

**THE APPALACHIAN ADULT BASIC
EDUCATION DEMONSTRATION
CENTER
MOREHEAD STATE UNIVERSITY**

**GEORGE W. EYSTER
EXECUTIVE DIRECTOR**

7 MAJOR COMPONENTS

**OUTREACH
DIAGNOSIS
MANPOWER
MATERIAL AND CURRICULA
METHODS AND TEACHING
COUNSELING
PLACEMENT**

**JUDE T. COTTER
EDUCATIONAL CONSULTANT**

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PREFACE

After traveling thousands of miles through the heartland of Appalachia and interviewing and visiting with scores of students, teachers, counselors, "plain folks," and "big-shots" one issue is crystal clear; The Adult Basic Education program is a PEOPLE program. Much has been written about the need for human understanding, interpersonal relations, and the depth of sensitivity required to deal effectively with adults involved in ABE programs. The manifestation of these concepts was demonstrated in each program connected with AABEDC. To relate the humanness involved would require a report much longer than this document. Yet, who would not be touched by talking to an elderly woman in Alabama who relates her feelings about reading the Bible for the first time, or a young man in Kentucky who received a promotion because he can now read the directions on repair orders, or the 79 year old man in West Virginia who relates with great pride how he wrote his name for the banker when he cashed his retirement check instead of placing his usual X? Certainly the human aspect of ABE was present when another man related, again with great pride, the story of buying his "store" teeth with money he earned on a new job secured after taking ABE classes, it was present when an entire clan rented the local V.F.W. hall to celebrate a member receiving his G.E.D. Certificate - a milestone in his family's history, and it was present in the attitude of the teachers, counselors, and administrators who

are very protective and articulate in the defense of THEIR people, less an outsider judge too harshly without truly understanding the multiplicity of problems involved in working with the people of Appalachia. These facts are mentioned in this Preface because the nature of this report is such that it deals with the structure of the program; it deals with the goals of the program; it deals with the organization of the program; and specifically, it deals with the major components of the program. Through careful analysis of the component parts of a program it is possible to achieve much more than the sum total of its parts; however, the ultimate evaluation of ABE will always be PEOPLE orientated.

INTRODUCTION

This report was prepared at the request of the Appalachian Adult Basic Education Demonstration Center Regional Board of Directors for the Demonstration Center. The contents of this report will supplement the report presented to the Regional Board in Lexington, Kentucky on May 22, 1969. The first report evaluated the degree to which the following seven (7) goals had been achieved:

- (1) Develop a region-wide demonstration and research center within Appalachia with inter-relationships between programs and efforts;
- (2) Marshal and inter-relate human and institutional resources of the region;
- (3) Develop a central learning laboratory and materials center for program coordination and manpower training;
- (4) Develop a diagnostic center to determine educational needs and learning difficulties;
- (5) Develop and stimulate inter-relationships between eight or more Regional states, with demonstration centers utilizing new approaches and innovations for instructional purposes;
- (6) Develop long-range evaluation research to assess materials, methods, and concepts of demonstration centers and programs already in progress;
- (7) Disseminate materials, ideas, research findings to assist other developmental programs.

PURPOSE

The purpose of this report is to describe and comment upon the seven (7) major components designed to achieve the above listed goals.

These components are as follows:

1. OUTREACH
2. DIAGNOSIS
3. MANPOWER
4. MATERIAL and CURRICULA
5. METHODS and TEACHING
6. COUNSELING
7. PLACEMENT and FOLLOW-UP

In summary, this report will examine efforts expended to implement the seven components of the Appalachian Basic Education Demonstration Center. Because all of the data has not yet been secured from the individual State Module, the substance of this report will be based upon personal interviews, observations, notes, analysis of current data, and insights gained during on-site visits to each of the State Modules.

The recommendations for each State Module have been included to provide a overview rather than the fragmented impression received by examining a total project evaluation.

OUTREACH

COMPONENT

OUTREACH

Many approaches to recruitment have been utilized by the State Directors in the Appalachian Basic Education Demonstration Center Program and two facts are overwhelmingly clear:

1. The students who are in the ABE classes had a degree of certainty that the Program was meaningful before they enrolled.
2. The students who are in ABE classes had successfully overcome the initial embarrassment and fear of coming to class.

While there is a multiplicity of problems connected with recruitment, resolving the two points listed above clearly outweigh other recruitment factors such as health, age, transportation, etc., and many approaches and techniques have been successful in achieving these goals. Any discussion of Outreach is complicated because the methods and techniques used successfully in an urban area such as Gainesville, Georgia, Huntington, West Virginia, or Gadsen, Alabama, may have little relevance to resolving rural problems in the more isolated counties in Appalachia. In effect, the discussion to Outreach is not dissimilar to a discussion of Beauty which, of course, has many forms, many types of expressions, many techniques, and a variety of evaluative criteria. At this juncture, many specific types of outreach activities are being conducted throughout AABEDC,

and data will be available to evaluate these specific endeavors within the next few months, However, there is a larger problem in recruitment that requires attention at this time. That problems is the vast number of people to be contacted in an effective Outreach Program for Appalachia.

At the present time, the AABEDC programs are in contact with hundreds of people. People have been sufficiently convinced the programs have meaning - even those required to attend - that they in fact do attend classes. Many people have been helped, through a variety of methods, to overcome the initial fear and embarrassment of joining ABE. However, in Appalachia the number of persons needing ABE number in the hundreds of thousands, even millions! The males alone, include a million-five-hundred-thousand who are over 25 years of age and have less than a seventh grade education.

Clearly, AABEDC must devise some method of reaching vast groups of people if the effects of this program are to be significant for all of Appalachia. This requires planning, on a conceptual basis, that goes far beyond the methods and techniques discussed or attempted thus far in AABEDC.

One of the Outreach techniques which should receive serious consideration is popular T.V., not only on a local level, or even a State level, but a regional level. If ABC and CBS can use T.V. effectively to highlight problems of Appalachia, which they have, perhaps this same media may be effective in producing programs which

could contribute to the resolution of the identified problems. It would be possible, for instance, to have programs which stress the meaningfulness of ABE, and other programs designed to reduce the fear and embarrassment of enrolling in ABE classes.

The problems encountered in establishing regional T.V. as a recruitment device are far beyond the scope of any individual program in AABEDC, however, this area of endeavor might well be explored through the active involvement of the Regional Board of Directors for AABEDC.

Ultimately, the individual who needs ABE will be involved with other individuals who provide services because ABE is a PEOPLE program. The efforts to develop and strengthen interpersonal relations are being developed in a variety of ways in the State Modules through their recruitment programs. It is the larger problem of mass media which requires in-depth attention at this time.

DIAGNOSIS

COMPONENT

DIAGNOSIS

At the present time many tests and inventories are used to diagnose the educational needs of students in the AABEDC programs. In many instances the norms used in the development of these tests have little to do with the population of Appalachia. The norms were established through the use of data secured from large urban student populations. It has been proposed that testing companies become involved in the development of new tests and inventories that more realistically meet the Appalachian needs. In addition to this effort, the standardized tests should be examined for reliability and validity for dealing effectively with the problem of diagnosis. These steps are necessary and important, however, there is another problem in diagnosis which needs attention also, the problem of diagnosis for the "whole" person.

It has been demonstrated many times that ABE students have a need which surpasses the 3 R's. A great deal has been written about the "special" aspects of ABE curriculum when compared with a more traditional curriculum, yet, little or nothing has been accomplished in identifying or diagnosing which of these special problems pertain to an individual student. Some attention should be given to this aspect of diagnosis during the new funding period. Perhaps it would be beneficial to explore, as a regular part of the diagnostic procedure, psychological and environmental scales, tests, and inventories which could be a measure of the "special" needs of ABE students.

While there is enough tangible evidence of difference between regular students and ABE students that special seminars and workshops can be conducted to help teachers deal with these differences; Little or no effort has been expended to measure this tangible difference to the point where it can be diagnosed in an individual student and used to help him. It is a rather simple task to determine reading level but a difficult task to diagnose "special factors" of the ABE student. The difficulty of diagnosing the areas included in ABE, but not connected with the 3R's, should not prevent a concerted effort during the future months to devise special methods and techniques to deal with this problem.

MANPOWER
COMPONENT

MANPOWER

The 1969-70 AABEDC proposal cites specific programs for research and personnel training. All of the proposed endeavors are important and desirable. Perhaps one aspect should be emphasized in this section. That aspect is the training and utilization of the para-professional in the ABE programs. The initial experience of the para-professional in the learning lab in Ohio, and the experiences of the counselor aides in Virginia were sufficiently successful to warrant a more widespread use of this type of personnel in achieving the Manpower needs of AABEDC during the next funding period. Much has been written, researched, and documented about the use of para-professionals in the regular educational program, however, there is little to substantiate either the need or the effectiveness of this type of personnel in ABE.

It has been pointed out that students in ABE classes have problems of a rather unique nature when compared with regular full-time students. These problems have a direct effect upon classroom effectiveness but in many instances the teachers are almost helpless in dealing with these situations, i.e., many of the ABE students depend upon other social agencies such as welfare, A.D.C., state employment services, community health programs, etc., and the involvement of these agencies directly affect the ABE classroom.

A teacher may know of service available for a student, such as family counseling, but due to lack of time and a full-time teaching

load during the day, be unable to contact either the student or the agency. In the Virginia Program the counselor-aides were very effective in visiting ABE students at their home during the day and helping them contact various social agencies. When a student dropped out of class, the counselor-aide made home visits to encourage the person to return to class. Many times the problems which prevented the person from attending class could be resolved by the counselor-aide working in conjunction with a social agency. The testing program, so essential for research, can be administered by qualified counselor-aides. In Ohio, a para-professional is in charge of the learning lab during the day. This woman, with a minimum of training, is capable of supervising a learning situation where over 20 students are studying a variety of subjects with a variety of grade levels. If a student is having difficulty, the para-professional summons the qualified teacher who has been freed to do tasks requiring professional training.

The shortage of qualified teachers prompted the regular school program to hire para-professionals in AABEDC and the increasing need for services which the para-professional can provide should prompt AABEDC to have a concerted, in-depth review of the use of para-professionals as a partial solution of Manpower need in ABE.

MATERIALS and CURRICULA
COMPONENT

MATERIALS AND CURRICULA

A persistent problem in ABE Programs is the lack of suitable curricular materials. The commercially prepared materials, of necessity, must be designed to meet the needs of a wide variety of people with differing abilities and interests or they could not be economically produced in mass production. While these materials serve a useful purpose, the overwhelming majority of ABE teachers feel they do meet all the specific needs of students. In many instances teachers have prepared "customized" materials either by combining the best of the commercially available materials with their own work, or by completely designing original materials which they feel will meet the specific needs of specific groups of people. In the Ohio Module, curricular material has been designed to meet the students' needs to pass the State Driving Test, and in the Virginia Module materials have been written for the selection, orientation, training, and evaluation of counselor-aides. The personnel involved in the preparation of these materials are not "qualified" to do this type of materials and curriculum preparation, but their finished work is meaningful and usable.

During the 1969-70 school year, hundreds of thousands of dollars will be spent to purchase commercially prepared materials in ABE classes throughout Appalachia. Attention should be given to the development of teacher prepared materials. The most common complaints of teachers who would like to develop their own materials is the

lack of time, money, and facilities. In addition to the specifics mentioned in the 1969-70 AABEDC proposal, consideration should be given to the concept of paying for teacher prepared materials. In addition to establishing a Materials Preparation Center at Morehead State University, AABEDC should encourage teachers in other Appalachian States to participate by entering into a contractual agreement to finance up to \$500 for the development of specific units of study.

The encouragement of teacher prepared materials on a flat fee basis, or a cost, plus basis not only provides an opportunity for the persons most familiar with the needs of the students to produce the most meaningful materials, but also provides an opportunity to develop relevant material to be incorporated into a life-centered approach. The implementation and development of this concept should receive additional study and consideration in the materials and curricula section of the 1969-70 AABEDC proposal.

METHODS and TEACHING TECHNIQUES
COMPONENT

METHODS AND TEACHING TECHNIQUES

The range of teaching methods and teaching techniques utilized in AABEDC vary from traditional to innovative. Without exception the most positive responses to methods of teaching, from students and teachers, came from the classes utilizing programmed instruction. In Ohio, Kentucky, and Alabama, the learning lab concept appears to have made more progress than State Modules using a more traditional approach. While the learning lab is in its initial stages in Kentucky, student and teacher reaction is very favorable. In many of the State Modules programmed materials are being used as supplementary material, and the reaction of the teachers and students are very positive. The programs in the 1969-70 proposal should help to advance the specific types of learning and teaching methods for specific groups, however, a larger area of learning should be explored by the Regional Board of Directors.

In many instances the services of education, structurally at least, are similar to services offered many years ago. A school is established and the students must come to the school to receive the services. Many practices have changed to make the learning process easier and more enjoyable, however, with the exception of a few mobile units which in many instances are not very mobile, the student must still come to the class. There are many obvious advantages to this system of teaching but perhaps with the aid of new materials, processes, and technology, it may be possible to bring

the classroom to the home and provide not only individual instruction but a personalized curriculum suited to the needs of the individual.

In addition to the program for FM radio teaching, the use of tapes, E.T.V., programmed material, C.A.I., and other means should be explored, researched, and attempted. The well developed system to provide education to the bedridden student should be explored with an eye to expanding this concept to include remote county areas. The Bell System has devised several programs to connect several remote areas together. In some instances where phones are not available, two way communication is maintained through citizen band radios and micro-wave units. AABEDC does not have unlimited funds of course, however, these concepts, methods, techniques, and processes should be included as part of the initial work to demonstrate the feasibility of this method of teaching in the future.

CONTINUAL AND TERMINAL COUNSELING
COMPONENT

CONTINUAL AND TERMINAL COUNSELING

Perhaps the most critical area of counseling to be explored by AABEDC is method. Over and over one hears the expression, "Well we have to work in a special way with ABE students." The reason this concept is expressed so often is because it is true. Many times a discussion with a counselor will reveal his feelings about his counseling courses in college. Many times he indicates that course work is helpful for a broad background but to be successful you have to "know the people." What this counselor and many like him are expressing is a dissatisfaction with theory when one attempts to apply that theory. This is not surprising when one remembers that most basic counseling theories were developed and refined through the use of college freshmen. The plain fact is that what may work very well for young, intelligent, urban, verbal, articulate, college freshmen may not be applicable to students in ABE.

One of the considerations of AABEDC during the 1969-70 year should be research in methods of counseling which appear to be most effective. Another valuable aspect of counseling which might be explored further in many situations is the use of the counselor-aide. The section on Manpower points out additional facts about the counselor-aide program in Virginia. The success of the program in Virginia coupled with the obvious potential of para-professionals in counseling would indicate far more emphasis should be given to

this aspect of ABE. The use of the counselor-aide will be mentioned in the last section of this report also, as the terminal counseling plays one of the most vital roles in ABE.

PLACEMENT AND FOLLOW-UP
COMPONENT

PLACEMENT AND FOLLOW-UP

In almost every survey of ABE students when the question of "Why are you in ABE?" is asked the most frequent responses are: "To get a better job," and "To better my education." In many instances these responses are the same because when questioned about why a person wants a better education the response is "To get a better job." At this time, very little is accomplished in the area of Placement. This is not only true in AABEDC, but in virtually all ABE programs in the U.S. The problem of Placement is exceeded only by the problem of recruitment. Generally, the teacher does not view Placement as a part of his responsibility. The counselor feels his responsibility ends with a referral to the State Employment Service or another agency, and the ABE administrator sees his responsibility with the educational program. The results of the Employment Services in Placement success with ABE students, and students in other Adult Programs have been uniformly poor.

In most instances a vicious circle is formed with the educators claiming academic success with the student, and the Employment Services claiming the person, even after training, is unemployable. This has, and will continue to raise, a serious credibility gap in the claims made by the ABE Program. In effect, persons come into ABE with a sincere hope that when they complete the course, and particularly if they receive the G.E.D., they stand an excellent

chance of securing or bettering their job opportunities. Many times this does not happen, because the complexities of Placement have not been resolved.

Inter-agency friction is caused when ABE personnel pressure the Employment Service to work harder to secure jobs for ABE graduates, and the establishment of Placement personnel in the ABE program puts them in competition with the Employment Service. In many experimental programs conducted by the U.S. Department of Labor however, the inclusion of Placement personnel in the programs prompted the Employment Service to change the practices and procedures of working with undereducated adults.

The importance of this aspect of AABEDC cannot be over-emphasized. The inclusion of Placement should be an integral part of all planning for each component of the program. A promising thrust in the area of Placement may be in the development of the para-professional. Any true evaluation of ABE will have to concern itself with Placement as a means to determine the real effectiveness of the program.

CONCLUSIONS

The proposal for the 1969-70 funding of the Appalachian Adult Basic Education Demonstration Center Project includes detailed plans to implement a far reaching program. In addition to documenting the findings of the initial efforts of AABEDC, the coming year will undoubtedly contribute the growing body of knowledge of, and resolutions to, the problems of Appalachia.

APPENDIX

SUMMARY OF RECOMMENDATIONS
made in the May 22, 1969 REPORT

ALABAMA

The following recommendations are made to expedite and implement the established goals for the Alabama State Module.

1). If at all possible the ABE classes should continue to the end of May. The reason for this recommendation is that the Perceptoscope equipment arrived in November of 1968, and it was supposed to have arrived in September of 1968. The additional time to run the program through the end of May will provide the Module with enough time to truly evaluate the initial outcomes of the use of the Perceptoscope. Funds are available in that budget to continue until May 30 without additional allocations.

2). During Phase II of the Project it should be a requirement that all students have pre-tests, even though it may be somewhat threatening to students to take the written test. The proper introduction of the test should eliminate most of those fears, and without the use of the standardized pre-test the findings based on the post-test will be invalidated.

3). Immediate consideration should be given to the possibility of having a graduate student from the nearby University become involved in part of the ongoing research aspects of this Program. It is recommended that the following be done:

A). Contacts should be made with the University to recruit an able, intelligent, and willing student to do assigned research for the Project.

- B). Arrangements should be made, if possible, to have this graduate student receive credit for the work that he is doing in research.
- C). Rather than an hourly rate for services rendered to the Project, funds should be set aside to pay for the student's tuition the following school year.
- D). The research paper completed by the graduate student should serve the dual function of providing the requirement for field work for which the student is receiving credit, and valuable information for the State Module and the progress of their Program.

4). It is recommended that the Alabama Module explore the use of a simple evaluation devise described during the general meeting and also during the individual module evaluations. This is the one-to-ten continuum.

1 2 3 4 5 6 7 8 9 10

The use of this continuum should be coordinated with other types of evaluation to determine if there is any correlation between this simple instrument and the regular complex instruments that are used to measure student attitude.

5). Mr. John Rigby, Principal of the Cain School, has indicated that he has two rooms available at this time. It is recommended that Mr. Wilson immediately start an adult day class on a full-time basis, that is, four or five hours a day, four days a

week, and to conduct this Program in a manner similar to the Program being conducted in West Virginia, where the NYC group will act as babysitters while mothers, and other interested adults, may attend on a full-time basis during the day. This class would be taught with the use of the Perceptoscope, and data collected on pre-post tests would be used to make comparisons with students who are involved with the Perceptoscope on a one or two night a week basis. Data collected on the full-time day student using the Perceptoscope would also be available then for comparison of a more traditional type of full-time ABE student enrolled in the West Virginia Project. It is assumed that it would be possible to conduct this program without additional allocation of funds.

GEORGIA

Recommendations of a less specific nature will be found throughout the body of this report. The following are recommendations which should receive immediate attention.

1. While some members of the Advisory Committee have been very helpful, the committee has not met. This committee should be convened at the earliest possible opportunity.
2. A specific training program should be conducted. The methods, techniques, and materials used for this training program should be "packaged" so this approach may be used in other State Modules.

- 3). The method of "involving" students after recruitment should be reviewed. The ability to state the specifics of when, where, and who, are an integral part of the recruitment process.
- 4). Additional information on the Pilot study conducted in Towns County should be secured, and if possible, applied to the present program.
- 5). Serious consideration should be given to established a program in Pickens County based on the goals established for the Gainesville Project.
- 6). The Gainesville Project should be discontinued unless significant changes take place.
- 7). Young Harris College, and all other institutions of higher education in project counties should be approached to secure student recruiters who would be involved in the following manner:
 1. Pay for hours spent would be in the form of tuition grants rather than cash.
 2. College credit would be given by the institution for the student's field work in recruiting.
 3. Papers written on field experience would serve the dual purposes of providing information for the Georgia Module as well as for the course requirements of the sponsoring institution of higher education.

- 8). A concerted program of information to local newspapers should be started. This should include:
 1. Stories of local interest to specific county newspapers.
 2. Stories of overall project goals and achievements to all newspapers for general release.

- 9). A bi-monthly report of the items listed under EVALUATION and RESEARCH should be submitted to AABEDC.

- 10). An orientation for experienced teachers who have not taught ABE classes should be conducted along the lines suggested by Ed Patterson, i.e., specific need of adult students, techniques of teaching adults, real problems of real people, in short, the practical as opposed to the theoretical.

- 11). The possibility of an experimental ABE program in Alto-Vocational School should be explored immediately. This program could be used to contrast ABE classes in other state modules.

STATUS OF COUNTY PROGRAMS:

October, 1968

one class in Towns County
two classes in Rabun County
three classes in Stephens County

March, 1969

two classes in Towns County
four classes in Rabun County
three classes in Stephens County
one class in Banks County
two classes in Hubershaw County
one class in White County
one class in the City of Gainesville
two classes in Union City (as soon as
teachers and location are found.)

Data from the Georgia State Department of Education shows the ABE enrollment in these counties as follows: 62 students in 1968, and 156 students in 1969.

KENTUCKY - COMPUTER ASSISTED INSTRUCTION

- 1). Every effort must be made to have the computer operable.
Perhaps a joint meeting of all parties involved, i.e., phone companies, CEMERAL, AABEDC, EKEDC, representatives from Palo Alto, and others, could expedite the increase efficiency of the terminals.
- 2). Every effort should be made to visit the sites where the terminals are located. These visits can serve the dual purposes of 1). Explaining the delays in the use of the CAI program and 2). Help the teachers with pre-testing and quality control of data recording for future comparisons.
- 3). Each unit must have specific data on students. If the teachers have difficulty with testing or record keeping a person from M.U. or AABEDC should be assigned to assist the teacher on a regular basis.

- 4). There is some evidence that the strictly ABE student has a different attitude than the student involved in occupational or vocational training. The information on the Attitude Scale being developed in Mississippi should be used to measure this difference.

- 5). The teachers involved in the CAI Program should be involved in an in-service training program at Morehead University. The in-service training, in addition to general orientation, should include the following specifics:
 - A. The specific goals of the CAI Program.
 - B. The operation of the terminal.
 - C. The methods for accurate pre-post testing.
 - D. Methods of accurate, specific record keeping.
 - E. Use of simple data collection sheets.

- 6). Cumulative data stored in Palo Alto on the students of the AABEDC students should be made available. These results could be compared with the amount of success encountered by other groups in the U. S. who are using the same programs.

- 7). Every effort should be made to secure the information, both operational and research, being gathered by Stanford, CEMERAL, and EKEDC. Comparisons may be made between data collected by Lou Smith and Paul Pohland and results of AABEDC students. Random selection of records from the Kentucky State Department of Adult Education may also be used to contrast achievement of the CAI students.

Much information and data is currently available from a variety of sources. At this time it is important to have one person responsible for gathering this data. If the results are not amenable to hard research which would have predictive value, it would still provide an excellent basis for continuing research in this area. After visiting two of the terminal sites and talking with teachers and students, I am convinced that the future use of CAI in the overall program would not only be valuable, but a necessity if AABEDC is to achieve its stated goals of reaching the adult population in Appalachia.

KENTUCKY - LEWIS COUNTY AND U. S. LOCK AND DAM

- 1). The use of the Learning Lab should be extended as soon as possible. When flexible scheduling is operational the Lab should operate evenings and possibly week-ends.
- 2). The in-service training portion of the contract with LLA includes a substantial amount of money for Professional Service connected with the operation of the Lab. A representative of LLA could provide the following services on a full-time basis for 10 days:
 - A. Supervise the initial operation of the Lab.
 - B. Work out scheduling problems.
 - C. Conduct the pre-testing.
 - D. Provide on-the-job training in the proper use of programmed material and methodology.
- 3). An active advisory committee should be formed and become involved in the planning of current and future programs.

- 4). Contact should be made with local business and industry to familiarize these organizations with goals of the Project.
- 5). Consideration should be given to the idea of having college students live at the Project this summer. Existing facilities could have up to four (4) college students or VISTA volunteers. In addition to a fine educational experience for the students, the Project could benefit from studies conducted by the students. If possible, the students should receive college credit for this field experience. Pay for the student could consist of room and board for the summer, tuition for the following school year (\$500), and college credit for their summer experience. Research conducted by the students would serve the dual purpose of meeting Project needs for research and the college requirement for documentation of the field experience.
- 6). The use of the large building on the river as a Community Center should be explored.
- 7). The Director, Mrs. Lykins, should have expanded responsibilities. There are several agencies involved at the U.S. Lock and Dam Site #32 Center. If possible, the activities of these organizations should be coordinated. While cooperation exists at this time, increased effectiveness of resources could be gained by having one person responsible for coordination.

- 8). Increased efforts should be made in the use of pre-post testing for each phase of the program. At this time, much data has been collected and future efforts should include the presentation of this data in report form.

The Lewis County Project has great potential of making a very significant contribution to the entire Appalachian area. The facilities, the personnel, the programs, all combine the necessary ingredients for success. This potential may be realized through the research which is currently underway.

MISSISSIPPI

While the Project has not been underway for very long the following specific recommendations may prove useful in implementing both Phase I and Phase II of this program.

1. In addition to innovative, or new, tests and attitudinal surveys and scales, a standard type of instrument should be used.
2. If possible, the 16PF should be administered to the teachers and administrators involved in the implementation of the Mississippi Module. This would provide information, not only on a individual basis, but could be correlated rather easily with the existing records on the dropout and retention rate for each of the ABE teachers involved with the Mississippi Project.

OHIO

- 1). While many advances have been made in the Ohio Project, the "home-centered" and the "life-centered" theory has not materialized. The theory of the "life-centered" and the "home-centered" ABE program having materials developed and evaluated has not been possible. An extensive talk with the Director, Max Way, indicates that at least at this time and in the foreseeable future because of the problems involved in defining and developing curriculum for these two concepts, that it is not possible in this program. If one of the goals of the Ohio Program is to develop a program which could be replicated throughout all of Appalachia then the ability to do that has not been manifested in the Ohio program and I would recommend that to continue this program as originally funded would be unwarranted.

- 2). The new thrust of the Ohio Program should deal with research and a collection of comparative data on diversified groups. The findings for the Ohio Module, and it definitely should be refunded in my opinion, should be based upon the potential to do research. The Ohio Program is the only program that has had an opportunity or has collected specific concrete data on students over a period of time. It has the ability to compare groups that have had a strictly traditional approach with students who have had a strictly learning lab approach. It has the ability to compare these students in terms of achievement, in terms of retention, in terms of absenteeism and in terms of

attitudes both self-concept, and student-teacher attitudes. For these reasons it is recommended that the Ohio Program have a new emphasis, and a new thrust placed on the coming financial year.

- 3). Because of a large amount of data available, it is recommended that Mr. Way immediately hire graduate students capable of doing research groups. This work can be under the direction of either Mr. Max Way, or Dr. Rose, or a consultant in research contracted by the Morehead Program. It is important that the designs and the implementation of research be started as soon as possible. It is important here to point out that much of the research at this time would involve comparisons of groups and the display of data which could be used in larger overall programs at a later time. Graduate students with just a minimum of training at the project would have the skills and capabilities and probably the time to implement such work.

- 4). It is recommended that comparative studies between the home-study group or the life-centered group and the groups contacted in the Virginia program be compared. The similarity of these programs basically involves the home contact and counseling that was given in both instances. The data from both of these groups should be available and should be compared.

- 5). The Ohio Module at this time has a well functioning, well supplied learning lab. It is recommended that in the continued funding of this Program that much of the research and the majority of effort should be centered around the results of this learning lab.

- 6). It is recommended that comparative studies be made starting with the data collected up to this point between the learning lab in the Ohio Module, the learning lab in the Alabama Module, the learning lab in the Louis County Module, and the learning lab in the New Mobile Unit in Alabama.

- 7). It has been demonstrated to the satisfaction of the Director, Max Way, to the Counselor, Mrs. Dorothy VanMeter, and to the teachers involved in the Ohio Program that the learning lab concept has produced far more results than anything that they have tried in the past. It is important at this juncture to provide the structure to verify the subjective feelings of the successes as outlined by the people involved in using the learning lab. It would be possible, for instance, to do comparative studies of the students in the outlying areas of the county who have not had an opportunity to be involved with the learning lab.

- 8). The attitudes of the students toward the teacher, their self-concept, and their attitude toward education should be compared by using the attitudinal scales developed by Dr. Burkett, and the attitudinal scales developed through the research being conducted at Mississippi State University.

- 9). Immediate action should be taken on the following recommendation: Mr. Max Way would like to do a comparison of students using the Piketon School group who would use programmed material and the Highland Bend group in Scioto County as the control group. The Highland Bend Program has been funded for this summer by the Ohio State Department of Education. It would be possible to have mothers come into the learning lab at Piketon while having the children cared for in the child care center that will be operating. It is important that Mr. Way have information as to the feasibility of this study immediately so that he may make the necessary arrangements. At this time it would require additional outlay of funds of perhaps \$2,000. This would include mileage, and it would also include transportation for the mothers. Much of the facilities and structure can be utilized without additional cost

- 10). It has been demonstrated by the Ohio Program that it is possible to have a pair of professional, and in fact a teacher aide conduct the learning lab in a manner that is

conducive to learning for the adult student. It is recommended that one of the functions of the Ohio lab would be the development of a curriculum or sets of experiences necessary to train a person to operate labs in other parts of Appalachia.

- 11). Because of the success of the learning lab in the Ohio Module, and their existing flexible programming, it is recommended that personnel from the Louis County learning lab program visit the Ohio Program and become involved in an in-service training program in the use of the learning lab. It is recommended that this be done over a two or three day period, and not simply an afternoon visit.

The Ohio Module started off with its basic goal to develop a life centered curricula and teaching techniques. This goal has not been reached satisfactorily. What has happened is that a valuable experience has been learned in that, as outlined in the proposal, this type of working with adult people is not a practical program that would have implications for all of Appalachia. More important than this, however, are some of the side effects, or the spin-off effects, that have been accomplished by the Ohio Module. Work with the people in the home curriculum it compared with the work done by the counselor-aides in the Virginia Project, I believe, would tend to reinforce the concept that at times, and with specific people, in specific area there is a dimension of recruiting that will need more than a recruiter with a limited time and limited experience

in talking with the perspective students. The experience the Ohio Program has had is an area that is only obliquely connected to the Morehead portion of program as the success in the area of the learning lab. It is very fortunate for the overall goals of the Morehead Program that the learning lab concept has developed under the dynamic leadership of Max Way. The achievement of the Ohio Program when it is viewed in terms of other existing programs, specifically the learning lab program, has a tremendous amount to offer to all of Appalachia. It is necessary that during the coming year the successes of this Program as perceived by the people involved, be documented and verified and the structure provided so that this type of program can be replicated in other areas.

VIRGINIA

- 1). It is recommended that the project as funded in the past be continued but with a different emphasis placed on the counselor-aides. It is recommended that the program have more involvement along the lines of differentiating a counselor-aide from a person who is strictly involved in recruitment.
- 2). Added effort should be directed to developing the curriculum materials that have been used in the development of the counselor-aides. This program as manifested by the present counselor-aides has been successful and many materials were used in orientating the counselor-aides. These materials should be formed into a "packate" to be available for the other state Modules.
- 3). Additional thought should be given to the specific duties and responsibilities of the counselor-aides. This should be in the form of checklists as well as paragraphs which summarize the types of activities that the counselor-aides have assumed in the Virginia Project.

4). In the new funding it is recommended that the counselor-aides and, the role of the counselor-aide as an extension of the teacher be thoroughly explored. The role of the counselor-aide as a coordinator of many activities for the teacher appears to be a valid role. This should be substantiated during the coming year.

5). It has been demonstrated in other projects that people, other than highly trained counselor-aides can be successful in the recruitment procedure. Therefore it is recommended that one of the areas of responsibility for the counselor-aide in working with the teacher would be the skills necessary to administer the types of tests required particularly, the pre-post testing and the scoring of these tests for the teacher.

6). One of the roles of the counselor-aides which should be explored during the next phase is that of agency contact. While it is possible to have students, layleaders, and many others involved in recruitment, becoming familiar with the goals and procedures of the various agencies which work in adult students takes a great deal of time, and to be effective in the use of agencies as it relates to the students is a very important part of the overall success of the adult student. It has been demonstrated by the Virginia Module that counselor-aides can work successfully with agencies. This area of the program should be expanded and documented.

7). Again, in concerning the difference in the recruitment and counseling functions of a counselor-aide, it is possible to have a number of people involved in a recruitment, however, personal counseling is something that takes time to develop. The approaches, techniques, the philosophy involved

in personal counseling should be developed during the next phase of the program and documented as to what is necessary to replicate this program in other parts of the Appalachia. It would be possible, for instance, for the counselor-aide to do personal counseling at the same time that the class is in session. It would be possible, for instance, for the counselor-aide to meet with the class and talk privately with students who are having personal problems, particularly problems that can be resolved through referrals to agencies with which the counselor-aide has had experience and contact.

8). Another area of involvement for the counselor-aide should be the follow-up. This is particularly true in the case of students who have begun the program, have been involved but no longer attend. In many cases it is not possible for the teacher to visit the students who have dropped out. If the counselor-aide is skillful, knowledgeable, and understanding of the problems of the people in the class, it is very possible that the counselor-aide can then act as an extension of the teacher in contacting the people at home during the day to find out what problems exist, or what reasons exist for the dropping from the class. It is possible that the counselor-aides could resolve these problems if they have had adequate training.

9). It is recommended that the Virginia Module have included in its next budget funds to hire students and layleaders to do recruitment. This would provide an excellent basis to compare the effectiveness of the counselor-aide as a recruiter, and also the effectiveness of indigenous leaders and students. This would serve a two-fold purpose. The Virginia

Project has a need for competent recruiters and it would be possible to compare the results of a multi-approach to recruitment with the results of the multi-approach to recruitment being used in the Georgia Project.

The basic goals of the Virginia Project was to provide training for counselor-aides in the area of counseling and guidance, and to determine desirable characteristics and to ascertain the role and responsibility of counselor-aides in Adult Basic Education. The Virginia Project has been successful in training two counselor-aides to this point. However, when one considers the fact that as a research and demonstration program the results of the Virginia Program should be applicable to all of Appalachia. It is desirable to consider the cost involved in training these two people. The program has been successful, however, as a means of attacking the educational needs of all Appalachia, that is, as a demonstration, the continuation of its program under the original basis is unwarranted as the cost to replicate this program throughout Appalachia would be prohibitive, however, as with some of the other programs the spin-off from the original goals has provided a valuable experience that should be expanded upon. We have found in the other programs that it is possible to train recruiters in a relatively short period of time to give a basic orientation to teachers, college students, and indigenous layleaders and have them perform the recruitment function with some degree of success. What has been discovered in the Virginia Program, however, is a depth that could not possibly be provided by a person who is involved only in a orientation for recruitment.

One of the swerve problems faced by the ABE teacher is the need to know more about the student, to have testing conducted, to have agencies contacted, to have personnel problems resolved, to have follow-up work conducted, to have professionals from agencies provide services to the student, and many other areas, however, in most instances there is not time to do all of the things that are necessary for the adult student.

The role of the counselor-aide as a para-professional might well be the solution to some of the problems that while outside the classroom have a direct effect on student achievement and retention in the program and might be resolved through the use of a competent para-professional counselor-aide.

WEST VIRGINIA

1. The follow-up program should be compared with other existing programs. Regular vocational students are housed in the same building as the experimental group and could provide data for comparisons.
2. Job placement is a problem after the completion of the ABE Program. While the main thrust of the Program is follow-up, efforts should be made in the area of job placement if time and staff permit!
3. A newsletter is currently being planned. This should be implemented as soon as possible and used as an added vehicle for the distribution of news and information.
4. Many of the students in the follow-up study are located in the area. They have not moved away. Much information of an attitudinal nature could be secured by extensive interviewing techniques. It is recorded that graduate students from nearby Marshall University be contacted to work in this, and other capacities during the Summer of 1969. Research conducted by the graduate students under the direction of the Project Director could provide meaningful information for both the local project and AABEDC.
5. Many of the goals of the follow-up assume the ex-students will be employed. In some instances this assumption is false because the employment opportunities are not readily available to the students. An active advisory committee could help, not only as an integral part of the training program, but as possible job placement personnel also. Some consideration should be given to this concept.

The West Virginia Project has the structure for a sound follow-up. The initial problems encountered have, to a large degree, been resolved and the flow of feedback information should soon provide valuable research data on the effectiveness of this approach to ABE.