the Center and, if necessary, of other agencies, will be used in evaluation of the soundness of design, instrumentation procedures and evaluation criteria.

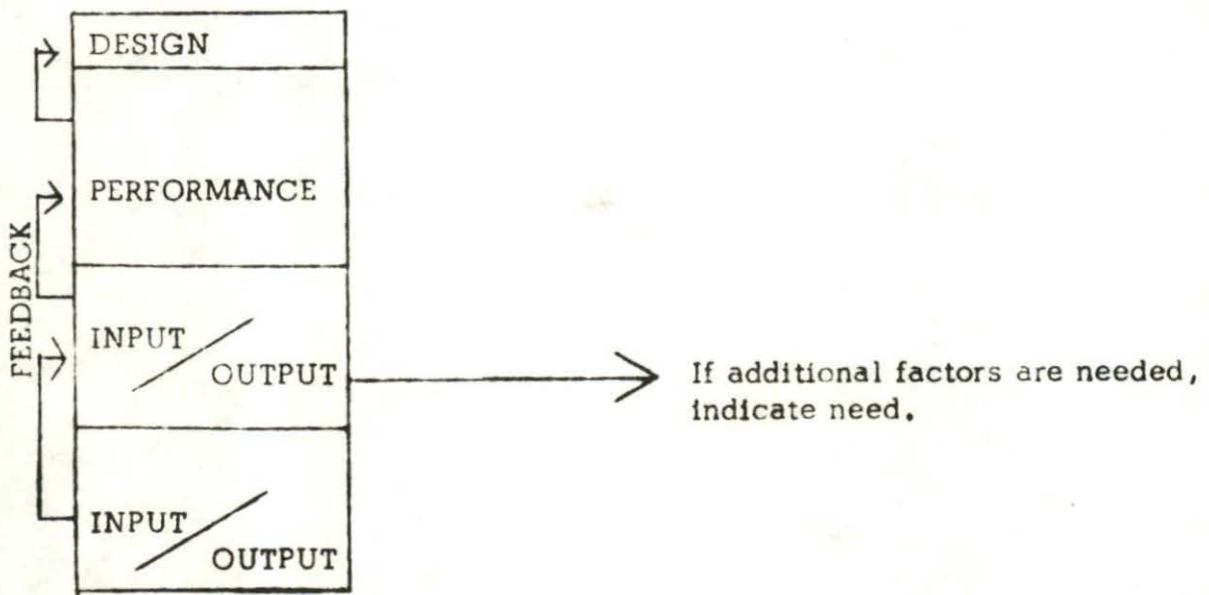
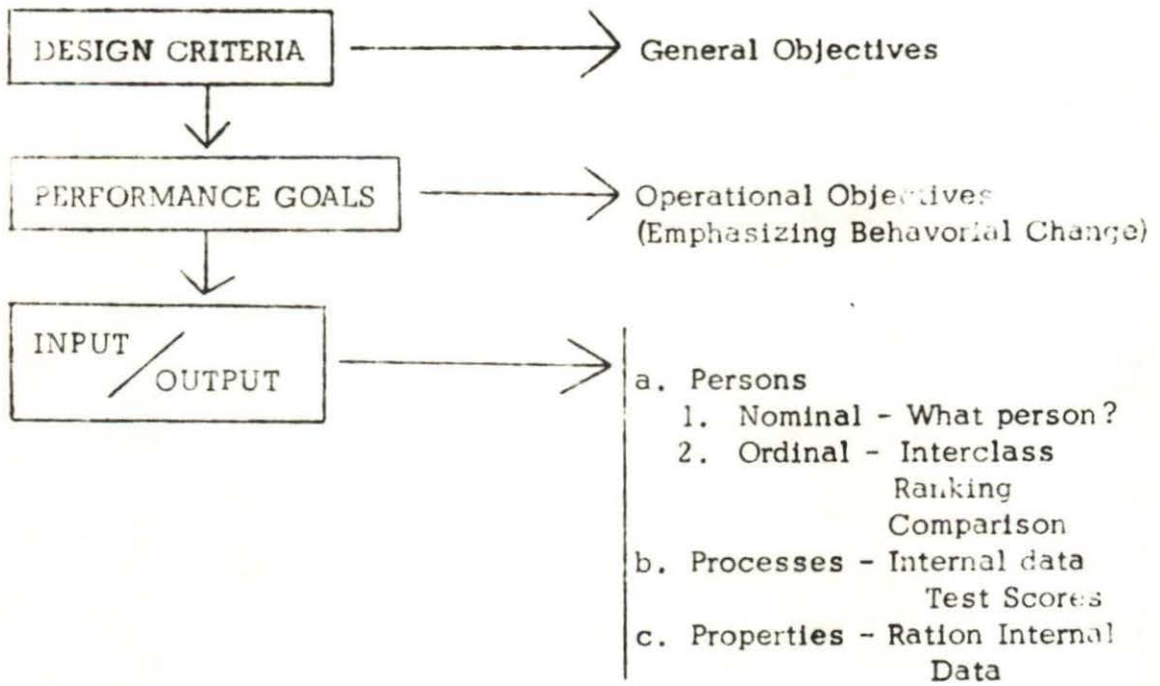
All related devices to be used will be submitted for approval as may be required by the Center and the United States Office of Education.

d. Analysis

The most effective and efficient methods of analysis will be used in all phases of the Demonstration Center activity. In general, a systems analysis approach has been recommended for all state module field unit demonstration centers. (Reference: page 63, chart 1).

Chart No. 1

System Analysis - a recommended approach to evaluation



e. Time Schedule

Introduction

The Appalachian Adult Basic Education Center serves an overall objective to affect significant improvement in the quality of adult basic education that the Appalachian Region and, subsequently, through the country as a result of program activities.

The concept and objectives of the Center represent an ambitious, vigorous and long-range project.

The establishment of coordinative efforts in a geographic region the length and breadth of Appalachia is a major undertaking and a most significant task that should ultimately benefit the adult basic education interests of the region and the country.

Within the framework of the task, definition of time must be equally broad.

SCHEDULE

PLAN OF WORK

March 15, 1968	Move to New Building Facility
June 30, 1968	Completion of Central Office Staff
May 1, 1968 continuing October 31, 1969	Operational State Module Demonstration Centers (Continuing)
March 15, 1968 continuing October 31, 1969	State Advisory Committee Meetings as required: Development, Preparation of Proposals, Evaluation Reports, Final Reports.
Quarterly	Regional Board of Directors Meeting
March 1968-October 31, 1969	Workshops, Seminars, Demonstration Activity of Learning Laboratory

May 1, 1968 continuing October 31, 1969	Physical Arrangement and Accumulation Activity Library, Materials Center, Diagnostic Center
June 15, 1968	Phase I - Film Production for Recruitment and Community Information
May 1, 1968 continuing October 1969	Dissemination Activities of Total Regional Projects.
May 1, 1968 continuing October 1969	Dissemination Activities of Total Regional Projects. Materials, Ideas and Research findings.
September, 1969	Culminating Activity, Final Report Preparation and develop continuing "Operational Proposals"

Documents, Reports, and Materials

<u>DESCRIPTION:</u>	<u>SCHEDULE</u>
State Module Field Unit Proposals (16 +)	Continuing
Final Reports, State Module Field Unit Projects	Continuing
Minutes, Regional Board of Directors Meetings	Quarterly
Regional Newsletters	Monthly
Significant Materials as Developed in: Materials Center Learning Laboratory Diagnostic Center	Continuing

Major Papers on Specific Demonstration Activity Components
Where Appropriate:

OUTREACH - Recruitment and Retention

DIAGNOSIS - Testing, Inventory, Evaluation

MANPOWER - Identification and Training

MATERIALS AND CURRICULA

METHODS AND TEACHING TECHNIQUES

CONTINUAL AND TERMINAL COUNSELING

PLACEMENT AND FOLLOW UP

Progress Reports

Quarterly

Proposal for Continuing Operational Grant

Final Report

October 31, 1969

4 - Personnel

Name of Position: a. Executive Director GEORGE W. EYSTER

Description of Duties:

The executive project director will be responsible for the direct supervision of the educational program and general management of the project. He will be responsible to (and the liaison officer between) the grantee and the Office of Education for the conduct of the project.

Responsibilities are outlined as follows:

1. Establish a communication system with the seven states involved in the project which would include the state departments of education and other resources within each state, other programs of adult basic education in Region III, the advisory committee, and the U.S. Office of Education.
2. Recruit, train, and organize the demonstration center staff, consultants, and specialists for program activities.
3. Give assurance of meeting deadlines and requirements of collecting and compiling reports required by the guidelines developed by U.S.O.E. for operating the program.
4. Develop a closely knit organization in the central office and in the state modules and field units to insure operation efficiency.
5. Develop demonstration programs geared to the objectives and philosophy of this program.
6. Develop training workshops, seminars and conferences for program components in the field units.
7. Develop a broad base for continuance of the overall program.

GEORGE WARREN EYSTER

Executive Director
Appalachian Adult Basic Education
Demonstration Center

Duplex 6, Apt. 11
Ward Oates Drive
Morehead, Kentucky

Office Phone: (606) 784-9229
Extension: 289
University Phone: (606) 784-4181

Home Phone: (606) 784-9291

Morehead State University
Morehead, Kentucky (40351)

SUMMARY: Two years experience, elementary, secondary and special education in a neuropsychiatric institute; eight years in youth organization adult education; parent education, public relations and general school and foundation administration; two years as consultant in elementary and secondary curriculum, and community school organization with a state department of education; three years as assistant superintendent, elementary and secondary education and director of an experimental adult education program in a foreign country; and, seven years in the United States Navy, four years of which I was training officer in an afloat training command of the United States Navy.

EDUCATION:

6 year Specialist Degree
Master of Arts
Master of Science
Bachelor of Science

Michigan State University
Eastern Michigan University
University of Michigan
University of Michigan

EXPERIENCES:

1. 1964 - 1967, Assistant Superintendent of The American School Foundation, A. C. in Mexico City. During this period I was responsible for the development of an experimental adult education program for mexican nationals with an objective of service and of American interests abroad. I, also, was responsible for general administration of the elementary and secondary school and director of vacation school programs.
2. 1960 - 1964, Special Staff Assistant, Mott Foundation Program of the Flint Board of Education, Flint, Michigan. I was responsible for general public relations for the Mott Foundation; Coordinator of the Mott Inter-University Clinical Preparation Program for School Administrators involving the major Universities in Michigan; and, Conferences and Workshops on the community, state and national levels.
3. 1958 - 1960, Consultant, Michigan Department of Public Instruction Lansing, Michigan. As consultant in elementary and secondary education, I worked throughout the State of Michigan with major responsibility in State curriculum committees and community school development.
4. 1953 - 1958, Director, Youth Activities and Parent Education, Mott Foundation Program and the Flint Board of Education. During this period I was responsible for the organization of a community-

wide youth program utilizing school facilities throughout the year and coordinating programs with all youth serving agencies including the development of a community-wide, international exchange program.

5. 1951 - 1953, USN Training Officer, Communications; Training Command Guantanamo Bay, Cuba
6. 1950 - 1951, Educational and Recreational Therapist; Neuropsychiatric Institute, University of Michigan Hospital working with pre-school, elementary and secondary school, neurotic and psychotic patients.
7. 1945 - 1947, United States Navy, Training Command, Training Officer Guantanamo Bay, Cuba.
8. 1943 - 1945, United States Navy V-12, Midshipman and related training. Officer, U.S.S. Philadelphia, Atlantic

ADDITIONAL WORK EXPERIENCES & SKILLS:

1. Public Relations and related material development.
2. Film Production: Slides and motion pictures (scripts and direction)
3. Conference Director: Workshops at local, state and national levels.
4. Curriculum Material Development and Evaluation: Elementary, secondary and adult education.
5. General Administration: Personnel; Budgets; Inventory and Building Programs.

LANGUAGES:

Spanish: Reading, Writing and Speaking

French: Reading

CREDITS:

"Show Cases for Excellence", 16mm. sound, 30 min. Produced for The Association of American Schools in the Republic of Mexico. 1967.

BEDEL - Basicos Esenciales de Libre (Basic Essentials of Free Enterprise.)
Translated and adapted for Mexico from DuPont Corp. materials. The American School Foundation, A. C. 1965.

CERTIFICATION: Michigan Secondary Permanent Certificate 12/12/55

COLLEGE DISTINCTIONS: "All American" Awards, U. S. Springboard Diving Teams
Athletic Awards, University of Michigan

TRAVEL: Europe, Central and South America. Mexico, Caribbean and all of North America excluding Alaska.

DR. MORRIS LEE NORFLEET

Morehead State University

Liaison Coordinator to the Appalachian Adult Basic

Education Demonstration Center

Director of Research and
Program Development

Route 1, Forest Hills
Morehead, Kentucky

Office Phone: 784-4181
Extension 276,277

Home Phone: 784-4579

SUMMARY: Six and one-half years experience in the secondary school system, eighteen months as educational assistant in public relations, six months in market research, two years as Instructor at Purdue University, and three years as Director of Student Teaching at Morehead State College and two years as Director of Research and Program Development.

EDUCATION: Ph.D. in Education - Purdue University
M. S. in Education - Purdue University

EXPERIENCES:

1. 1965-1967, Professor in Education and Director of Research and Program Development at Morehead State University. Developed a total campus research program and worked in the development of all new campus programs. During the period, I served as Director of the Head Start Teacher Training Program on Campus.
2. 1962-1965, Associate Professor in Education and Director of Student Teaching at Morehead State College.
3. 1960-1962, Instructor in Education, Purdue University. During these two years I served as Instructor in Education and supervisor for twenty-five schools in Indiana, working with teachers and school administrators to improve and develop new instructional programs.
4. January - September, 1960, Indiana Farm Bureau Cooperative Association, Market Research Analyst.
5. 1958-1960, Indiana Farm Bureau Cooperative Association, Education Assistant, Public Relations Department. My responsibility was to develop an educational program that would be used by schools and other groups. During my tenure in this department, I served as a resource person for home economic, vocational agriculture and social study classes, Evansville T.V. School, and the Purdue Economic Workshop. I also developed numerous teaching aides and course outlines for high school classes.

6. 1952-1958, Spiceland Public Schools, Spiceland, Indiana, science teacher. I taught both high school students and adult evening classes. I was a supervising teacher for Purdue University during this period. Working on several state education committees gave me an overview of education in Indiana.

ADDITIONAL WORK EXPERIENCES

1. Director of Head Start Teacher Training Program summer 1965.
2. Taught Adult Education classes six years. (part-time)
3. Assisted in the development of two Regional Education Laboratories; serving as a consultant in compensatory education in the proposal development stage of one laboratory.
4. Served as a consultant in developing a Planning Proposal for a Supplementary Education Center. (Funded)
5. Made studies on various problem areas throughout our university.
6. During 1966-67, I served as Director of Project UPWARD BOUND.

PUBLISHED MATERIALS

1. Film Study Guides to use in Teaching Cooperatives to Vocational Agriculture and Social Studies Classes
2. A Course of Study on Cooperatives
3. A Course of Study on Fertilizers and Field Seeds
4. Indiana Young Farmer Handbook

ARTICLES

Articles	Date	Journal
1. Reading Goals of Understanding	1959	"The Co-op Official"
2. Tools in Their Hands	1960	"The Co-op Official"
3. Student, Counselor and Vocational Agriculture Teacher	1961	<u>Agriculture Education Magazine</u> <u>The School Counselor</u>
4. The Student Teacher and the Guidance View Point	1963	<u>Agriculture Education Magazine</u> <u>The School Counselor</u>
5. Report of a Survey of Research In the Southeastern Region	1963	<u>Student Teaching Topics</u>
6. Research Activities	1964	<u>Student Teaching Topics</u>

7. A Report of a Survey of Research	1965	<u>Student Teaching Topics</u>
8. A Glance at the "Typical" College Student	1967	<u>Western Recorder</u>
9. IRS in Higher Education	1967	<u>Morehead State University Alumnus</u>
10. The Computer - How It Stretches the Students' Mind	1967	<u>NEA Journal</u>
11. Counseling to Relieve Anxieties of Student Teachers	1967	<u>Student Teaching Topics</u>

b. Proposed full-time staff members

Introduction

The Appalachian Adult Basic Education Demonstration Center was operated under the guidance of an Acting Director, Dr. Morris L. Norfleet, until November 13, 1967 when the Executive Director, Mr. George W. Lyster was employed.

Several positions, allotted in the planning grant budget and necessary to the rapid development of the Center, have not, as yet, been filled: The positions of Assistant Director and Research Assistant.

It is anticipated that these positions will be staffed in the near future. Current delays are related to problems in the identification of personnel with the experience and training that would be most meaningful to the Center activities. Difficulties have, also, been encountered in employing potential personnel due to their current contractual school year commitments.

In order to continue the efficient and effective development of the planning phases of the original proposal two excellent graduate student assistants have been employed on a part time basis as approved in requests for reallocation of budget funds. These men, specialists in Health Administration and educational research, respectively, have been assigned to the project. The graduate assistants will continue to support the Center until full-time staff members are employed.

Morehead State University has continued to support the Center through the full cooperation of the University inter-disciplinary resources.

A number of applications are now being considered for the positions listed above as well as the new positions suggested in this proposal. (Reference: Position Descriptions, pages 76 through 81.)

CONSULTANTS AND SPECIALISTS

JOB DESCRIPTION

Consultants and specialists selected could be divided into six categories:

1. Research Consultants
 2. Program and Curriculum Specialists
 3. Computer Assisted Instruction Specialists
 4. Field Organization Specialists
 5. Computer Specialists
 6. Training Consultants
1. Research Consultants will assist in developing field demonstration projects to make them amenable to evaluation.
 2. Program and Curriculum Specialists will assist in developing the content and methodology for the field demonstration programs.
 3. Computer Assisted Instruction Specialists will design programs and methods of using the CAI program from Palo Alto, California in arithmetic drill and practice for the adults.
 4. Field Organization Specialists will assist in marshalling old resources within each state and coordination of state efforts.
 5. Computer program specialists may be contracted for data analysis.
 6. Additional consultants will be utilized in developing workshops, seminars and special training thrusts of the Demonstration Center.

Several consultants have been utilized during the development of the proposal, and others are assisting during the planning grant phase.

During the planning grant phase, a compilation of consultants and specialists is being made, whereby, assistance can be secured throughout the planning and operational phases of the total center activities:

Mr. Theodore Cook, Kentucky Dept. of Education
Dr. Edward Jones, EKDC, Ashland, Kentucky
Dr. Forest Esham
Dr. Monroe Neff
Dr. John Coster
Dr. Joe Hill
Dr. Harry Silberman
Dr. Patrick Suppes
Dr. Wade Robinson
Dr. Carlton Singleton
Dr. Wayne Courtney
Dr. Mason Morfit
Dr. Nelson Grote, M.S.U.
Dr. Golden Langdon, Towns County, Georgia
Mr. Donald Holloway, M.S.U.
Dr. Russell Wilson, U.M.
Dr. Carl Horn, M.S.U.
Dr. Stanley Hecker, M.S.U.
Dr. Harold Dillon, N.Y.U.
Dr. Robert Koopman, Florida (Retires)
Dr. Frank J. Manley, Mott Foundation
Dr. Howard McCluskey, U.M.
Dr. Peter L. Clancy, Mott Foundation
Mr. Louis Schultz, Mott Foundation

Name of Position:

Associate Project Director

Description of Duties:

1. Major responsibilities will be to assist the project director in developing the central office, state modules, and field units.
2. Assist in developing the learning laboratory - demonstration center.

Educational Requirements:

Doctoral degree, or equivalent training.

Desired Experience:

Teaching in public schools, college-teaching experience, and working with adult programs.

Special Skills Desired:

Especially adept in working with people in the field and developing the central learning laboratory and demonstration center.

Name of Position:

Administrative Assistant

Description of Duties:

1. Be responsible for organizing and supervising the central-office clerical staff.
2. Equip central office and maintain supplies.
3. Evaluate performance of clerical staff.
4. Assist in developing the learning laboratory--Demonstration Center.

Educational Requirements:

B. A. in business administration.

Desired Experience:

Teaching in or working with comparable programs.

Name of Position:

Evaluation Specialist

Description of Duties:

1. Responsible for working with field units as programs are developed to build in the evaluation component. This will include the evaluation design, developing methods for data collection, data processing and summarizing evaluative results.
2. Prepare evaluative reports for project director to submit to USOE.
3. Keep central staff and field units informed of overall progress of operative programs.
4. Assist in developing the central evaluation component, including the learning laboratory--demonstration center.

Desired Educational Requirements:

The doctorate is desired; however, a person with an M. A. degree, plus extensive experience will be given due consideration.

Special Skills Needed:

Must be thoroughly familiar with curriculum development and techniques of evaluating behavioral changes.

Name of Position:

Research Assistant

Description of Duties:

1. Design all field projects to enable collecting valid and reliable information.
2. Design special programs with experimental-control situations for testing methods, materials, and new technology.
3. Work with evaluation specialist in preparing evaluative techniques and testing materials.

Educational Requirements:

M. S. in education, with emphasis on research, plus additional course work or experience beyond the M. A. level.

Desired Experiences:

Work in a public school with the job of research coordinator or comparable experience.

Description of Duties:

1. Develop a materials center and a collection of all related adult basic education materials with special reference to the Appalachian Region.
2. Coordinate news release information materials and systems.
3. Design systems of collection and dissemination of project activities, demonstration centers and on-going programs.
4. Develop visual aids of a variety to support activities of the learning laboratory.
5. Develop major adult basic education communications system in the Appalachian Region.
6. Develop a major activity for the production of a film emphasizing effort for the recruitment and general understanding of adult basic education.
7. Institute and coordinate the above activities as an adult basic education division of the Morehead State University Library, Multi-Media and Materials Center.

Educational Requirements:

B. S. in education, with emphasis on journalism, plus additional course work or experience beyond the B. S. level in audio visual aids and public relations.

Desired Experiences:

Work in public schools with experience in a variety of media, journalism and public relations.

Name of Position;

LIBRARIAN, Adult Basic Education

Description of Duties:

1. Be responsible for all library science activity related to the Appalachian Adult Basic Education Demonstration Center including the accumulation, installation, cataloging of all materials in the general field of adult education and specifically, adult basic education.
2. Serve the needs and interests of all major components of the Demonstration Center including the Learning Laboratory, State Modules and State Departments of Education.
3. Coordinate the library science activities of the Demonstration Center with all similar activities serving adult basic education.

Requirements:

M.A. or M.S. in Library Science

Desired Experience:

Work experience should include educational library science or related activity.

Experience and/or awareness of problems of adult basic education.

5. FACILITIES

At Morehead State University Appalachian Adult Basic Education Demonstration Center.

Facilities for the immediate continuation of the Appalachian Adult Basic Education Demonstration Center have been made available on the Campus of Morehead State University in a converted home consisting of 1,076 square feet of working space. (Reference: page 84 of this report.)

A larger facility with floor space amounting to 1,452 square feet will be made available as the staff and activities of the project increase from planning phases to operational phases. It is, however, anticipated that the continuation and expansion of the Center requested through this proposal in a long-range planning may dictate need for increase of space in the future.

The Learning Laboratory will function as a part of the total Morehead State University, utilizing appropriate building facilities coordinated and staffed by the Center as required to satisfy program objective and development.

Existing Materials Center, Library and Multi-media Center of Morehead State University will enable the Appalachian Adult Basic Education Demonstration Center to locate and develop house related objective thrusts in these facilities with a minimum of actual storage and staffing costs.

These facilities, centrally located at Morehead State University, and representing university level investment in time, organization, money, and capability, will create a potential output for the Appalachian Region far exceeding the inputs of a total adult basic education component and limited, coordinative leadership.

Morehead State University has established rental rates for the Appalachian Adult Basic Education Demonstration Center building facility, select equipment and furniture. Appropriate charges are being made for telephone and communications services. Maintenance and custodial service are provided by the University.

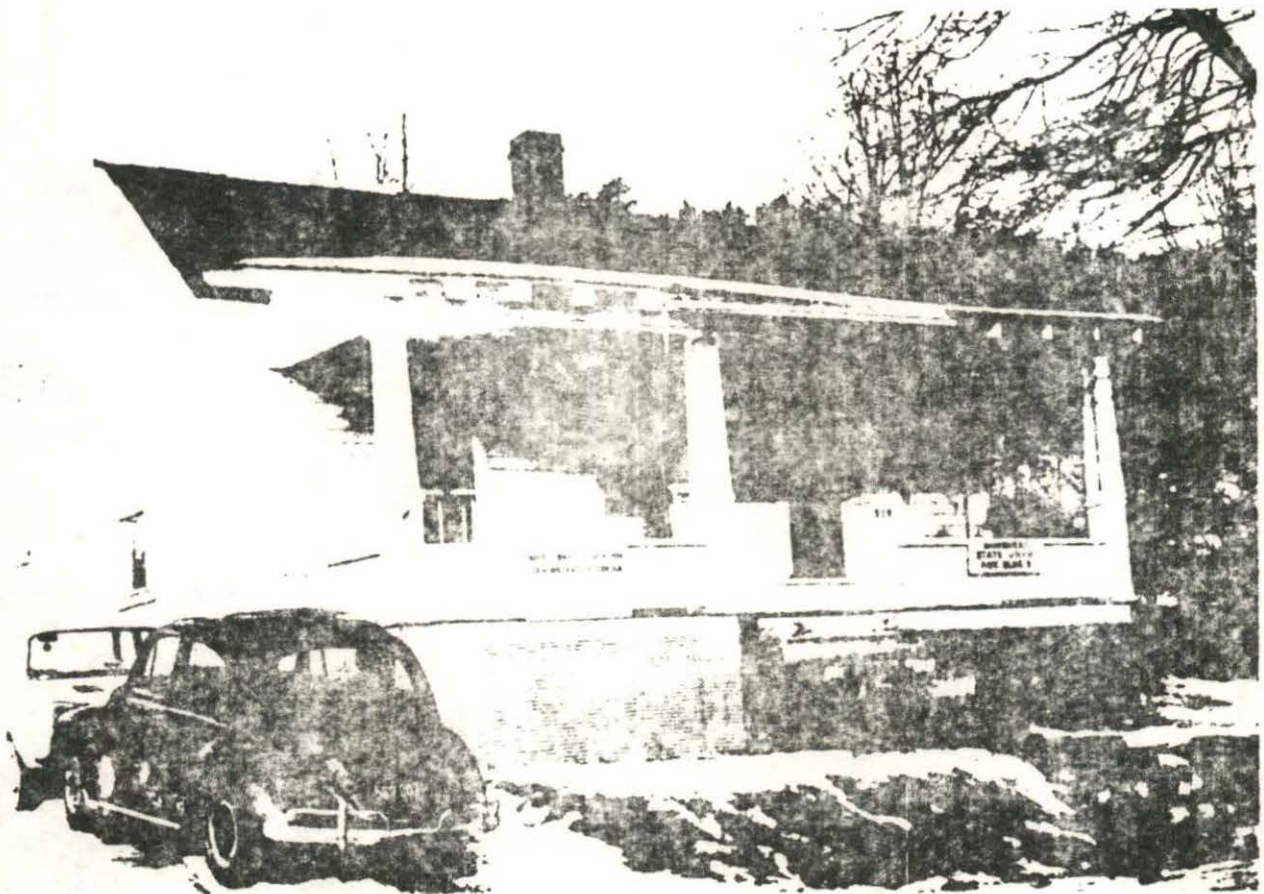
A computer, a Honeywell 200, has been made available to the Center through the University. This service is, however, limited in its storage capacity. Steps are being taken by the University to increase the number of computers and service capabilities of the future. If necessary, contracted computer services can be arranged in the region.

State Module Demonstration Centers:

Necessary building facilities, and related needs of the state module demonstration field units, operating projects under the auspices of the Appalachian Adult Basic Education Demonstration Center, are to be provided under separate proposal grant agreements with the Center and within the regulations set forth by the Act and the United States Office of Education. These agreements have been outlined in the State Module Application For An Adult Basic Education Demonstration Field Center, (Reference: page of this report.)

The Appalachian Adult Basic Education Demonstration Center building facility was made available, November 13, 1967. The Center is partially furnished.

The Appalachian Adult Basic Education Demonstration Center
319 Fourth Street
Morehead State University (Box 1353)
Morehead, Kentucky



U.S. DEPARTMENT OF HEALTH, EDUCATION,
AND WELFARE
Office of Education
Bureau of Adult, Vocational, and Library Programs
Washington, D.C. 20202

Budget Summary

Proposal for a Special Experimental Demonstration Project in Adult Basic Education
under Section 309 of the Adult Education Act of 1966 (P.L. 89-750).

Fiscal Year: 1968

Total Funds Requested 1

A. DIRECT COSTS:

1.	Personnel Salaries:		
	a. Project Director	\$ 21,600.00	
	b. Professional Staff (No. Full Time: <u>6</u>		
	c. Professional Staff (No. Part Time: <u>2</u>	111,299.94	
	d. Consultants (No. <u>60</u>)	4,500.00	
	e. Secretarial and Clerical (No. <u>4</u>)	25,420.00	
	f. Other Supporting Staff (No. <u>4</u>)	4,252.00	
	Subtotal Personnel Salaries	\$ 167,071.94	
	SPECIAL: State Modules	400,500.00	
2.	Employment Services and Benefits	56,457.00	
3.	Travel	28,152.00	
4.	Required Fees, if any	0	
5.	Communications	5,000.00	
6.	Supplies, Printing, and Printed Materials	75,700.00	
7.	Equipment (Rentals and Purchases)	14,000.00	
8.	Rental of Space	2,100.00	
9.	Minor Remodeling of Space	0	
10.	Utilities and Custodial Services (if not included in any other item)	0	
	Total Direct Costs	\$ 748,981.22	
B.	COST SHARING (Contributions of Grantee and other Sources)		
C.	TOTAL FEDERAL DIRECT COSTS (Total Direct Costs minus Cost Sharing)	748,981.22	
D.	INDIRECT COSTS	33,363.99	
E.	TOTAL FEDERAL FUNDS REQUESTED (Item C plus Item D)	\$ 782,345.21	

1/ The cost of each component of the amount requested for each line item should be itemized or fully explained in the Budget Explanations Section of the proposal.

B. BUDGET EXPLANATIONS

Time and Personnel Definition

OPERATIONAL STAFF REQUESTED	Present Staff	Planning Grant Period OEG 2-7-05077-5077 June 19, 1967 - Sept. 1, 1968	Operational Proposal Personnel Funds Requested October 31, 1969
	New Staff	May 1, 1968 -	

1. PERSONNEL SALARIES

MOREHEAD STATE UNIVERSITY does not exercise a formalized salary schedule or formula for University staff personnel. The University does, however, negotiate for personnel within the framework of prescribed national averages and Kentucky State averages for University rank and professional experience.

The salaries recommended herein, where positions have not been filled, are not in excess of and conform to the limits of the University personnel salary scales for comparable employment and should be considered negotiable with prospective candidates.

Position qualifications have been presented for those professional staff not, as yet, employed. (Reference: pages 76 through 81 .)

Salaries of professional personnel have been computed on the basis of an average ten per cent per annum salary increase, (10%), said increase to be effective at the beginning of the fiscal year on July 1. Salaries of clerical personnel have been computed in accordance with personnel policies of Morehead State University.

A. DIRECT COSTS

Personnel Positions:	Annual Salary	Funds Requested	
		#Months/	Total Budget
1. <u>PERSONNEL SALARIES</u>			
*a. Project Director	\$18,000	14	21,600 21,600
b. Professional Staff (Full Time)			101,299.94
(1) Associate Director	\$14,500	18	22,233.26

* (2) Administrative Assistant	\$12,000	14	14,400.00	
* (3) Research Assistant	\$13,000	14	15,599.94	
(4) Evaluation Specialist	\$12,000	18	18,400.00	
(5) Information Specialist	\$12,000	18	18,400.00	
(6) Librarian, Material Center	\$ 8,000	18	12,266.74	
c. Professional Staff (Part Time)				10,000.00
(7) Computer Data Processing Analysts		3	3,000.00	
(8) Director & Staff, Research & Program Development			7,000.00	
d. 60 Consultants (Fees at \$75/day)				4,500.00 4,500.00
e. Secretarial & Clerical (Full Time)				25,420.00
(1) Executive Secretary	\$ 5,000	18	7,666.74	
* (2) General Secretary	\$ 4,300	14	5,159.94	
* (3) Secretary Bookkeeper	\$ 5,000	14	6,000.06	
(4) Secretary, Material C.	\$ 4,300	18	6,593.26	
f. Other Supporting Staff (School Year)				4,000.00
** (1) Graduate Asst. (Bus. Ad.)		9	2,000.00	
** (2) Graduate Asst. (Education Research)		9	2,000.00	
*** (3) Workshop Student		9		126.00
*** (4) Workshop Student		9		126.00

TOTAL PERSONNEL COSTS

\$167,071.94

* Personnel currently included in Planning Grant Budget which terminates September 1, 1968, requested, are for September 1, 1968 - October 31, 1969 or fourteen month. New professional, secretarial and clerical personnel are requested for funding May 1, 1968 through October 31, 1969, or, eighteen months.

** Graduate students are employed on a part-time basis, nine months.

*** Workshop students are assigned to the Center by Morehead State University on a semester basis as a part of Federal Work Study Program.

Explanations, Personnel Salaries

The opening paragraphs explain the general concepts of salary development for personnel involved in the Morehead State University Appalachian Adult Basic Education Demonstration Center.

Section A.1.c.8. "Professional Staff (Part Time)

The offices, Director and Staff of Research and Development Division, Morehead State University, are involved in Center activities in approximately 25% of Division operations. Figures stated are not in terms of salary but in terms of operation.

Item "i.d." "Consultants"

Required consultant services have been defined on page "Consultant and Specialists, Job Descriptions."

These consultants will serve in four separate categories or roles (a) Consultants to state modules for state module field unit proposal development and evaluation; (b) Consultants and specialists to the Demonstration Center where assistance may be required for special project development or new thrusts of the Center; (c) Consultants to the Regional Board of Directors of the Appalachian Adult Basic Education Center where needed or request by the Board; (d) Consultants for symposium, workshop and seminar activities of the Center.

Consultant Fees:

Consultant fees have been established for the total project at seventy-five dollars per day, (\$75.00), (plus sixteen dollars per day per diem, (\$16.00), plus travel expenses as outlined in the "travel" section, page 14 of the budget explanations.)

The Appalachian Adult Basic Education Demonstration Center contract agreement form for consultant services has been included on page 13 of this report.

Required Consultant Services:

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| (a) 10 Consultants, State Module Proposal Development | 10 |
| 16 Consultant State Module Field Unit Evaluation | 16 |
| Based upon progress of 8 state module committee planning to-date for approximately 16 projects. | |
| (b) 10 Consultants, special projects of Center and Region-wide survey activities and evaluation. | 10 |
| (c) 2 Consultants to attend each of four, (4), quarterly Regional Board of Directors Meetings. | 8 |
| (d) 16 Consultants should be involved in special seminar and workshop activities during the grant period. At least one such activity will be conducted each semester during the grant period requiring assistance beyond the regular training project capacities of the Center. | <u>16</u>
<u>60</u> |

Total Fees, Consultant Services at \$75/day for 60 persons \$ 4,500

2. EMPLOYMENT SERVICES AND BENEFITS

Morehead State University contributions to retirement, health, workmen's compensation, and other welfare funds maintained for employees are:

7% Federal Retirement (7% x \$148,319.94)	\$10,382.40
4% Kentucky Employment Retirement (4% x \$148,319.94)	\$ 5,932.80
4.4% Social Security (4.4% x \$162,319.94)	\$ 7,142.08
Life insurance (variable, \$3,000 policy x 11 full-time staff)	\$33,000.00
Workmen's Compensation(variable	
TOTAL EMPLOYMENT SERVICES AND BENEFITS COSTS	<u><u>\$56,457.28</u></u>

The 7% Federal Retirement and the 4% Kentucky Employment Retirement are computed only for the full-time staff. The 4.4% Social Security is computed for all staff members, part-time and full-time. Also, in accordance to Morehead State University regulations, each full-time staff member is granted a \$3,000.00 life insurance policy.

3. TRAVEL

Demonstration Center regulations governing travel, travel expenses and per diem rates have been published by the Center, (Reference: pages 14 through 17.) to satisfy Federal Government requirements and those of the State of Kentucky.

The general formula provides for sixteen dollars per day per diem, (\$16.00), and eight cents per mile, (8¢/mile), or conveyance ticket reimbursement.

The area of major concern and operational program development, the Appalachian Region, is a vast area which includes all or portions of 13 states of the United States. State module field unit demonstration sites serving the target population are generally isolated making expeditious travel difficult and costly.

- (a) Sixty, (60), Demonstration Center Staff visitations to:
- (1) a minimum of sixteen, (16), field unit demonstration sites for purposes of observation, consultant services, and evaluation, and,
 - (2) general observation and survey within the Appalachian Region of unique adult basic education projects elsewhere.

Formula: 60 members (\$16.00/day per diem + travel,
average \$54.00)

\$ 4,200.00

- (b) Sixty, (60), days of Consultant Service travel expense as required item "A.d." at \$16.00/day per diem plus travel at an average of \$100.00.

Formula: 60 days (\$16.00/day per diem + travel average \$100.00)

\$ 6,960.00

- (c) State Module Advisory Committee Meetings, travel and per diem for eight, (8), or more states with eight to ten members, (8-10), on each committee.

There will be one or two coordinative meetings in each state and, at least, one evaluative meeting at the conclusion of state module field unit projects.

Formula: (8 modules x 10 members x 3 meetings) (\$8.00 per diem + travel, average \$10.00)

\$4,320.00

- (d) Quarterly Regional Board of Directors of the Appalachian Adult Basic Education Demonstration Center meetings will be conducted. Regional Board of Directors meetings will include two, (2), representative membership from eight or more states; three, (3), members of the Center; one, (1), member from the Appalachian Commission; and, an average of four, (4), special guests and/or reporting agents of field unit demonstration projects. (Consultants requirements for Regional Board of Directors Meetings have been requested in items A.1.c. and A.3.b. above.) Four, (4), meetings have been planned, usually of two, (2), days duration, on a quarterly basis for the period September 1, 1968 through October 31, 1969

Formula: (4 meetings x 24 members x 2 days) (\$16/day per diem + travel, average \$50.00 per person)

\$12,672.00

TOTAL TRAVEL COSTS

\$28,152.00

4. REQUIRED FEES

Not Applicable

5. COMMUNICATIONS

Communication costs in this section of the request for funds include: (a) Telephone and telegraph; (b) Postage

(a) Telephone and telegraph	\$ 2,000.00
(b) Postage	<u>\$ 3,000.00</u>
TOTAL COMMUNICATIONS COSTS	<u>\$ 5,000.00</u>

It is anticipated that extensive communications throughout the Appalachian Region will be necessary to carry out major data gathering and dissemination activities of the total Demonstration Center, which include the Learning Laboratory, Data and Information Bank and Materials Center.

6. SUPPLIES, PRINTING, PRINTED MATERIALS

(a) Office Supplies	\$ 1,000.00
(b) Printing:	
1. Materials Center Publications	\$ 1,000.00
Development and preparation of demonstration material and equipment.	
2. Information Center	\$ 1,500.00
a. Newsreleases, newsletters and general communications.	
b. One or two motion picture films:	\$35,000.00
1. Regional Recruitment	
2. Community Information and Involvement	

3. Learning Laboratory	\$ 5,000.00
Brochures, Regional Publications and Dissemination Activities.	
4. Required Progress Reports	\$ 200.00
Five, (5), Quarterly Reports	
5. State Module Field Unit Proposals, Evaluations and Final Reports	\$ 2,500.00
6. Regional Surveys	\$ 1,000.00
7. Final Report	\$ 500.00
(c) Printed Materials (Required)	\$26,000.00
1. Data Bank and Learning Laboratory	
A collection of a complete microfiche system of adult basic education.	
2. Materials Center, Supplies	\$ 1,500.00
3. Diagnostic Center	\$ 500.00
Special test and evaluative instruments	
TOTAL SUPPLIES, PRINTING, PRINTED MATERIALS COSTS	<u>\$75,700.00</u>

7. EQUIPMENT

(a) The equipment necessary for the operation of the central office of the Demonstration Center has been provided on a rental basis by Morehead State University. The cost does not exceed comparable equipment rental charges for similar purposes of similar activities. (Average monthly rental: \$500.00) \$ 9,000.00

Four, (4), typewriters (IBM Executive, IBM, Royal Manual,
Underwood 702)

One, (1), 3M "209" Copy and off-set machine

One, (1), IBM Magnetic Tape Selectric Typewriter

Seven, (7), desks: (1 new; 6 used chairs, etc.)

Four, (4), file cabinets: (1 new 2 drawer; 3 used)

One, (1), tape recorder, staff use

Two, (2), dictaphones

(b) The equipment necessary for the learning laboratory will be dependent upon the evaluative demonstration aspects as proven unique and successful in state module field unit demonstrations and in other adult basic education projects of special merit. (Where possible such equipment will be purchased by the University for rental to the Demonstration Center.)

Special Equipment (Estimation)

\$ 5,000.00

TOTAL EQUIPMENT COSTS

\$ 14,000.00

8. RENTAL OF SPACE

The Appalachian Adult Basic Education Demonstration Center has been provided a building facility, 1,452 square feet, by Morehead State University on the campus of the University. The cost of the facility does not exceed comparable rental on a square foot basis on campus for the period of occupancy.

The University supplies necessary utilities and custodial services.

(a) Building facility rental at \$150.00 per month.

\$ 2,100.00

(b) Additional facilities to house the materials center; library and data bank; and, learning laboratory will be provided for Demonstration Center activities in similar, related activity spaces of the University.

Existing spaces represent a great investment of the University. The addition of adult basic education activities will increase the

regional service aspects of existing facilities and services and will benefit the Center immensely.

TOTAL RENTAL OF SPACE COSTS

\$2,100.00

9. MINOR REMODELING OF SPACE

Not Applicable

10. UTILITIES AND CUSTODIAL SERVICES

Not Applicable

Special - State Module Field Unit Demonstration Centers

Introduction:

The most singularly unique factor of the Appalachian Adult Basic Education Demonstration Center is its coordinative, catalytic activity in an area, potentially composed of portions of thirteen states of the United States.

The Demonstration Center is currently serving eight state modules, each with organized inter-agency advisory committees in adult basic education. State module advisory committees are identifying adult basic education problems; the methods, techniques and instrumentation to demonstrate solutions to the problems; and field unit demonstration sites within the state Appalachian community and serving the target population.

The Center has been providing leadership and consultant services to encourage state advisory committee development of proposals for specific demonstration projects in one or two field unit demonstration sites within the framework of the Demonstration Center objectives.

Eleven such proposals are in varying degrees of study and preparation.

The scope, variety, and potential impact of proposals already under consideration should provide significant data and information of benefit to all adult basic education effort.

Proposals satisfying the criteria of the Act, the United States Office of Education and the objectives of the Appalachian Adult Basic Education Demonstration Center as outlines in this document will be funded under the auspices of the Center. The guidelines and format for the preparation of state module proposals has been presented in the supplementary section of this proposal.

Estimated Budget Requirements, State Module Field Unit Demonstration Centers

The budget requirements for the operational phases of state module field unit demonstration centers can only be estimated for the purpose of this proposal. Actual budgets must be based upon accepted state module proposals with clearly delineated objectives and evaluative criteria.

State Module Field Unit Demonstration Centers

Period: May 1, 1968 through October 31, 1969 (Continuing)

<u>State</u>	<u>Proposals:</u>	<u>Amount Requested</u>	
ALABAMA	(1)	\$42,000	Teaching Machine, Perceptascope
	(2)	\$10 - 20,000	-
GEORGIA	(1)	\$12,000	Para-professional Counseling Time variability, instruction
	(2)	\$10 - 20,000	-
KENTUCKY	(1)	\$25,000	Computer Assisted Instruction
	(2)	\$20,000	Counselor-coordinator Life-centered Curricula
OHIO	(1)	\$42,300	Teacher-Evaluation & Self Evaluation
	(2)	\$27,000	Life-centered Curricula
TENNESSEE	(1)	\$10-20,000	-
	(2)	\$10-20,000	-
MISSISSIPPI	(1)	\$10-20,000	Manpower Training
	(2)	\$10-20,000	Mobile Training Unit
VIRGINIA	(1)	\$70,000	AM/FM Trans. & Receiving
	(2)	\$17,200	Manpower Training, Counseling
WEST VIRGINIA	(1)	\$ 5,000	Long-range Follow-up
	(2)	\$10-20,000	-
Total: State Modules		\$400,500 maximum	\$315,500 minimum

APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER

CONSULTANT CONTRACT

THIS CONTRACT is entered into this _____ day of _____, 1968, between AABEDC and _____ (hereinafter called the "Contractor").

AABEDC and the Contractor agree as follows:

(1) The Contractor shall, in a manner satisfactory to AABEDC serve as a consultant to AABEDC. The Contractor shall perform his services for _____ day (s); the date (s) being _____ for the purpose of: _____ . The Contractor shall disclose to AABEDC any actual or apparent association which may give rise to a conflict of interest. In the event AABEDC notifies the Contractor of a conflict of interest, the Contractor shall take immediate action to eliminate such a conflict of interest situation.

(2) AABEDC shall compensate the Contractor with a honorarium of \$75.00 per day, a per diem allowance of \$16.00 while in travel status and travel expenses from the Contractor's residence to _____ and return. Travel and per diem costs will be reimbursed according to the Standardized Government Travel Regulations.

IN WITNESS WHEREOF, AABEDC and the Contractor have executed this Contract as of the date first above written.

BY: _____
Director of Appalachian Adult Basic
Education Demonstration Center

BY: _____
Consultant
Address:

APPALACHIAN ADULT BASIC EDUCATION ADMINISTRATION CENTER

TRAVLER'S GUIDE

Introduction

This pamphlet is a handy reference to assist AABEC travelers when performing business travel and when claiming reimbursement for authorized travel expense. The material contained in this pamphlet is based on the standardized government travel regulations. The questions and answers which follow deal with the more general type of travel and do not attempt to cover every travel situation.

Per Diem Rates

What is per diem?

"Per Diem" refers to a daily flat rate of allowance that you receive when in travel status, in lieu of actual expenses of subsistence. In general, all travelers receive per diem for authorized travel.

What is the rate of per diem allowance?

The rate of per diem is within the maximum rate of \$16 for travel within the Continental United States (the former 48 states and the District of Columbia). The maximum rate for travel outside the Continental United States is subject to variation.

What expenses of travel are covered by per diem?

The per diem allowance that you will receive is in lieu of all charges for meals, lodging, personal use of rooms during daytime, tips, telegrams, and telephone calls reserving hotel accommodations, laundry, cleaning, and pressing of clothes.

What expenses are allowable in addition to those covered by per diem?

Here are the more common ones:

1. Round trip transportation by taxicab (including tips), bus, streetcar or subway between place of lodging and place of business, and between places of business.
2. Mileage for point to point as well as local official business, travel; parking and meter fees; ferry tolls, bridge, road and tunnel tolls when travel by private automobile is authorized, but the total cost of automobile travel may not exceed cost of travel by common carrier, unless specifically approved as advantageous to AABEC.
3. Taxicab and airline limousine fares to terminals, and taxicab tips.
4. Mileage for use of own car from home to terminal and from terminal to home.
5. Rented automobiles - the lowest priced suitable car available usually a compact.
6. Telegrams and telephone calls on official business.

What expenses are not allowed?

You will not be reimbursed for the following more common type of expenses:

1. Expenses covered by per diem.
2. Cost of flight insurance.

Penalty charges assessed by carriers where you (due to your fault or negligence) failed to cancel reservations or accommodations.

Excess cost to travel, plus cost of Federal transportation tax, when travel is performed by an indirect route for your own convenience.

Amount of mileage for point-to-point travel which is in excess to that shown in current standard highway mileage guides and not explained and accepted.

Costs of services rendered by public transportation agencies for securing transportation and accommodations.

Cost of repairing damage to your automobile while you are in travel status.

Costs of tickets issued for traffic violations.

Costs of baggage or telephone calls on personal business.

Fees or tips for handling your personal property.

Is the maximum per diem rate in the Continental United States always \$16?

The maximum per diem rate for travel of less than 24 hours when a night's lodging is not required is \$8.

Are there times when per diem is not allowed?

Yes. No per diem is allowed for:

Travel of 24 hours or less during the same day, except when the travel period is 24 hours or more and begins before 6 a.m. or ends after 8 p.m.

Travel Time

When does travel time begin and end?

Generally, official travel begins when the train, airplane, or other conveyance is scheduled to depart from its depot or airport and ends when the train, airplane, or other conveyance actually arrives at its depot or airport at the conclusion of a trip. However, there are certain exceptions:

1. When an airport is outside the corporate limits of your point of departure and scheduled limousine or bus service is maintained between an established point within the corporate limits of the point of departure and the airport, the pickup and discharge point of such limousine or bus service may be considered as the beginning and ending points for official travel.

2. When you use an automobile or other non-scheduled means of transportation between your office, home or other point of departure and a depot or airport located more than fifty miles distant (determined by usually traveled motor route), travel time begins when you actually leave your home, office, or other point of departure and ends when you return from such depot or airport to your home, office or other point at the conclusion of the trip.

3. When you are authorized to use an automobile between your office, home or other point of departure and an AABEC business destination, official travel begins at the time you leave your home, office or other point of departure and ends when you return to your home, office or other point by automobile at the conclusion of the trip. However, when the time of departure is within 30 minutes prior to the end of a quarter day, or the time of return is within 30 minutes after the beginning of a quarter day, neither such quarter day shall be considered as travel time unless you can justify on your travel voucher the official necessity for the time of departure or return.

Computation of Per Diem (AABEC Business Office computes)

How is the amount of per diem allowance to which I am entitled computed by AABEC?

It depends on whether your travel was for more or less than 24 hours.

1. For travel of more than 24 hours the calendar day (midnight to midnight) shall be used as the unit. For each calendar day of travel you will be paid

the authorized per diem rate. For fractional parts of a day at the commencement or ending of travel you will be paid $\frac{1}{4}$ of your per diem rate for each six-hour period (known as a "quarter"). You will also be paid $\frac{1}{4}$ of your per diem rate for each fraction of a quarter. The quarters are:

12 midnight	to	6:00 a.m.	1st Quarter
6 a.m.	to	12:00 Noon	2nd Quarter
12 Noon	to	6:00 p.m.	3rd Quarter
6 p.m.	to	12:00 Midnight	4th Quarter

Do I use daylight saving or standard time for claiming per diem?

Always use local time in effect at the place travel begins and ends.

What are the limits of per diem I may claim when using my own car for trips?

When personal automobile is used for the convenience of AABEC, per diem is limited to one hour travel time for each 300 miles point-to-point distance to be covered. If the automobile is used for personal convenience, per diem is limited to the time required by common carrier.

Modes and Rates of Transportation

Airplane Accommodations

What plane accommodations am I authorized to use?

Less than first class accommodations. This includes coach, tourist shuttle and the like.

Are there any times when I may use first class air accommodations?

Yes, if less than first class accommodations are not available on flights between authorized original and destination points, or when specific authority for first class accommodations has been granted.

Train Accommodations

What train accommodations am I authorized to use?

When night travel is not involved, you are authorized one seat in a sleeping or parlor car. However, when adequate coach accommodations are available, you are expected to utilize them to the fullest extent possible. When night travel is involved, one standard lower berth is authorized.

Taxicabs and Limousines

When can I use a taxicab?

On your going trip, for travel from your home or office to the common carrier terminal to your place of lodging or place of business. Use of taxicabs is authorized for business purposes during your stay also. On your return trip from your place of lodging or business to common carrier terminal and from the terminal to your home or office, you will be reimbursed for the normal taxicab fare plus tip. In addition, reimbursement may be authorized or approved for the usual taxicab fares plus tip from the traveler's home to his office on the day he departs from his office on an official trip requiring at least one night's lodging and from his office to his home on the day he returns to his office from the trip.

What tips are allowed for taxicabs?

The amount of the tip which is allowable under this subsection is 15 cents when the fare is \$1 or less or 15 per cent of the reimbursable fare when it exceeds \$1. If the 15 per cent is not a multiple of 5 cents the tip may be increased to the next higher multiple of 5 cents.

When should I use airport limousine service?

When the cost is the lesser of:

1. Taxicab fare directly to or from the airport.
2. Taxicab fare to or from the limousine terminal plus limousine fare to or from the airport.

What tips are allowable for limousines?

You will not be reimbursed for limousine tips.

Rental Cars

What are the rules regarding use of rental cars?

Car rental is authorized only when necessary limousine and/or taxi fares exceed the cost of such rental. The use of a rented car shall be limited to the lowest priced suitable car available, usually a compact.

Privately owned Automobile

What expenses may I claim if my automobile travel is not confined to travel to common carrier terminal?

The rate of reimbursement for mileage will depend on whether the use of your car has been determined to be of advantage to AABEC. If so, you will be reimbursed at the rate of 8 cents per mile plus costs of ferry fares, parking fees, meter fees, and bridge, road and tunnel tolls.

Can I use my car to travel from home to common carrier terminal?

Yes. If a member of your family drives you to a common carrier terminal, you may be reimbursed for the ROUND TRIP mileage at 8 cents a mile but not to exceed a one-way taxicab fare, plus allowable tip, from your home to the terminal. This also applies on return from your official trip (i.e., from terminal to your home).

Can I use my car to travel to and from and park at a common carrier terminal and be reimbursed for the mileage and parking fee?

Yes, but the reimbursement for the mileage at the rate of 8 cents per mile plus parking fee cannot exceed the allowable two-way taxicab fare, plus allowable tip, to and from the terminal.

What if I travel on AABEC business with another AABEC traveler and he drives his car; what expenses can I claim?

Since mileage can only be paid to one traveler (i.e., driver of the car), you cannot be reimbursed for mileage. However, you will be allowed per diem at the rate specified in your travel authorization for the required period of travel and temporary duty.

Are there any limitations on the time that can be taken for travel by automobile?

300 miles per day when the automobile is used for the convenience of AABEC, and the entire day is spent in traveling. If the automobile is authorized for the convenience of the traveler, travel time is limited to that of common carrier.

Travel Advances

How much can I get?

Advances of funds will generally not exceed the amount of per diem allowance multiplied by the number of days you are expected to be in travel status.

Is it necessary for me to attach receipts to my expense form?

Yes, for expenses, other than those covered by your per diem allowance, for which you seek reimbursement.

What if I can't get a receipt?

If a receipt is unobtainable, you must explain this on your expense form.

B. COST SHARING

MOREHEAD STATE UNIVERSITY

The contributions of the Grantee and other sources in the conduct of the Appalachian Adult Basic Education Demonstration Center projects have been considerable in the planning phases to date.

Many persons on the professional staff of Morehead State University have continually assisted project development in advisory meetings and in problem solving. Equipment, personnel and materials have been made available to the new Center by the University and related University Projects programs such as Upward Bound, Eastern Kentucky Development Corporation, University Public Relations Department and many others.

With the continued development and expansion of the Demonstration Center, additional University facilities, space and equipment, will further contribute to cost sharing aspects of the Center in:

1. The Learning Laboratory

The Learning Laboratory will utilize the entire facilities of the University as may be required in the conduct of: demonstration adult basic education classes, inservice training programs for teachers, administrators, counselors - all related manpower training efforts serving the Appalachian Region, including personnel from other community development fields, and; in the conduct of workshops, seminars conferences and related activities of the Center for

common utilization by states and groups concerned with adult basic education. The contribution of the University to the Learning Laboratory as it grows will be immense.

The Center in the future may be conducting regular University graduate courses in adult education and basic adult education, as well as, terminal training for para-professionals within the framework of the community junior college facility.

The regular rental fee for classroom facilities established by the University is \$2,100 per average classroom per year. The scope and number of classrooms that might be used by the Center cannot be stated. The utilization of the Learning Laboratory facilities of the University will be dependent upon the progress of the Center and state module development in the future.

2. Materials Center

The Materials Center will be established in and function as a part of the University Multi-media Center which, already, represents an investment of approximately \$85,000 and includes audio-visual aid equipment for use in the Learning Laboratory and appropriate graphic arts equipment for the development of adult basic education materials.

3. Storage Bank and Information Center

The extensive library facilities of the University, 150,000 volumes, has the capability of housing and serving the Demonstration Center. Funds requested for this phase of the Center will provide a complete microfiche library of all adult basic education information, materials and texts available to serve the Learning Laboratory, and the region, states and groups.

The necessary equipment for microfiche systems have been made available to the Center through the library facility.

The utilization and coordination of these common facilities will avoid duplication, increase the potential service of the existing facilities, and enable the Center to provide the region with proposed central service in adult basic education.

STATE MODULE FIELD UNITS

The eight or more state modules each, potentially, with one or two demonstration field center projects each with major objective effort to involve other agencies and community groups in these projects creates an area of "cost sharing" and contributions that may, very well, be exceedingly high.

Each of these state modules, in the preparation of field unit demonstration proposals, have been requested to indicate all contributions of other related groups and agencies. Although "cost sharing" and contributions to

the state module projects will vary in each instance, they will include: local university and college services; building facilities and space; leadership; instructional services; and, perhaps, most important, a willingness for coordinative service and action.

D. INDIRECT COSTS

Indirect costs are computed at the rate of 20% per cent of salaries and wages as approved.

Indirect costs are interpreted broadly as payment to Morehead State University for business office service, payrolls and necessary audits as required.

SUPPLEMENTARY SECTION

STATE MODULE APPLICATION FOR AN
ADULT BASIC EDUCATION DEMONSTRATION FIELD CENTER

APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER

DEMONSTRATION, AND DEVELOPMENTAL RESEARCH PROJECT
FOR PROGRAMS, MATERIALS, FACILITIES AND EDUCATIONAL TECHNOLOGY
FOR UNDEREDUCATED ADULTS

STATE MODULE APPLICATION FOR AN ADULT BASIC EDUCATION DEMONSTRATION FIELD CENTER

under

ADULT EDUCATION ACT OF 1966

(P.L. 89-750, 1966, Sec. 309 (b) "Special Experimental Demonstration Projects")

PROPOSAL TITLE: _____

State Module Submitting: _____

Name of School District or Agency: _____

Name of County: _____

Address: _____

The attached application, containing a program description and budget, is a proposal to establish and conduct an Adult Basic Education Demonstration Research Project under the auspices of the Appalachian Adult Basic Education Demonstration Center, Morehead State University outlined herein. If approved, this project will be conducted in accordance with the laws, regulations and agreements indicated.

Name and Address of Legal Agent
Providing Adult Basic Education
Special Experimental Demonstration
Project by authority of its governing
Body and Within Scope of its Corporate
Powers.

Approved by the Appalachian Adult
Basic Education Demonstration Center

(Date)

(Date)

Approved by the Morehead State
University Director of Research
and Development.

(Date)

Corporate Seal

This guide is intended to describe the purpose, requirements, and procedures for developing state module proposals in "A Demonstration, and Developmental Research Project for Programs, Materials Facilities and Educational Technology for Undereducated Adults." Emphasis is on those relationships involving the Appalachian Adult Basic Education Demonstration Center with a local school division within the Appalachian region, for achieving the goals of special experimental demonstration projects in adult basic education as established by Title III of the Adult Education Act of 1966, P.L. 89-750, Section 309 (b).

Local school divisions or agencies operating "special experimental demonstration" projects in adult basic education under the Appalachian Adult Basic Education Demonstration Center are expected to comply with Federal requirements and fulfill the purposes of the Appalachian Adult Basic Education Demonstration Center.

1. GENERAL PROVISIONS

A. Purpose

In coordination with other efforts directed toward the educationally and economically deprived, the Appalachian Adult Basic Education Demonstration Center, under Title III, of the Act herein projects a plan to assist and coordinate local school divisions and/or agencies called Appalachian Adult Basic Education experimental Field Units, in developing Adult Basic Education experimental demonstration projects which (1) involve the use of innovative methods, systems, materials, or programs which may have national significance or be of special value in promoting effective programs; (2) involve programs of adult education, carried out in cooperation with other Federal, federally assisted, State or local programs which have unusual promise in promoting a comprehensive or coordinated approach to the problems of persons with basic educational deficiencies; and (3) afford reasonable assurance of progress toward elimination of the inability of adults to read and write English and toward raising their level of education thereby making them less dependent on others and better able to obtain or retain a more productive or profitable employment.

II. LOCAL PROGRAMS OF INSTRUCTION OF THE APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER STATE MODULE FIELD UNITS

A. General Description of Field Unit Projects

State module proposals will deal with experimental demonstration-research field unit programs of instruction in Adult Basic Education focusing primarily upon individuals 18 years of age and over and whose communicative and computational skills are below an 8th grade level of achievement, with a resultant substantial impairment of their ability to adapt and function successfully within contemporary society.

B. Appalachian Adult Basic Education Demonstration Center Approval of Local Programs

1. General Policies

In approving local educational agency projects as developed by state module and state advisory committees, the Appalachian Adult Basic Education Demonstration Center shall base its decisions and subsequent actions on the following:

- (a) The project will involve the use of innovative methods, systems, materials, or programs which may have national significance or be of special value in promoting effective programs under this title.
- (b) The project will involve programs of Adult Education, carried out in cooperation with other Federal, federally assisted, State, or local programs have unusual promise in promoting a comprehensive or coordinated approach to the problems of persons with basic educational deficiencies.
- (c) The project will focus upon individuals who have attained age 18 and whose lack of basic education skills constitutes a substantial impairment of their ability to adapt and function successfully within the contemporary society.
- (d) The curriculum will revolve around a core of elementary language arts and arithmetic through the 8th grade level.
- (e) The project will involve all and specifically focus on one or more of the Appalachian Adult Basic Education Demonstration Center seven project components. There are seven components to the total demonstration-research program of the Appalachian Adult Basic Education Demonstration Center with sub-objectives for each component. State module field unit proposals should emphasize one or two of these components and include elements of all components:

- (1) OUTREACH - ascertaining the most expeditious means of utilizing existing or new and unique methodology of retention and recruitment.
 - (2) DIAGNOSIS - Tests, inventories, descriptive materials currently used to evaluate adults and adult basic education programs; new tests, inventories and techniques will be subject to research and evaluation.
 - (3) MANPOWER - identification of the type of professional personnel, their characteristics and training needed in the program.
 - (4) MATERIALS AND CURRICULA - the adaptation of existing curricular materials; the development of new materials, media and design to meet defined needs in a life-centered approach; and, to determine curricular needs to facilitate job entry.
 - (5) METHODS AND TEACHING TECHNIQUES - the development of pilot training programs, different methods and resources which will develop teacher competencies in approaches of instruction.
 - (6) CONTINUAL AND TERMINAL COUNSELING - making counseling the focal point for other elements of guidance in a comprehensive manner; training and preparation to guide the undereducated adult to assimilate and integrate personal-social behavior and educational-vocational information consistent with his educational and social developmental stage.
 - (7) PLACEMENT AND FOLLOW-UP - procedures developed for assuring meaningful educational and vocational placement and follow-up; for the assessment of the effectiveness of the program; and, a method of ascertaining and satisfying further needs of the enrollee.
- (f) The comprehensive Adult Basic Education class shall be sufficiently broad in scope to include such pertinent areas as health education, consumer education, citizenship, and home management.
- (g) The project will interrelate efforts and interests of all agencies concerned with the undereducated adults in the area.

2. Program Criteria

In establishing criteria for approval of state module field unit projects, the Appalachian Adult Basic Education Demonstration Center will give consideration to factors such as the following:

- (a) "Whether and to what extent the project involved the use of innovative methods, systems, materials, or programs which may have national significance or be of special value to promoting effective programs to encourage and expand basic education 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.
- (b) Whether and to what extent the project is to be carried out in cooperation with other Federal, federally assisted State or local programs which have unusual promise in promoting a comprehensive or coordinated approach to the problems of persons with basic Educational deficiencies.
- (c) Whether and to what extent the project has unusual promise in establishing or improving instruction in speaking, reading, or writing the English language at the eighth grade level or below.
- (d) Whether and to what extent the project is related to and is carried out in conjunction with a teacher-training project in adult education.
- (e) Whether and to what extent the applicant proposes to make periodic, systematic and objective reviews and evaluations in order to determine the status and progress of the project in terms of its overall objective.
- (f) Whether and to what extent there will be effective administration and supervision to assure efficient and economical operation.
- (g) Whether and to what extent the project is soundly designed and has educational significance; the project will utilize competent and adequate personnel, both professional and administrative; the applicant has and will make available adequate facilities to insure successful carrying out of the project.
- (h) Whether and to what extent the project will result in the development of new materials and methods which may be of value in increasing the effectiveness of basic educational programs for adults."

C. Terms and Conditions for Approval of Programs of Instruction

In prescribing terms and conditions for the approval of state module proposals, the Appalachian Adult Basic Education Demonstration Center shall require that such programs comply with the following:

1. **Instruction**
The project will contain a definition of the scope of the instruction to be provided.
2. **Recruitment and Selection of Students**
The project will endeavor to enroll adults in need of basic education, within the specified area, especially those adults in the lowest income groups who have the greatest educational deficiency.
3. **Tuition, Fees, and Other Charges**
No project of instruction will require of the adult basic education student a condition for the payment of tuition, fees, or other charges, or the purchase of books or materials.
4. **Duration and Intensity of Instruction**
Each project of instruction involved will be sufficiently extensive in duration and intensive within a scheduled unit of time to satisfy objectives of the act and experimental demonstration-research criteria.
5. **Adequate Facilities and Materials**
Facilities such as classrooms, libraries, and laboratories; and materials such as instructional equipment, supplies, teaching aids and communications media will be suitable and adequate in supply and quality to enable attainment of the educational objectives of the program of instruction.
6. **Guidance and Counseling**
Each local program of instruction will provide sufficient guidance and counseling services.
7. **Health Information and Services**
Whenever possible, local program authority should mobilize agencies to assist adults in need of basic education in obtaining health information and related services.
8. **Reports**
Local school divisions and/or agencies responsible for special experimental demonstration field unit project development will submit such reports on such forms and containing such information as the Appalachian Adult Basic Education Demonstration Center may require in carrying out its responsibilities, and will keep such records afford such access thereto, and comply with such other provisions as the Appalachian Adult Basic Education Demonstration Center may find necessary to assure the correctness and evaluation of such reports.

D. Application Procedure

1. State module research demonstration field units making application under the Appalachian Adult Basic Education Demonstration Center, a special project of the Adult Education Act of 1966, Section 309, (b), must present to the Appalachian Adult Basic Education Demonstration Center, basic information relevant to the following guidelines for proposals.

Guidelines for proposal development for the Appalachian Adult Basic Education Demonstration Center

- A. Problem: Should be identifiable with seven component area sub-objectives of the Appalachian Adult Basic Education Demonstration Center.
- B. Objectives: Should be stated from a behavioral change standpoint.
- C. Rationale:
 - (1) Explanation of reasons or principles
 - (2) Geographic and demographic information (Utilize form, A.A.B.E.D.C. - 10)
- D. Related Work:
 1. Review of related research.
 2. Review of other projects.
- E. Procedure:
 1. Clearly by steps
 2. Indicate when each step is to be accomplished
 3. What is to be produced?
 4. Build in evaluative design
- F. Evaluation:
 1. Give procedure design
 2. Plan evaluation in terms of objectives (a system analysis approach)
- G. Budget: (Estimated expenditures) (Form Appalachian Adult Basic Education Demonstration Center 113601-20):
 1. Personnel
 - a. Salary and wages
 - b. Number of positions
 - c. Salary per year
 - d. Number of months
 2. Consultants
 3. Travel
 - a. Tips
 - b. Mileage per trip
 - c. Cost per trip
 - d. Days per trip
 - e. Per Diem
 4. Communications
 - a. Postage
 - b. Telephone
 - c. Printing
 5. Equipment
 6. Space

2. In order to facilitate the application process, there are three forms for state module proposal development and local level use. Each should be submitted in duplicate to the Appalachian Adult Basic Education Demonstration Center. Forms involved in filing application are the following:

Form A.A.B.E.D.C. 10-Local Program Application, Demographic Information

Form A.A.B.E.D.C. 113601-20--Budget Request

Form A.A.B.E.D.C. 113601-30--Budget Summary

Each of the above forms can be found in the last section of the Guide.

III. PERSONNEL SELECTION AND CERTIFICATION

The responsibility for selecting and employing personnel in state module field units rests with the local school division or agency authority. Valid certification and acceptable credentials should be commensurate with local and/or state requirements.

IV. FISCAL CONTROL AND FUND ACCOUNTING PROCEDURES

A. Payment of Funds to Local School Divisions

1. General Policies

Payments made to local school divisions administering adult basic education experimental demonstration field unit projects under the Appalachian Adult Basic Education Demonstration Center may be made either in advance or by way of reimbursement to be determined in accordance with terms and conditions of agreement. All requisitions for cash payment and supporting documents must be submitted within that current operating quarter of the conduct of the project.

2. Procedures

Expenditures by local school divisions or agencies conducting state module experimental demonstration field unit projects under the Appalachian Adult Basic Education Demonstration Center may be made either in advance or by way of reimbursement by the Appalachian Adult Basic Education Demonstration Center, Morehead State University, when these agencies submit claims for payment in accordance with applications previously submitted to the Executive Director of the Appalachian Adult Basic Education Demonstration Center, who reviews them and if in accordance with applications previously approved, approves such documents. The approved requisition will be used as authority by the Business Office, Morehead State University, to issue vouchers on which Morehead State University reimburses.

3. Proration of Expenditures

When expenditures are partially attributable to the field unit project activities they will be prorated in terms of the percentage of service applicable to those activities. This applies to prorating costs of salaries to be paid personnel, travel expenses specifically for adult basic education, equipment and supplies, and other allowable items.

Records to substantiate the proration of allowable expenditures will be maintained at the Appalachian Adult Basic Education Demonstration Center and local level.

B. Local Fiscal Records and Auditing

The official accounts and documents showing receipts and expenditures by the local school division for state module experimental demonstration field unit projects under the Appalachian Adult Basic Education Demonstration Center special projects Adult Basic Education, Title III Elementary and Secondary Amendments (P.L. 89-750, Section 309 (b)) will be maintained in the offices of the local educational agency. Complete records will be maintained for three years after the close of the fiscal year in which the expenditure was made by the local educational agency or until officially notified of the completion and acceptance of the Appalachian Adult Basic Education Demonstration Center's Federal audit, whichever is later.

1. Retention of Records: Local Level

In order to be ready for the audit, the local school division must have available for each fiscal year's participation in the Appalachian Adult Basic Education Demonstration Center, Title III, the following records:

- (a) A copy of each approved local project application
- (b) A copy of each invoice for materials and supplies purchases, salaries, etc. for which reimbursement was claimed on the requisition for reimbursement. This invoice (or purchase order) should show date, materials and supplies we received, date of payment, and check or warrant number.

Records supporting the accountability for the disposition of nonconsumable equipment costing \$100.00 or more, purchased for special experimental demonstration projects under the Appalachian Adult Basic Education Demonstration Center (whether from Federal or matching funds) shall be maintained until notification of the completion of the review and audit covering the disposition of such facilities and equipment. (Note below C. 1.)

C. Disposition of Facilities and Equipment, Including Loss

Whenever items of equipment, each initially costing \$100.00 or more, in which the Federal Government has participated are sold or no longer used for adult basic education purposes, the Federal Government shall be paid or credited with its proportionate share of the value of such facilities and equipment at that time, the value being determined on the basis of the sale price in the case of discontinuance of use or diversion for other adult basic education purposes. The Appalachian Adult

Basic Education Demonstration Center agrees that inventories and records will be maintained for all items of equipment and of whether such facilities and equipment continue to be used for a purpose provided under the Act. The local school division shall hold the title to such facilities and equipment.

Purchase or Rental of Equipment

When equipment exceeding a cost of \$100.00 is needed for the conduct of special experimental demonstration projects, it is strongly recommended that such equipment be obtained in a contracted services or rental agreement with the local school or agency authority.

It is hoped that localities will have equipment costing \$50.00 or more insured and covered, when possible, under their existing local policies, since it is impossible to use Federal funds to insure such equipment.

If lost equipment is covered by a local school division insurance, a statement shall be made showing the amount of insurance collected for the item. This statement should be placed with the records of the replaced equipment. A copy of this statement is to be forwarded to the Appalachian Adult Basic Education Demonstration Center office along with identification of the new (replacement) equipment.

D. Expenditures under the Appalachian Adult Basic Education Demonstration Center Plan

Appalachian Adult Basic Education Demonstration Center funds from Federal financial participation will be used to reimburse local school divisions for approved programs in the amount, up to 100% but wherever feasible, should not exceed "90" percent of the services performed in the interest of the adult basic education experimental demonstration program. The amount of such required non-Federal contribution will be stated in the agreement and will be determined on the basis of the resources of the institution and the scope and significance of the project. The "10" percent matching funds may be in the form of State or local cash or a combination thereof, and should be in cash or in kind definition.

1. Direct Costs.

- (a) Salaries of the professional and clerical staff, including all amounts deducted or withheld as contributions to retirement, health or other welfare benefit funds maintained for such staff. Funds will be used for reimbursement on salaries of professional adult basic education personnel for time spent on activities related to adult basic education experimental demonstration programs and services under the Appalachian Adult Basic Education Demonstration Center plan, such as teachers, supervisors, directors, guidance and counseling, personnel, and administrators.

However, such personnel who are employed are paid under contract for a scheduled work day, cannot receive additional pay from another source within the same working day. After the working day, funding is possible, permissible and proper for school staff personnel to accept such compensation without penalty to the reimbursement of their regular position.

2. Employer's Contributions to Retirement, Health, Workmen's Compensation, and Other Welfare Funds Maintained for Employees of the Grantee.
3. Fees and Approved Expenses of Consultants.
 - (a) Fees and approved expenses may be paid to consultants, advisory committees, and other persons or groups acting in an advisory capacity to the local school division with the approval of the Appalachian Adult Basic Education Demonstration Center.
4. Travel Expenses of Staff and Consultants, Thereto, in Accordance with Established Appropriate State, Local, or Institutional Travel Regulations and Limitations.
 - (a) At the local level travel expenses of state module field unit adult basic education personnel, shall be consistent with the policy of the local school division or agency. Travel allowance is intended for the use of covering travel between schools or that which shall be directly related to the operation of the Adult Basic Education program. Typically, the local supervisor's travel would fall under this category. However, the teacher, in traveling only their residence and the school at which she teaches, would not be covered.
 - (b) Reasonable travel expenses of consultants, and other persons or groups acting in an advisory capacity with respect to approved adult basic education programs may be reimbursed for actual expenses incurred in carrying out responsibilities. Reimbursement will be paid on the basis of claims submitted for actual travel expenses, in accord with State, local, or institutional designated schedules.

Travel expenses of staff and consultants in connection with local committees, workshops, and conferences are considered eligible costs of reimbursement; this will be accomplished in accordance with established travel regulations and limitations.
 - (c) Transportation expenses of adult basic education students may be paid to the locality when school bus transportation is provided for one round-trip daily between the student's place of residence or employment and the school, with the approval of the Appalachian Adult Basic Education Demonstration Center.

- (d) Travel and transportation costs may not be paid in excess of costs of transportation by common carrier, in excess of reasonable rates established by the State or such other rates approved by the State Department of Education.
5. Communications Costs.
6. Supplies, Printing, and Printed Materials.
7. Rental of, or, where Economically Justified, Purchase of Office and Program Equipment.
- (a) Federal funds may be used for the acquisition, maintenance and repair of instructional equipment, supplies, and teaching aids for the adult basic education state field units, with the approval of the Appalachian Adult Basic Education Demonstration Center. (Reference: page "C. Disposition of Facilities and Equipment, Including Loss" Item 1 "Purchase or rental of equipment.")
- (b) "Instructional equipment, supplies and teaching aids" means equipment, supplies, teaching aids (including reference materials, and textbooks to be retained by the local school division, used by authorized adult basic education personnel or by their students in learning, and an instructional program.)
8. Rental of Space.
- (a) Rental of space may include the cost of utilities and custodial services if: The cost does not exceed comparable rental on a square foot basis in the particular locality for the period of occupancy; the expenditures represent an actual cost; and, like charges are made to other agencies occupying similar space for similar purposes. Rental space in any building to the extent constructed with funds obtained from Federal Government or with funds expended for matching purposes under any Federal program is not allowable cost beyond the cost of utilities and custodial services.
9. Minor Remodeling of Space in Publicly Owned Buildings to the Extent that Such Costs Are Not Included in Rental.
10. Utilities and Custodial Services to the Extent Not Included in Any Other Item in This Section.
11. Other Related Expenses.
Administrative overhead expenses such as salaries of clerical personnel, communication, utilities, office equipment, supplies, printed and published materials, and rental space to the extent provided above.
12. Indirect Costs.
Indirect costs, if any, will be determined on the basis of negotiation in accordance with prevailing policies in effect at the time the grant is made.

APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER

State Module Application for Experimental Demonstration Field Unit Project

SUPPLEMENTARY INFORMATION

POPULATION (Area (s) of Service)

1. CERTIFICATION OF NEED FOR ADULT BASIC EDUCATION

Information can be found in the U.S. Census of Population 1960.

(County (s))

Number of adult 18 - 24 years of age who have less than 8 years of formal schooling.

Number of adults 25 years of age and above who have less than 8 years of formal schooling.

Number of persons 18 years of age and above who have less than 8 years of formal schooling.

2. Number of ADCU workers reported in county

3. Number of children in the county from ADCU homes

4. School Statistics (Past year):

a. Enrollment High School (include 9th grade)

Elementary (1 - 8)

b. Number of School Dropouts (past year)

5. Military Service Rejection Rate

GEOGRAPHICAL AREAS:

1. Geographical area (s) to be served by this proposal:

Attach a county map (or area of service map) indicating service area and facility location (s).

2. Reason or reasons for selecting this particular area (s).

COLLEGE AND/OR UNIVERSITIES

Are there Colleges or Universities within your immediate service area?

Yes () No ()

(Name of Institution)

(Address of Institution)

Are there specific Colleges or Universities that currently provide the project area with services?

Yes () No ()

(Name of Institution)

(Name of Institution)

(Address of Institution)

(Address of Institution)

COMPUTER SERVICE

Where, if any, is the nearest COMPUTER SERVICE CENTER?

Yes () No ()

(Name of Center)

(Address)

LOCAL PLANNING OR ADVISORY COMMITTEE

Please list the name, agency, address and telephone numbers of those persons serving on the LOCAL planning or advisory committee for this state module demonstration field unit proposal:

(Name)

(Name)

(Position)

(Position)

(Address)

(Address)

(Telephone)

(Telephone)

Agency Involvement

List other agencies to be involved in your project and indicate briefly the extent of their involvement: (CAP; MDTA; Title III (P.L. 39-10) University or College/Welfare (Title V)/Health Department/Economic Security/Regional Commissions or Associations/State Department of Education/Labor, Business and Industry/HUD

Agency:

Responsible Representative:

(Name)

(Address)

Involvement in the Project:

Agency:

Responsible Representative:

(Name)

(Address)

Involvement in the Project:

Agency:

Responsible Representative:

(Name)

(Address)

Involvement in the Project:

Agency:

Responsible Representative:

(Name)

(Address)

Involvement in the Project:

Agency:

Responsible Representative:

(Name)

(Address)

Involvement in the Project:

Agency:

Responsible Representative:

(Name)

(Address)

Involvement in the Project:

Agency:

Responsible Representative:

(Name)

(Address)

Involvement in the Project:

SPECIALIZED MATERIALS AND EQUIPMENT

The experimental demonstration field unit projects are to be innovative in at least one of several component objective areas. Identify innovative materials and equipment to be used or tested in your project:

1. CURRICULA MATERIALS

Include illustrative material and information with proposal.

_____	_____
(Title or Name)	(Title or Name)
_____	_____
(Publisher)	(Publisher)
_____	_____
(Address)	(Address)
_____	_____
_____	_____
(Cost per unit)	(Cost per unit)
_____	_____
(Number of units anticipated)	(Number of units anticipated)

2. EQUIPMENT

Include illustrative brochures and related information with proposal.

_____	_____
(Equipment designation)	(Equipment designation)
_____	_____
(Manufacture)	(Manufacture)
_____	_____
(Address)	(Address)
_____	_____
_____	_____
(Cost (rental) per unit)	(Cost (rental) per unit)
_____	_____
(Rental per unit)	(Rental per unit)
_____	_____
(No. of units required)	(No. of units required)

3. TESTING & DIAGNOSIS

Include illustrative materials with the proposal.

_____	_____
(Title or name)	(Title or name)
_____	_____
(Publisher)	(Publisher)
_____	_____
(Address)	(Address)
_____	_____
_____	_____
(Cost per unit)	(Cost Per unit)
_____	_____
(No. of units required)	(No. of units required)

CURRICULA MATERIALS, SURVEYS, TESTS, EVALUATIVE INSTRUMENTS (Local Design)
Many projects will be developing local materials for curricula, survey, testing, evaluation, diagnosis etc. Describe, briefly materials and instruments. Include rough drafts, copies and, where available, pre-test results.

(Title or name)

(Title or name)

(Publisher)

(Publisher)

(Cost per unit)

(Cost per unit)

(Number of units required)

(Number of units required)

SCHEDULE OF SPECIAL PROJECT AND A.B.E. CLASSES

COUNTY (S) _____ SCHOOL OR AGENCY _____

NAME OF PROJECT: _____

Proposed Operational Period of Experimental Demonstration Project

Starting DATE 19____ Month and Year 19____ Ending Date Total Days

TOTAL PROJECT

Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
------	------	------	------	-----	------	------	------	-------	------	------	------

SCHEDULE OF SPECIAL PROJECT A.B.E. CLASS (S)

A.B.E. Number of Class(s) Students

Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
------	------	------	------	-----	------	------	------	-------	------	------	------

No. Hours per day ()
 No. Days per week ()

No. of Days per month ()

Prepared by: _____
 (Name)

Title: _____

Address: _____

Date: _____

APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER
COST OF ADULT BASIC EDUCATION EXPERIMENTAL DEMONSTRATION PROJECT

Project Title: _____

Categories	Amount Requested	A.A.B.E.D.C. Use Only Amount Approved	Local Contribution Cash/In-Kind	Identify Agency	Identify Specific Contributions
1. ADMINISTRATION	\$				
A. Local Supervision	\$				
B. Clerical	\$				
C. Consultant Services	\$				
D. Office Supplies	\$				
E. Other Allowable Items	\$				
2. INSTRUCTION	\$				
A. Instructional Salaries	\$				
B. Instructional Supplies (Consumable)	\$				
C. Guidance and Counseling	\$				
D. Textbooks	\$				
E. Other Allowable Charges	\$				
3. TRANSPORTATION SERVICES (STUDENT)	\$				
A. Transportation	\$				
4. OPERATION OF PLANT	\$				
A. Custodial or Janitorial Salaries	\$				
B. Utilities (Including Telephone)	\$				
C. Custodial Supplies	\$				
5. MAINTENANCE	\$				
A. Equipment (Repair Instructional Equip.)	\$				
B. Other Maintenance and Repairs	\$				

Categories	Amount Requested	A.A.B.E.D.C. Use Only Amount Approved	Local Contribution Cash/In-Kind	Identify Agency	Identify Specific Contributions
6. <u>FIXED CHARGES</u>	\$				
A. Rental of Equipment	\$				
B. Rental of Non-Public Space	\$				
C. Employer Share of Employee Benefits	\$				
D. Other Fixed Charges	\$				
7. <u>CAPITAL OUTLAY</u>	\$				
A. Equipment Purchase	\$				
B. Reference Books, purchase	\$				
C. Minor Remodeling of School Plant	\$				
D. Other Capital Expenditures	\$				
8. <u>COST OF THIS SPECIAL PROJECT (lines 1-7)</u>	\$				

Name and Address of Legal Agent Providing Adult Basic Education Special Experimental Demonstration Project by Authority of its Governing Body and Within Scope of its Corporate Powers

Executive Director, Appalachian Adult Basic Education Demonstration Center

(Signature) (Date)

(Copy to Morehead State University Business Office and Appalachian Adult Basic Education Demonstration Center)

(Signature) (Date)
Business Office, Morehead State University

(Signature) (Date)

1. ADMINISTRATION

1-A Local Supervision:

Name: _____ Phone No. (Office) _____
Supervisor (Res.) _____

Address: _____

ACTIVITIES	% Time
Promotion-"Special Project" Adult Basic Education	_____
Class Visitation	_____
Faculty Meetings	_____
Requisitioning and Securing Supplies	_____
Preparation of Instructional Materials	_____
Counseling	_____
Records and Reports	_____
Other: Responsible for the Total ABE Program	_____

1-a Local Supervisory Expense:

Private Car @ _____ per mile (State, Local Regulation)

(1-a) Supervisor's Salary \$ _____

(1-b) Supervisor's Travel \$ _____ Ext. Mileage _____ x _____
¢ per mile

Total Cost of
supervision \$ _____

(Enter on Line 1-A Form A.A.B.E.D.C. 113601-20)

Provision for allowable costs for supervision will be made on basis of written agreement between participating agency authority and designated representative of the Appalachian Adult Basic Education Demonstration Center. Such agreement shall indicate salary to be paid, reimbursement, job description, and duties to be performed.

1-B Clerical Salaries:

Name	Hours	Rate Per Hour	Total Cost
Total Cost Clerical Salaries			\$ _____
(Enter on Line 1-B Form A.A.B.E.D.C. 113601-20)			

1-C Consultant Services:

Number	Days	Rate/Day (Recommended)	Total Cost
		\$75.00	
Total Cost Consultant Services			\$ _____
(Enter on Line 1-C Form A.A.B.E.D.C. 113601-20)			

1-D Office Supplies:

Quantity	Items	Unit Cost	Total Cost
	Postage		
Total Cost Office Supplies			\$ _____
(Enter on Line 1-D Form A.A.B.E.D.C. 113601-20)			

1-E Other Allowable Items:

Total Cost Other Allowable Items	\$ _____
(Enter on Line 1-E Form A.A.B.E.D.C. 113601-20)	

2. INSTRUCTION

2-A Instructional Salaries:

Name of Teacher (s)	Length of Employment In Hours	Rate Per Hour	Rate Per Month	Total Salary
Total Cost Instructional Salaries				\$ _____
(Enter on Line 2-A Form A.A.B.E.D.C. 113601-20)				

2-B Instructional Supplies (Consumable):

Quantity	Item	Unit Cost		Total Cost

Total Cost Instructional Supplies \$ _____
 (Enter on Line 2-B Form A.A.B.E.D.C. 113601-20)

(If additional space is needed, please use back of this sheet but place total cost on this side.)

2-C Guidance and Counseling Salaries:

Name of Counselor (s)	Length of Employment In Hours	Rate Per Hour	Rate Per Month	Total Salary

Total Cost Counselors Salaries \$ _____
 (Enter on Line 2-C Form A.A.B.E.D.C. 113601-20)

2-D Textbooks; Curricula Materials:

Quantity	Item-Description-Manufacturer	Unit Cost	Total Cost

Total Cost Textbooks \$ _____
 (Enter on Line 2-D Form A.A.B.E.D.C. 113601-20)

(If additional space is needed, please use back of this sheet but place total cost on this side.)

3. STUDENT TRANSPORTATION SERVICES

3-A Student Transportation:

Students	Mileage	Rate	Amount

Total Cost Student Transportation \$ _____
 (Enter on Line 3-A Form A.A.B.E.D.C. 113601-20)

4. OPERATION OF PLANT

4-A Custodial or Janitorial Salaries:

Name	Length In Hours	Rate Per Hour	Total Cost

Describe basis on which proration is made to this program.

Total Cost Custodial or Janitorial Salaries \$ _____
 (Enter on Line 4-A Form A.A.B.E.D.C. 113601-20)

4-B Utilities *Chargeable to this Course:

Item	Quantity	Unit Cost	Total Cost
Electricity			
Water			
Heat			
Telephone			
Sewage			
Other (itemize)			

*Give basis on which proration for each utility is made to this program.

Total Cost Utilities \$ _____
 (Enter on Line 4-B Form A.A.B.E.D.C. 113601-20)

4-C Custodial Supplies:

Item			

Total Cost Custodial Supplies: \$ _____
 (Enter on Line 4-C Form A.A.B.E.D.C. 113601-20)

5. **MAINTENANCE**

5-A Repair and Servicing of Equipment:

Description of proposed repairs and servicing indicating nature and type of equipment involved.

Total Estimated Cost of Repair and Service \$ _____
 (Enter on Line 5-A Form A.A.B.E.D.C. 113601-20)

5-B Other Maintenance and Repairs:

Describe:

Total Cost Other Maintenance and Repairs \$ _____
 (Enter on Line 5-B Form A.A.B.E.D.C. 113601-20)

6. **FIXED CHARGES**

6-A Rental of Equipment:

Equipment, Manufacture	Period Rental	Rate Per Mo. Wk. or Yr.	Total Cost

Total Cost Equipment Rental \$ _____
 (Enter on Line 6-A Form A.A.B.E.D.C. 113601-20)

6-B Rental of Non Public Space:

Building Name--Owner--Owner's Address	Period Rental	Rate Per Mo. Wk. or Yr.	Total Cost

Describe what rental agreement includes (utilities-equipment-other items)

Total Cost Rental of Space \$ _____
 (Enter on Line 6-B Form A.A.B.E.D.C. 113601-20)

6-C Employer Share of Employee Benefits:

Note: List contributions based on salaries reported under Items 1-A, 1-B, 2-A, 2-C, and 4-A.

Social Security
 Based on _____ % of \$ _____ = _____
(Total Salaries) (Contribution to Social Security)

(Enter on Line 6-C Form A.A.B.E.D.C. 113601-20)

7-B Purchase of Reference Books:

Total Cost Purchase of Reference Books \$ _____
(Enter on Line 7-B Form A.A.B.E.D.C. 113601-20)

7-C Minor Remodeling of School Plant (Public Facilities Only):

Note: Some remodeling or improvement to buildings where this instruction is to be given may be reimbursed only where such improvements take place within the utilized floor area. Submit drawing showing changes when necessary.

Location of Building _____

Description of Remodeling	Unit Cost	Total Cost

Total Cost Minor Remodeling Improvement \$ _____
(Enter on Line 7-C Form A.A.B.E.D.C. 113601-20)

7-D Other Capital Expenditures:

Total Cost Other Capital Expenditures \$ _____
(Enter on Line 7-D Form A.A.B.E.D.C. 113601-20)

March 31, 1968

This letter of certification concerns the 9 items listed in the foregoing progress report, The Third Quarterly Report, Grant No. OEG 2-7-005077-5077, under the title of "Demonstration, Developmental and Research Project for Programs, Materials, Facilities and Educational Technology for Undereducated Adults." The report is submitted in accordance with instructions provided by the Office of Education, U.S. Department of Health, Education, and Welfare: Preparing Reports Based on Research Supported by The Office of Education Bureau of Research, Appendix A.--Outline for Progress Reports.

Russell McClure
Director of Business Office
Morehead, Kentucky

George W. Eyster
Executive Director
Appalachian Adult Basic
Education Demonstration Center
Morehead, Kentucky

Date

Date