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Adult Basic Education: An Instructional Program Plan

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**ADULT BASIC EDUCATION
AN INSTRUCTIONAL PROGRAM PLAN**

**A Project Report
Presented to
The Graduate Faculty
Central Washington University**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Education**

**by
Nancy Helen Warnstadt**

May, 1989

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AN INSTRUCTIONAL PROGRAM PLAN**

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The project provides a comprehensive instructional program guide for Adult Basic Education at Centralia College. The project plan will be utilized to help track activities and illustrate accountability, assist in program evaluation, to clarify individual program objectives, and to provide guidelines and assistance to other programs facing similar problems.

The project provides the following information: the setting description, the program mission statement, the instructional model, the component plans, the organization and staffing, program evaluation and a program improvement plan.

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CHAPTER ONE

Background of the Study

Introduction

There has been no formalized written comprehensive instructional plan for Adult Basic Education (ABE) activities that take place at the Centralia College Phoenix Learning Skills Center and its outreach locations. Course outlines which were on file in the instruction office were often not made available, on a regular basis, to new faculty members or to outreach faculty members. In many cases, the outlines had been developed by faculty members who were no longer working for the college. This often resulted in outdated listings of methods, materials, and curriculum. As new faculty members were hired, new ideas, methods and materials, and curriculum were introduced to the program. In order to facilitate these and to see that the information was formalized and made available to all ABE instructors, it was necessary to develop a system for staff to work together to evaluate the current course outlines, materials, and curriculum. It was important that they come to a consensus of opinion regarding such issues as to what the program

goals and objectives should be, what student records should be maintained, and what assessment instruments and materials should be utilized. It was determined that a comprehensive instructional plan that would meet specific identified needs should be developed. Standardized goals and objectives, formalized assessment and placement, student data for tracking and follow-up activities, and an identified core of curriculum should also be maintained.

Statement of the Problem

Centralia College's Adult Basic Education (ABE) program needs to develop a comprehensive instructional plan that provides continuity of services throughout its service district. To meet this need, it was the goal of this project to establish and define a set of agreed upon standards against which our programs performance could be gauged. This set of standards might be utilized in four ways:

1. help track activities and illustrate accountability,
2. assist in program evaluation to determine what needs were or were not being met,
3. to clarify individual program objectives, and
4. to provide guidelines and assistance to other community colleges who face similar problems.

The project includes: setting description, mission statement, instructional model, component plans, organization and staffing, evaluation, and a program improvement plan.

The development of such a plan provides an instructional guide for instructor's use. This activity and its products established program continuity throughout Centralia College's ABE programs. Incorporated into the instructional plan was a tracking system. The system provided needed data on each student. The information enabled instructors to show accountability for their activities. Each student was properly identified, tested, and placed into a specific program component. When a student left the program, instructors were able to obtain follow-up information that provided answers to many questions. Why did students leave? Did they intend to return later or attend a program in another location, and did they have suggestions for how the program could be improved? The collected information also allowed for the completion of end-of-year statistical reports accurately. The information also provided for the establishment of a system for program accountability that would withstand a program audit.

The plan provides for the development of one clear set of program goals, objectives, and student data forms that could be utilized at all program locations. In addition to this, the plan opens new lines of communication between instructors, administrators, and staff members. A holistic approach to planning for the general operation of the Phoenix Learning Skills Center programs became apparent. Staff members began to examine the effects of their work on that of others. This was a new experience for many of them. Many had worked in isolation for a number of years and were unaware that what they did could affect what others did. This was especially important to outreach instructors who traditionally experienced frustration due to a lack of experience in teaching ABE courses, a lack of knowledge concerning course goals and objectives, a lack of familiarity with available measurement tools and their uses, and a lack of awareness of the availability of instructional materials other than what was available at their specific class site.

The plan provides many of the answers to instructor's questions in these areas. Instructors no longer must rely solely on their own wits, frantic telephone calls, and campus visits to seek specific course information.

The plan allows the instructors to plan lessons based upon common goals and objectives. It also provides assessment information for program placement and a listing of available instructional resources.

The plan provides the foundation for evaluation. What happens in the classroom can be measured against identified goals and objectives. Comprehensive student data forms provide accurate information about student population, a uniform method of recording student progress, and a system for collecting information on program strengths and weaknesses. The evaluation process in turn sets the stage for identifying program areas needing maintenance, support, and change or elimination.

First, the development stages require a consensus of opinion. The process of establishing program standards provides a series of open forum meetings for exploring and identifying the scope of the program. Staff members worked as a team to gather data for the development of each component segment. The team approach provides each individual with a sense of ownership for the program content and established a deep sense of commitment by the faculty and staff involved to make the plan a working model. This method helps to focus the attentions and energies of all involved toward the

common program plan goal.

Second, the development of a clear set of standards for planning, managing, and evaluating program activities provides for the documentation and assessment of program successes.

Additionally, the process provides information that assists in identifying priorities and the allocation of resources that helps to realistically limit the scope of the program.

Third, by focusing staff attentions and energies on the development and implementation of a comprehensive instructional plan, avenues for program improvement opened. Monitoring of the implementation process provides a systematic means by which effective program segments could be maintained, while others could be refined or eliminated if they do not meet expectations.

Limitation of the Study

The study is limited to the description of the ABE program location, the refinement of the mission statement, the organization of the curriculum, goals, objectives, activities of each major program component, the program organization and staffing, the evaluation systems, and the development of program improvement plans

Definition of Terms

ADMINISTRATIVE DEVELOPMENT:

Administrative development refers to the provision of opportunities for management staff to participate in learning activities that are designed to enhance the coordination, efficiency, and the responsiveness to the Adult Basic Education Program.

COMPONENT PLAN:

Component refers to the individual program areas included in an Adult Basic Education program. Plan refer to the development of component goals and rationales, student learning objectives and the instructional activities.

CURRICULUM DEVELOPMENT:

Curriculum development refers to identification, improvement and coordination of program goals, objectives, assessment, and resources relevant to the Adult Basic Education student population.

EVALUATION:

Evaluation refers to the collection of formative and summative student and program information for the purpose of facilitating program planning, aiding in program improvement, and meeting the demands of program accountability.

GOALS:

Goals refer to a general statement of the intent of the plan to achieve certain identified results.

INSTRUCTIONAL CONTENT:

Instructional content refers to a description of the subject areas addressed in the Adult Basic Education program and how it is organized.

INSTRUCTIONAL DYNAMICS:

Instructional dynamics refer to the mode of instruction, the learner involvement, the method of progression, and the frequency of instruction.

INSTRUCTIONAL MODEL:

The instructional model portrays the manner in which students progress through the instructional delivery system. The major steps, decisions, and relationships that take place during the instructional process represent the model.

INSTRUCTIONAL SETTING:

Instructional setting refers to the description of the classroom, what materials, supplies, and equipment are being used, how students are grouped, and the student-faculty ratio.

MISSION/PURPOSE:

The mission/purpose statement of the ABE program briefly identifies its major purpose in terms of the student population to be served and the goal for that student population. It generally consists of three parts:

1. the program identity,
2. the goal the program holds for its major student population, and
3. the role the program plays in supporting the institutional purpose. The intent is to communicate the general impression of the program. It provides a central theme from which the more specific goal statements can be arrayed.

ORGANIZATION:

Organization refers to the administrative structure that provides the linkages between supervision, working units, and staff that coordinate to form a functioning unit.

PROFESSIONAL DEVELOPMENT:

Professional development refers to opportunities provided to staff, faculty, and administration which will enhance their abilities to perform their duties.

RATIONALE:

A program rationale refers to the reasons for choosing the program goals.

RESOURCE DEVELOPMENT:

Resource development refers to the development and management of materials, human resources, and fiscal capabilities in a manner that enhances a programs general effectiveness.

SETTING:

The setting describes the geographic and educational context of the program. This summarizes the environmental factors which influence the ABE program. The key elements are the name and location of the institution, the geographic boundaries, the socio-economic characteristics of the service area, and the significant student populations that most impact the organization and delivery of ABE instructional services.

STAFFING:

Staffing refers specifically to the number of positions held, roles played, and functions performed by the key personnel positions within the Adult Basic Education program. Key personnel should be described including their qualifications and major duties.

STUDENT LEARNING OBJECTIVES:

Student learning objectives specifically identify what the student population will be able to demonstrate (knowledge, behavior, attitude, or skills) as a result of the completion of their participation in a specific learning activity. Student learning objectives consist of four basic elements:

1. the student learner,
2. the behavior,
3. the criterion level, and
4. the preceding learning conditions.

Scope and Procedures

This project was organized into seven (7) major components. The first two components required the development of a description of the program location and the refinement of a general mission statement for the ABE program.

The third component identified organization of the curriculum and describes how students moved through the program. The fourth component identified each of the major program components and listed specific goals, student learning objectives, and activities of key personnel. The fifth component covered the organization and staffing of the program. Component six described the evaluation systems used to measure the effectiveness of the program. The seventh and final section covered the development of program improvement plans. Individual component needs were discussed by staff members. A general outline was developed for each component. Tasks were assigned to all permanent staff members. Permanent staff members were selected to work on the project to more easily provide for program continuity. These staff members acted as team leaders. Each team also included non-permanent staff members.

It took approximately nine months to develop the final draft of the instructional plan. Tasks consisted of meeting with staff members, discussing curriculum, setting program goals and objectives, taking an inventory of the available resource materials, evaluating resources, evaluating and selecting assessment/placement instruments, developing and evaluating instruments for the

collection of student data, and drafting and evaluating each project component. These tasks were divided among all of the Adult Basic Education permanent staff members. As each task reached the rough draft phase, staff meetings were held to discuss that particular component. Suggestions often were made to facilitate the completion of that particular task. Additional information was collected from all non-permanent staff members. This was to insure that the information that was incorporated into each final product component was the direct result of all staff member's study, discussion, and agreement. Following the final discussion phase, a final draft was prepared.

A request was made to the State ABE Director to provide assistance by establishing a process for reviewing what had been done. A peer review committee was appointed by the State ABE Director and was given a set of guidelines to assist them. These guidelines were initially prepared by the Phoenix Center staff committee members and were later refined by the ABE Director's office staff. This draft was then submitted for peer review. A committee of five (5) ABE program directors was asked to read and evaluate the final document.

They were specifically requested to:

1. determine that all components were present and positioned in a logical order.
2. check each component for clarity and content.
3. indicate their opinions regarding the practical nature of the goals and objectives. This was especially important as this area contained the "meat" of the program. Equally important for this area was to obtain an indication of its worth in the eyes of other program directors.
4. evaluate the program improvement component and to state an opinion regarding the potential for success in light of the area's population base, program resources, and responsibility levels of staff members.
5. make suggestions and/or recommendations for refinement of the plan.

The resulting suggestions or recommendations were then utilized to provide clarity and refinement to component areas that appeared to be weak or not clearly stated. Review by program peers proved to be a valuable experience to all of those staff members involved in the process.

The people providing the review, in turn, learned a great deal about the process of developing a formal instructional plan. They learned what was being accomplished at another institution, what materials and assessment instruments were being utilized, and how goals and objectives differed from their institution.

The Phoenix Center staff members were able to benefit from having peers review the program products and share various viewpoints. It provided the opportunity to refine program products based on experiences and backgrounds that differed from those in current use. This was accomplished prior to using the plan with program students. It was especially important to have the opportunity for "experts" in the field to look at what was being done. Prior to starting the project, many program staff members thought everything was progressing well. Staff members had realized that some things were not happening or that others had been altered but had given no thought as to which things or the reasons why. Many of the programs had evolved away from their original objectives without having benefited from having the original objectives reviewed and evaluated. A set of objectives are identified. Materials are selected. Lesson plans are made.

Teaching students takes place. As teaching takes place and new materials are added to the curriculum, objectives go through a form of cosmetic surgery. As this process repeats itself over time, the original objectives may disappear entirely or are sometimes radically altered. Also, they rarely have had adequate time to review the objectives and rewrite those needing changes. The decision to look at what was being done, review current literature, institute changes, and develop a program plan as a team created a great deal of positive reinforcement for the staff in general. As a group, they were pleased to be included in the process. The process was viewed positively rather than negatively. Staff members believed their ideas were respected and that they had the power to institute meaningful program changes that would improve the services being provided.

CHAPTER TWO

Review of Related Literature

Current literature concerning instructional planning was reviewed. The literature indicated specific areas of concern which should be established prior to comprehensive instructional planning.

Banks stated:

Program planning is a comprehensive endeavor which requires that student activities, materials, and classroom organization be integrated with one another in such a way as to achieve a stated goal and a set of explicit learning objectives. Such events as the acquisition of texts, the development of teaching techniques, and the construction of curricular scope and sequence charts should not be considered in isolation from one another but as parts of a total educational effort.(Bank, 1981, p. 1-2)

Bank's writing clearly influenced the development of the Phoenix Center's instructional plan. Initial thoughts about what steps should be followed in developing the instructional plan were reinforced by what was found in the available literature.

Woods stated that, "Good instructional planning paves the way for an organized school day and for the smooth delivery of information vital to the academic development of children." (Woods, 1984, p. 88) By combining what was gleaned from both Banks and Woods, staff members were able to adapt much of the literature to what was perceived as needed for instructional planning for an adult population. Most of the literature is guided towards public school age youths. This emphasis toward working with the needs of youth made evaluation of the literature a must. It was necessary to identify those sections that applied to specific adult learner populations needs, and those sections that did not apply and should be eliminated from consideration. Thus, the utilization of current related literature was a more difficult task than just reading and applying what had been read. It required evaluation of the material at a higher level than previously expected. It was necessary to evaluate for quality of the content as well as for appropriateness of the material.

Other literature showed that participatory involvement by all staff members in the planning, discussion, development, and evaluation of each instructional plan component would provide for

the highest level of utilization and acceptance by staff members expected to implement the plan. Hunkins stated:

For optimal curriculum activities to occur, the atmosphere for personal involvement must be permissive, free and assuring. Educators must feel free to examine, investigate, test, and propose changes that will serve to improve the curriculum. However, having groups engaged does not mean that persons will be selected and/or encouraged to participate at various points in the total curriculum process. But not all will be doing the same tasks, nor will they all be involved at the same time. (Hunkins, 1980, p. 139)

According to Afflect, Lowenbraun, and Archer, the "Diversity of academic skills found within any regular classroom, small-group instruction is more appropriate than whole-group instruction for basic academic subjects". (Afflect, Lowenbraun, and Archer, 1980, p. 152) This principle was applied to those staff members that were anticipated to be involved in the project. The staff members also represented a great diversity of skills. To best utilize these diverse skills, it was decided to utilize the subcommittee approach complimented by a series of staff meetings.

As a result of the research, the staff elected to identify the anticipated sub-committee subject areas, establish preliminary membership for the committees, and provide for elimination of possible isolated efforts and/or duplication. A series of all staff meetings were planned to provide for opportunities for discussion and to eliminate the potential for staff members working in isolation of each other and to avoid duplication.

Bank, Henderson, and Eu, 1981, outlined a planning model for the establishment of a new program. They suggest that "Individuals should work by themselves or else in pairs for a prescribed period of time on an agreed-upon problem. Once this is done, ideas may be combined, classified, examined for their usefulness, and then accepted or discarded." (p. 14) They identified a checklist for team leaders that included a section for preparation for meetings, conducting the meeting, as well as many tips and techniques for team planning. These sections provided a step-by-step process for preparing for the leading of meetings and for keeping the meeting comfortable and on track. Some of these steps were incorporated into the planning processes.

Estimation of time needed to accomplish a task, agenda development, task analysis, the need for a recorder, and recapitulation of meeting accomplishments were some ideas that were reinforced by Bank's literature. This literature enabled staff members to move directly ahead instead of struggling with procedures in the beginning stages. It provided a guide for smooth operation of the committee and staff meetings. Each staff meeting agenda included such items as program priorities, wish lists, perceived weak and/or strong areas, and general topic brainstorming. The first staff meeting resulted in comprehensive instructional planning being identified as the major priority. Much program fragmentation had existed between on and off campus programs. Staff members indicated that they would like to see program continuity established between different site locations and instructors. The staff members themselves then suggested the subcommittee approach as the method that would provide the highest level of staff involvement and commitment. The ABE program administrator would work with all subcommittees as well as serve as chairperson for the all staff committee. Further discussion resulted in the development of the initial list of anticipated instructional plan components.

The list of suggested instructional plan components were discussed, refined, and agreed upon. The subcommittees were then formed to work on each component area. It was agreed that each subcommittee would be provided with a clear description of their work assignment. This would include the identification of the content area to be developed, suggestions for how and where information might be gathered, a suggested format, as well as pertinent summations of recent literature concerning individual component areas. Timelines were established for each sub-committee with the schedule of all staff meetings so that reporting dates were clearly identified.

Staff members indicated that in order to be more effective, their work should be "active" ; that is, staff workers should interact directly with each other and with the materials with which they are to be working. Also it was determined a significant amount of training might be needed to enable the staff to adequately perform on tasks that would be unfamiliar to them. Clearly, training and assistance were needed to insure quality of the products.

This was especially true in the case of working with program goals, objectives, and concepts.

It was found that staff members wanted to develop new ones without evaluating the current ones. Bradley stated, "One of the great "Sins" that has been repeated over and over in curriculum development is the reinventing of the goals, objectives, skills, and concepts over and over and over again." (Bradley, 1985, p. 16) It was determined that rather than recreate these, it was more important to evaluate what had already been done. Obviously, some goals, objectives, skills, and concepts were excellent, others needed refining, and still others had been proved deficient and needed to be changed or eliminated. Bradley points out the following:

There are differences between deficiencies and areas that are likely to be improved through planned change. A goal, objective, skill, or concept that is deficient is one that is producing negative results where as an area that can be improved upon is one that is producing satisfactory results but not producing to full potential. (Bradley, 1985, p. 16)

It was extremely difficult to sort out the deficient from those that could be improved upon. The task was made even more difficult because expectations of program outcomes from the local, state and federal levels were not always the same.

These differences caused additional confusion as to what could be changed, eliminated, or had to remain in the plan. Once this sorting occurred, it was easier for staff members to establish and prioritize tasks.

Much literature dealing with individual learning styles indicated that instructors tend to teach as they themselves learn. This meant that a visual learner usually was also a visual teacher. Conversely, a teacher who learns best from listening usually teaches by lecturing. Literature further indicated a need for instructors to be alert to different learning styles of students and attempt to teach in ways that cover the different ranges of learning styles. That is not to say that a visual learner cannot learn through auditory modes in addition to visual modes. Often students needed to be "taught" about learning styles to gain an awareness of their own styles and to participate in different learning activities to help them to learn effectively through other modes of learning. This research was important to the staff members. They had utilized various learning styles inventories for years but had failed to implement the information resources and practices across the curriculum and at all program locations.

Additionally, they decided not to utilize any one inventory. The Kolb inventory was popular with some instructors, while the computerized versions available through Educational Activities publishers were equally popular with other instructors. Still other instructors chose to ignore the entire process. During the planning stages, it was decided that all instructors would review the available information relating to the individual learning styles of their students as well as identify their own styles. It was further decided that methods of teaching would include a variety of modes of instruction to better facilitate students learning. This was to insure equal opportunity to learn by all students no matter what style of learning they were most comfortable with or what style of teaching their instructors were most comfortable with. This research was most important to those working in the curriculum areas of the instructional program plan. Behrman (1984), suggests:

Students receiving structured learning skills instruction had better GPA's after one year than students who did not receive the same instruction.

Further, students receiving such instruction were more likely to remain in college three years later than were students not receiving skills instruction. (Behrman, 1984, p. 326-331) Behrman's research further highlighted the need to be aware of how students learn. This was particularly interesting because of the tendency of many educators to make the formal learning of study skills an informal classroom activity or an accidental outcome of another activity. Formal learning skills courses seem to be reserved for developmental college level activity. Staff members concluded that the general school population would benefit from formal training in this area. Discussion on study skill development proved to have a significant impact on the program planning that was taking place. It was decided that learning skills curriculum was needed at all program levels. It was thought that significant development of learning skill instruction may offset the impact of students' previously ineffective educational experiences. Hobar & Sullivan further support the need to carefully examine the student, intended learning outcomes, and other characteristics for making decisions about how to teach.

They stated, "Key to this model of instructional effectiveness is systematic observation and assistance in personalized, developmental activities." (Hobar & Sullivan, 1984, p. 26-34) O'brien & Pulliam describe an instructional design model which provides both structure and flexibility in lesson planning and in classroom teaching. The model assumes:

Student learning is related to the degree to which: a) students have time on task, b.) teachers establish and use objectives, c.) teachers directly link reading passages, learning activities, questions and evaluation items to objectives, and d.) teachers provide students with both opportunities to practice using newly learned skills and corrective feedback. (Obrien & Pulliam, 1984, p. 197-204)

Instructors looked at this research as reinforcing their strong beliefs about learning and the role of teachers. It became apparent that students learn better when taught in a mode that was compatible with their individual learning styles and when they had received learning skills instruction.

Staff discussion indicated the need to focus attentions on some of the learning strategies that may have been omitted in the students' previous educational experiences. This identified a need to work closely with students to identify their previous educational experiences and attempt to focus on learning the identity of learning strategies that would have a stronger possibility of success than those used in past educational experiences. Such information had a profound effect on the program planning process. Questions were raised where previously none existed. Curriculum, teaching strategies, learning strategies, objectives and goals all were being looked at from a different viewpoint. That "questioning" viewpoint initiated discussion that produced many positive program changes. Especially helpful were bits and pieces of the research information that served to focus staff attention on areas and ideas that had previously been overlooked. Such areas included computer assisted instruction, learning strategies, and some comprehensive teaching approaches and strategies. Such information sparked staff interest and challenged them to work toward program excellence.

CHAPTER THREE

PROCEDURES OF THE STUDY

Introduction

Centralia College's Phoenix Learning Skills Center provides educational activities and special support services for a student population involved in the following program components: Adult Basic Education (ABE), General Educational Development (GED) test preparation, high school completion (HSC), college developmental level reading, English, and mathematics; speed reading, study skills, tutorial assistance, college level mathematics, computer assisted instructional, college transfer correspondence courses, handicapped student services, and college placement testing. Constant program and service coordination was needed. The program director needed to systematically and regularly review all of the programs and services available in the learning center and in the outreach locations. The program director, in preparation for a more formal review process, concluded that program continuity between locations and campus programs did not exist. It was thought that a staff produced comprehensive instructional plan might provide that continuity.

Current learning objectives were not being utilized. Materials listed in the learning objectives were outdated, out of print, or under used. Methods and materials utilized for assessment of students basic skill levels were different at every site. Grading systems were out of date with college guidelines and little or no student progress tracking was taking place. The staffing levels had changed, and almost no program evaluation was taking place. It was necessary to sift through existing documents, materials, course syllabi, assessment materials, class size and completion reports in such a way as to make the start of the process a positive one rather than a negative one. A task force committee was formed to review the existing procedures and the future needs of the programs available in the learning center and its outreach locations.

The Task Force

The makeup of the committee included representatives from the following areas: clerical staff, teaching faculty (full-time and part-time), instructional technicians, classroom aides, and administrators. Their tasks were as follows:

1. gather samples of every course outline, assessment instruments available and particularly those currently in

use, all textbooks currently in use, and all student data and tracking forms available,

2. determine what was currently in use, what should have been in use (according to course outlines), why changes had been made, and
3. prepare a report on the current status of the programs.

The task force met as a group to discuss the task assignment and to determine individual duties of the committee members. Some worked on campus data while others collected data from outreach locations. Once the data had been collected, the committee members attempted to determine where changes had been made and why they had been made. This was accomplished through visits and telephone discussions with teaching faculty members. Comparisons were made between course outline information and current practices. After all of the data was collected, studied, and information was recorded, it was necessary to decide what to do next. This presented a problem as staff were uncertain as to what the next step should be. While it appeared obvious that course outlines needed to be revised to reflect current procedures and materials it was ultimately deemed to be a small part of what was

essential for providing program content and continuity. Program direction, workable goals and objectives, a formalized assessment system, a student tracking system and an evaluation process needed to be developed and agreed upon. What started as a simple program review turned into an in-depth program evaluation and improvement process.

It was arranged through the Center for Program and Staff Development to hire a consultant from the Northwest Educational Laboratory in Portland to provide a training workshop for project participants. Dr. Steve Nelson prepared a full day workshop session in the Seattle area where interested ABE directors and instructors could participate. This helped to insure optimum use of Dr. Nelson's knowledge and skills. Dr. Nelson's training session covered most of the program planning components that had been previously identified. He helped to define the component areas, identify the scope of each component, suggest the limiting factors of each area, and suggest a logical sequence and methodology for the processing of information for each area. Following each component area discussion, sub-committees worked on a sample product for that area.

Next, some of the sample products were critiqued by the entire group. By the end of the workshop, some faculty training and a sample product for each area had been obtained. The samples were far from complete as they had little or no bearing as to how specific programs operated, what materials were being utilized, what assessment tools were being employed, what student data was gathered and how information was being used, or even what specific program objectives were being applied. It did, however, act as a guide for the development of the Phoenix Learning Skills Center plan. The identification of the scope and sequence of each plan component provided information about where to start and where to end. In short, the workshop provided the information that directed actions and removed the indecisiveness that had existed from the beginning stages. Having never written a comprehensive instructional plan, staff members were unsure that the methods selected would accomplish what was needed to provide continuity to the programs. The workshop information confirmed some of our ideas and plans and suggested elimination of others.

Committees

An all staff meeting was held following the training workshop. Information gained at the workshop sessions was broken into program components and specific staff members were identified to head the committee assigned to each component section. As assignments were given to the committees, time lines were identified for task completion. The all staff meeting schedule was also prepared at this time. The program director acted as the chairperson and provided assistance to each individual committee. Each individual committee then appointed a recorder and prepared a schedule of meetings and duties. The director provided a work schedule that set aside four (4) hours per week for the committee members to work on their assigned tasks. All staff meetings were planned to take additional time from the work schedule. These meetings were held less frequently. The major purposes of the all staff meetings were to discuss the research and work of the committees. This was needed to insure agreement of staff members on all basic issues.

The Setting Description Committee

The committee working on the setting description and the mission statement were expected to meet as committees for a very short time. This was due to the small dimensions of their tasks.

The setting description section of the plan was intended to provide information concerning the following :

1. the name of the institution and its location,
2. a description of the geographic boundaries of the institution,
3. a description of the socio-economic characteristics of the service area, and
4. a description of the significant learner populations served by the ABE program.

Much of the setting description information was already available in the College Advancement Office in a very basic format. All that was needed was to revise it to meet the needs of the project.

The Mission Statement Committee

The committee working on the mission statement had little to do. Their task was expected to be brief, no more than a paragraph and probably a single sentence.

It had been an all staff decision, supported by Dr. Nelson, that the mission statement would contain three (3) parts:

1. identification of the program,
2. the goal which the program held for its major learner populations and
3. the role which the program plays in supporting the overall institutional purpose.

Dr. Nelson suggested that mission statements are intended to communicate a general view or impression of a program rather than a detached description of specific services. In short, it was intended to provide the central theme from which specific goal statements are arrived. The program mission statement was basically set by the federal guidelines for Adult Basic Education programs. It took a minor revision to make it apply directly to the Phoenix Learning Skills Center project.

The Setting Description and Mission Statement committees quickly completed their tasks and presented their products during the next staff meeting. After discussion and acceptance of the products by staff members, these committee members were reassigned to other committees.

The five (5) remaining committees met weekly to discuss progress and to problem solve as needed. In addition to the weekly meetings, individuals serving on the committees worked independently on their committee assignments reporting progress during the weekly committee meetings. It was the responsibility of all teaching faculty to provide assistance in the review and further development of course objectives and course outlines.

The Instructional Model Committee

The Instructional Model Committee's task was to provide information about the approach used for organizing and delivering instructional services to learners. Since there were many dimensions that could vary, it was important that the committee identify those dimensions or characteristics that could be agreed upon among the instructional staff. Dr. Nelson identified the following six (6) possible instructional dimensions:

1. the subject matter and how it is organized,
2. the major curriculum resources, materials and special equipment used and how they relate to the instructional scope,

3. the physical setting, grouping, and instructor-learner ratio,
4. the mode of instruction, learner involvement, and method of progression,
5. the frequency and direction of the instruction, and
6. who is providing instruction and what are their qualifications.

The decision concerning what should be included in this section had been agreed upon during staff meetings. It was anticipated that this section would have four or five paragraphs describing the features of the program and would include a flow chart portraying how a learner enters, progresses through, and exits the instructional program.

The Component Plan Committee

The Component Plan Committee had the task of developing the program goal and rationale, the student learning objectives (in cooperation with all teaching faculty members), and the activity plans.

The goal and rationale section was to include three elements, the goal statement and its priority, the learner population for whom the goal is intended, and the rationale statement. Student learning objectives were intended to be the responsibility of individual teaching faculty. The committee provided the suggested format and basic guidelines.

The objectives were to include four (4) basic elements:

1. identification of the learner,
2. the expected behavior,
3. the necessary criteria, and
4. the learning conditions.

The learner identification referred to what segment of the student population would participate in the specific lesson. The behavior referred to the specific expected benefit (knowledge, skill, attitude, or behavior). The criteria referred to what number or proportion of the learners will demonstrate what level of proficiency. Lastly, the learner conditions referred to the instructional service and conditions in which the learner was to participate. The activity plan was intended to be a portrayal of the steps in the instructional services which provided for the achievement of the component goal.

The activities specified who would do what within what time frames to achieve the anticipated student outcome objectives. Activities were expected to be consistent with the instructional model and the identified responsibilities needed to be consistent with the staffing levels. This section was expected to consist of one page of information that contained three to fifteen steps which could be accomplished during a one year period. Each activity (step) was to have an identified person responsible for completion of the task as well as having a flexible timeline attached to it.

The Organizing and Staffing Committee

The Organizing and Staffing Committee were to prepare a document that provided program information relating to the magnitude of the program, how work units are structured and the position of the program within the overall institutional structure. Besides developing an organizational chart of the program and its relationship to the institution, they were to write a narrative description of the staffing pattern. It was to identify key positions and duties of the personnel assigned to the Adult Basic Education program.

The Evaluation Committee

The Evaluation Committee had the task of providing assessment information and procedures. They were to provide for the systematic collection of information and judgments from a variety of sources. The object was to facilitate future planning, to aid in the improvement of programs, and to meet accountability demands. Dr. Nelson emphasized the importance of collecting information from a large variety of sources. The more sources available, the higher the reliability of the data and conclusions. There are five (5) common sources. They are:

1. student testing,
2. student follow-up surveys,
3. team evaluations (usually made up of persons not from the institution being evaluated),
4. student evaluation of instruction, and
5. evaluation of instructional materials.

The Program Improvement Committee

The Program Improvement Committee focused their work on identifying realistic steps that could be taken during the year to help improve the program.

This committee contributed to improvement plans for administration, curriculum, staff professional development and resource development. Improvement plans were expected to contain three (3) elements, just like the component plans,

1. goals,
2. objectives, and
3. activities.

These elements were defined as products (curriculum materials, etc.), instructor outcomes (new skills, etc.), or practices (administrative procedures, etc.). The program improvement process was critical to both staff morale and to the continued effectiveness of the program services. If this section was incorrectly completed, all could suffer. The plan had to focus on steps or measures for enhancing the scope, quality, intensity or coordination of the instructional services to be effective. The administrative development goals were to focus upon management procedures and practices which could be refined to meet the needs of the program and the community.

The curriculum development segment was to focus upon the enhancement of instructional goals, resources and assessment procedures designed to improve the content of the ABE program. They concentrated their efforts on enhancement procedures related to student learning objectives, developing resource materials, and designing testing procedures. Professional development plans included identifying workshops, conferences and other inservice training activities (visitations, use of consultants, resources materials and planning activities) that can enhance staff skills, knowledge and attitudes. Resource development was the identification and anticipated use of human and fiscal resources that can enhance the programs general effectiveness. In light of limited resources, it was important that this group recognize these limitations. It was necessary for this group to attempt a prioritization of anticipated program needs and relate ways and means to the completion of those activities with the greatest need. They were instructed to try to think creatively. To consider future development of volunteers, grant awards, and to match these resources with a realistic view of the program needs. This took a great deal of discussion and assistance from other staff members.

The Student Data & Tracking Procedures Committee

As committee work progressed it became apparent that an additional committee was needed to develop student data, tracking forms and procedures. Federal end-of-year statistical reports required more and more student information. Current information resources were found to be inadequate. In addition to the federal needs, little information was available that could be used to track student progress. This meant that little information was available to prove accountability for the programs use of time, efforts, and resources. Because of the increased interest in student outcomes, federal reports, and budget hearings, the need for development of materials and procedures for gathering data in turn increased. The committee was assigned to develop these forms and procedures.

The committee work and the corresponding all staff meeting to discuss and refine the products took many months to complete. By the time the work was completed and refined by the entire group, the group was tired of it. They could no longer look objectively at the products they had produced. For this reason, a five (5) member peer review team was asked to read and study the plan products, making suggestions for change where there seemed to be a need.

Getting away from the project helped improve the staff members attitudes about the project. It helped to learn that they had been on the right track. Few changes had been recommended and those that had been recommended for change proved to be more realistic than what had been previously developed. The process of peer review followed by final drafting and agreement proved to work well for everyone concerned.

CHAPTER FOUR

Results of the Project

Introduction

This document is the result of nine (9) months of intense labor by all of the staff members of the Centralia College Phoenix Learning Skills Center. All staff members, both full and part-time, have participated in the development of all or part of the program plan components. All were consulted. The Director of the Phoenix Learning Skills Center provided the direction, drive, guidance, and support needed to make the final product a quality product that would be utilized by all employees. Further guidance and assistance was provided by the Center for Program and Staff Development in the form of a special training workshop, professional guidance, and program review services.

The purpose of this document was to formalize and set forth in writing a comprehensive instructional plan for the Adult Basic Education activities that take place at the Centralia College Phoenix Learning Skills Center and its outreach locations.

This plan was utilized in two primary ways:

1. to help track ourselves and illustrate accountability, and
2. to assist in program evaluation in an effort to determine what needs are and are not being met as well as to clarify program objectives.

This plan provided program continuity between the Centralia campus programs and its outreach location programs. In addition, the plan provided information resources for statistical reports.

It is understood that throughout this plan, Adult Basic Education (ABE) refers to and includes instruction in pre-ninth grade level skill development, instruction aimed at preparing students to pass the GED examinations, and instruction in English as a Second Language for non-English speaking students.

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Setting Description

Centralia College was established in 1925 and is the oldest continuously operating community college in Washington State. It serves Lewis County and parts of Thurston County which has a population base of nearly 60,000. It currently enrolls well over 3000 students.

The college is part of an integrated community college district which includes the Garrett Heyns Education facility at the Washington Corrections Center.

Centralia College has one hundred and twenty (120) full-time employees in 1987-88 and has a budget of six (6) million dollars. The partially Federally funded Adult Basic Education program is administered and taught by the Developmental Studies program staff of the college. Programs are offered during day time and evening hours on campus and at five (5) locations throughout the service district. Because of full-time enrollment (FTE) and funding limitations, there may be a decrease outreach location services next year.

The largest urban area in the District is the twin-city area of Chehalis and Centralia. The area is noted for its forest products,

farming, and recreational industries. In the last census report, there were approximately 18,000 persons in Lewis County aged twenty-five (25) and over who had less than a ninth (9th) grade education.

The main campus of Centralia College is located at the northern edge of the service district. The Phoenix Learning Skills Center, housed at Centralia College, serves the majority of the county's population who have special needs, may be unemployed, and/or are non-English speaking. These needs are provided in its ABE, vocational, and academic support programs.

The East County Center of Centralia College is located in Morton, Washington. It is a rural area of the county. This center provides college extension programs as well as acting as a basic skill development program center. The economy is based on the forest products and agriculture industries. It is a small outreach educational center and has experienced little growth since its opening.

Other outreach ABE program offerings are periodically available in PeEll, Winlock, and Tenino. Year long ABE programs are available in the Lewis County Jail and at the Maple Lane Corrections school. Expansion is not expected for the next two years.

Alternative education program offerings are being explored with future expansion in mind.

In addition, two separate programs provide continuing basic skill maintenance, development, and life-coping skills education to developmentally disabled adults. These programs are part of the ABE program offerings and receive strong support both from the college and from the community. These two programs serve disabled adults in the twin-city area where the highest population concentrations exists.

Mission and Purpose Statement

The purpose of Adult Basic Education at Centralia College is to help adults with special needs in basic education and adults with limited proficiency in the English language to become productive and successful members of the American society. Our goal is to help those most in need of basic education skill development.

Instructional Model

Centralia College is committed to maintaining a strong comprehensive developmental education program. The program is designed for persons with special needs who are in need of specific skill development in less than college curriculum levels. These programs are intended to be a combination of individualized, self-paced, and structured classroom activities that are offered as open-entry/exit continuous enrollment options during the school year. Tuition is either free or at a nominal cost to the students.

Upon entry into the program, each student is:

1. given program availability information,
2. assisted in formulating their goals, and
3. tested to determine their entry skill levels, their educational needs, and appropriate initial course placement.

This information is also used to provide assistance during the enrollment processes. Specific program offerings are: (a) reading, (b) English, (c) mathematics, (d) life-coping skills, (e) study skills, (f) pre-GED test preparation, (g) high school completion, and (h) English as a Second Language.

Each of the program locations operate to meet the need of the local area students. Times and locations are selected to best meet the constraints of the majority of the students. These are designed so that students can enroll at any time and work at their own pace. High school completion programs, because of state guidelines related to seat-time and credits, are often more structured than Adult Basic Education classes.

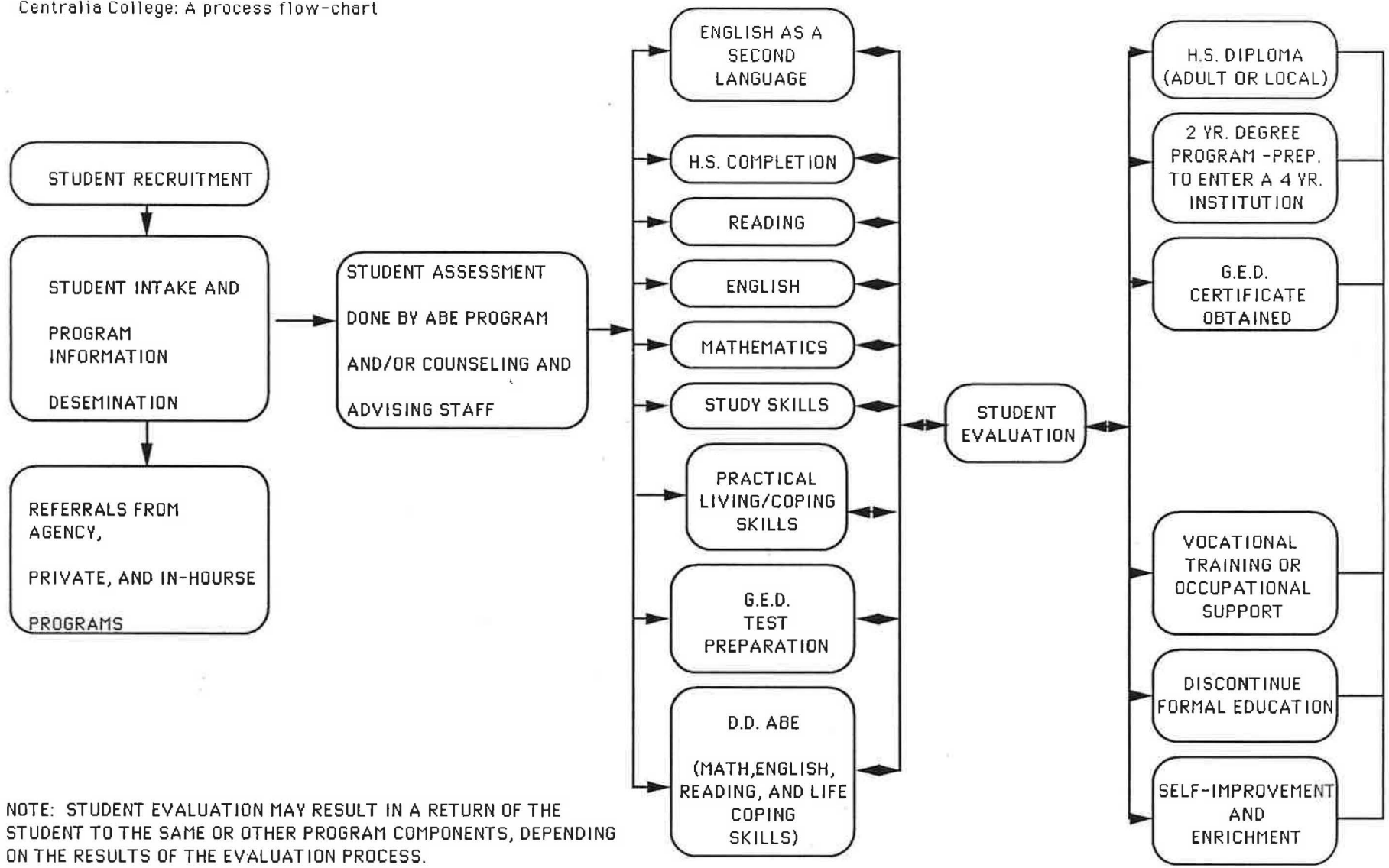
All instructors, instructional technicians, aides, and tutors are committed to the premise that all students can and will meet all or some of their goals. Much effort is put into self-concept development and confidence building. Staff acts as facilitators, guiding the students progress through the curriculum. Instructors are responsible for designing the student's program of study and the instructional technicians and tutors are responsible for assisting in the implementation of the program. The Faculty/Student ratio is approximately thirty-to-one. There are five full-time faculty members with Master's degrees or extensive experience. All instructional technicians and classroom aides possess post secondary degrees.

A necessary component of each program is the use of a wide variety of materials. The following types of materials are utilized by staff and students: textbooks, workbooks, teacher produced worksheets, charts, films, film strips, audio tapes, controlled readers, maps, globes, newspapers, computer software and video tapes.

The comprehensive instructional plan addresses only the program components that are specifically designed for skill levels up to and including pre-ninth grade level course work.

A graphic representation of program offerings, our tracking system, and process information is included in Figure I. This is in the form of a student flow-chart. This chart illustrates all of the possibilities that are open to our students. Student evaluation may indicate a need for the student to remain within a content area for a longer period of time before either advancing to a new level or out of the program altogether.

Figure 1: Adult Basic Education at Centralia College: A process flow-chart



NOTE: STUDENT EVALUATION MAY RESULT IN A RETURN OF THE STUDENT TO THE SAME OR OTHER PROGRAM COMPONENTS, DEPENDING ON THE RESULTS OF THE EVALUATION PROCESS.

PROGRAM COMPONENT PLANS

Goals and Rationale

The overall goal of ABE at Centralia College is to improve reading, writing, mathematics, and life coping skills of the ABE student population residing in Lewis County, parts of Thurston County, and the Chehalis Indian Reservation. These students include: many who have not yet completed high school, who speak little or no English, have developmental or physical disabilities, have limited academic achievement and often have inadequate means of support.

Our specific program goals are as follows:

1. to provide adults with opportunities to obtain at least eighth grade level skills in reading, writing, and math.
2. to assist students with limited or no proficiency in the English language to improve their abilities in speaking, reading, writing, understanding English, as well as to provide an orientation to American culture.
3. to provide students with life-coping skills to facilitate independent living.

4. to help students gain knowledge and skills needed to receive the GED, an Adult High School Diploma, and/or to help student develop skills that may help them seek and keep employment.
5. to improve students math, reading, writing, and study skills in order to facilitate their success in academic and vocational programs.

Figures II and III follow this section. Figure II illustrates the project activity plan while Figure III illustrates the schedule of ABE class offerings available within the Centralia College service district.

figure 11

ACTIVITY PLAN

Seventeen activities were identified as being necessary to proper implementation of the ABE plan. These activities, together with the person (s) responsible for the implementation process are listed below:

ACTIVITY	Person'(s) responsible
1. Program and budget planning.	1. Director.
2. Faculty appointment, assignments and contracts.	2. Director/Dean of Instruction.
3. Recruitment and hiring of instructional support staff.	3. Director/Dean of Instruction.
4. Staff orientation.	4. Director.
5. Staff in-service training.	5. Director.
6. Procure supplies and materials.	6. Director.
7. Student recruitment.	7. Director/Staff/Counseling.
8. Student assessment.	8. Counseling/Instructors.
9. Student instruction.	9. Instructors/support staff.
10. Student evaluation.	10. Instructors/support staff.
11. Faculty evaluation.	11. Directors/Staff/Students
12. Student follow-up.	12. Counselors/Instructors.
13. Public relations.	13. Entire College.
14. Advisory committee.	14. President/Director/Staff
15. Student attendance and records.	15. Clerical Support staff.
16. Student progress.	16. Instructors.
17. Learning environment.	17. All staff.

The chart that follows shows the scheduling of ABE/ESL courses provided at the various locations throughout the service district. This is included to illustrate out-reach locations and the times allowed for implementation of activities and achievement of program goals.

figure III

Schedule of classes throughout Centralia College's service district:

LOCATION	ABE	ESL	PRE-GED	HSC	COPING SKILLS
CAMPUS	DAILY	MTWTH	DAILY	DAILY	DAILY
MORTON	MTW	MTW	MTW	MTW	MTW
*ONALASKA	T/TH	T/TH	T/TH	TBA	T/TH
*PoELL	MTW		MTW	TBA	MTW
**MAPLELANE	MTWTH		MTWTH		MTWTH
**COUNTY JAIL	DAILY		DAILY	TBA	DAILY

* DESIGNATES COURSE OFFERINGS THAT ARE AVAILABLE ON A PERIODIC BASIS ACCORDING TO DEMAND AND TO RESOURCE AVAILABILITY

** DESIGNATES CORRECTIONAL FACILITY PROGRAMS THAT ARE AVAILABLE TO PROGRAM INMATES ONLY.

CAMPUS AND MORTON PROGRAMS ARE AVAILABLE DURING DAY AND EVENING HOURS.

MAPLELANE PROGRAMS ARE EYENINGS ONLY.

THE COUNTY JAIL PROGRAM IS AVAILABLE TO SCREENED APPLICANTS AFTERNOONS.

ONALASKA AND PoELL PROGRAMS ARE EYENINGS ONLY.

Student Learning Objectives

Student learning objectives for reading, English, mathematics, pre-GED test preparation, English as a Second Language, and life-coping skills are included in this section of the instructional plan. Faculty evaluation of previously existing objectives and revision or development resulted in agreed upon student learning objectives.

Instructional programs included in the Phoenix Center Learning Skills Center ABE program are created by program instructors and the program director. These are refined and revised by instructors as new ideas, materials, and needs are identified. Instructional models vary according to course content and to the varying skill levels of the instructors.

The student learning objectives that follow were taken from the course outlines developed for each individual program. Objectives for reading, English, and mathematics are provided at three levels:

1. Level I. (0-3 grade level),
2. Level II (4-6 grade level), and
3. Level III (7-8 grade level).

Student learning objectives for English as a Second Language, life coping skills, and pre-GED test preparation are not provided at varying levels because the same objectives appear at more than one level. Students work on the same skill (s) with increasingly more complex material.

READING:**Level 1 (approximately grades 0-3)**

1. In order to expose the student to a wide variety of reading materials, the student will be required to read, then discuss, selections with the instructor.
2. The instructor will design an appropriate program allowing the student to use reading to solve problems of daily living.
3. The student will master the following decoding skills at the levels indicated:
 - a. Visual Readiness
 1. By correctly matching identical words and/or letters, the student will demonstrate an understanding of left-to-right order and the importance of detail in words with 80% accuracy .
 2. Name each letter of the alphabet when letters are presented at random in both lower and upper cases with 100% accuracy .
 3. Write in both lower and upper case each

letter of the alphabet when dictated in mixed order with 100% accuracy .

b. Auditory Readiness

- I. Given pairs of words orally, indicate if they are alike or different with 80% accuracy.
2. Blend isolated phonemes into words with 80% accuracy (e.g., /c/ /u/ /p/ into cup).

c. Sight Words

- I. Recognize by saying at sight 250 frequently used words that are basic to communication with 80% accuracy.

d. Context

- I. Given a sentence in which a word has been omitted and two words of similar configuration, write the appropriate word in the sentence with 80% accuracy .

e. Phonics

- I. Single consonant phonemes
 - a. Beginning consonants: Upon oral presentation of real or nonsense words,

either identify the letter which makes the beginning sound or give another word beginning with the same sound with 80% accuracy.

- b. Ending consonants: Upon oral presentation of real or nonsense words, either identify the letter which makes the ending sound or give another word ending with that sound with 80% accuracy.

2. Variant consonants

- a. Given pairs of words containing variant sounds of c, g, and s, indicate if the underlined letters have the same or different sounds with 80% accuracy.
- b. Given a list of real and nonsense words containing c, g, and s, pronounce them with 80% accuracy.
- c. Show recognition by correctly pronouncing words containing the silent

consonant patterns tch, dge, kn, and wr
with 80% accuracy.

3. Consonant digraphs and trigraphs

Given a list of real and nonsense words,
pronounce them with 80% accuracy.

4. Consonant blends

Given a list of real and nonsense words,
pronounce them with 80% accuracy. Patterns
included are bl, cl, fl, gl, pl, sl, br, dr, fr, gr,
pr, tr, st, sk, sm, sp,sw, sn, scr, spl, spr, str,
thr.

5. Vowels

a. Given auditory and/or visual cues,
identify short vowel sounds with 80%
accuracy.

b. Given auditory and/or visual cues,
identify long vowel sounds with 80%
accuracy.

c. Given auditory and/or visual cues,

discriminate between long and short vowel sounds with 80% accuracy .

- d. Diphthongs (oy, oi, ow, ou): Given real and nonsense words containing diphthongs, pronounce the diphthongs correctly with 80% accuracy.
- e. Given real and nonsense words containing r-controlled vowels, pronounce them with 80% accuracy.

6. Vowel patterns

Phoneme-grapheme patterns: Given real or nonsense words, pronounce them correctly.

The words will include the following patterns: c-v-c, c-c-v-e, c-v-v-c, and final v with 80% accuracy.

- 4. The student will comprehend at a 3rd grade level as indicated on a standardized reading test or formal inventory and master the following comprehension skills:

- a. When asked questions, the student will identify the main idea of a reading selection with 80% accuracy.
- b. When questioned, the student will remember or locate stated facts in a reading selection with 80% accuracy.
- c. When questioned, the student will draw inferences from facts implied in a reading selection with 80% accuracy.

LEVEL II READING (approximately grades 4 and 5)

1. The student will pass periodic quizzes in vocabulary with a minimum of 70% accuracy on teacher made quizzes.
2. The student will master the following decoding structural analysis skills at the levels indicated as judged on teacher made tests.

DECODING:

- a. Plurals and possessives -- Given incomplete sentences, complete them by selecting the correct plural or possessive form from given words with 80% accuracy.
- b. Contractions --
 1. Select the contractions from a list of words with 80% accuracy.
 2. Match contractions with their non-contracted forms with 80% accuracy.
- c. Compound words -- From a list of words, identify compound words with 80% accuracy.

- d. Root words -- from a list of words with affixes, identify the root words with 80% accuracy .
- e. Syllabication --
 - 1. Given known words, designate the number of syllables with 80% accuracy.
 - 2. Given multisyllable words, divide them into syllables with 70% accuracy.
 - 3. The student will comprehend at a 5th grade reading level as indicated on a standardized test or on an informal reading inventory as well as master the following comprehension skills at the level indicated on teacher made tests.

COMPREHENSION

- a. Context clues -- Indicate apposition, definition, and opposite meaning signals when finding the meaning of given words with 80% accuracy.
- b. Affixes -- Given an incomplete sentence, a root word, and choices of affixes, select the

form that correctly completes the sentence in 80% of the examples.

Affixes to be used: ed, ing, er, est, ful, less, ness, y, tion, ward, ment, ous, able, ish, un, re, dis, im, in, mid.

- c. Synonyms and antonyms -- Identify synonyms and antonyms in context with 80% accuracy.
- d. Homophones and homographs --
 - 1. Given sentences with homophones, identify them with 80% accuracy.
 - 2. Given sentences with homographs, identify them with 80% accuracy.
- e. Abbreviations --
 - 1. In a selection, identify abbreviations with 80% accuracy .
 - 2. Match abbreviations with their meanings with 80% accuracy.
 - 3. Write abbreviations for some commonly abbreviated words with 80% accuracy.

4. The student will master the following survival skills with 80% accuracy on teacher made tests.

SURVIVAL SKILLS

- a. reading signs and labels
 - b. reading schedules
 - c. following written directions
 - d. reading advertisements
 - e. completing forms and applications
 - f. reading simple maps
 - g. using a telephone directory
5. The student will master the following study skills at the levels indicated on teacher made tests.

STUDY SKILLS

- a. Alphabetical lists -- Be able to alphabetize lists of words to the third letter with 80% accuracy.
- b. Using the dictionary --
 - l. Given a word and a series of guide words, place the word between the

correct guide words with 70% accuracy.

2. Given a word and a dictionary entry for the word, identify a definition of the given word with 70% accuracy.
3. Given a dictionary entry for a word, identify the variant spellings of the word and how to add endings to that word with 70% accuracy.
4. Given the dictionary pronunciation for a word, pronounce it with 70% accuracy .

c. Using an index --

1. Indicate knowledge of the purpose of an index and how one is arranged with 100% accuracy.
2. Indicate where an index is found in a book with 100% accuracy.
3. Given an index, use it to locate the pages on which to find information requested with 70% accuracy.

LEVEL III READING (approximately 6 thru 8)

1. The student will pass periodic vocabulary quizzes with a minimum of 70% accuracy on teacher made quizzes.
2. The student will comprehend at the 8th grade reading level as indicated on a standardized reading test or informal reading inventory as well as master the following comprehension skills at the levels indicated on teacher made materials.

COMPREHENSION

- a. Identify the main idea of reading selections, including passages with both stated and implied main ideas.
- b. Given a narrative selection with questions asking for recall of details following the selections, indicate the correct response to each question from a choice of answers with 80% accuracy.
- c. Given narrative selections followed by statements, indicate which statement (s) can be inferred as true by the contents of the

selections with 80% accuracy.

d. Identifying cause and effect --

1. Given narrative selections followed by event or before and after questions, select the correct response with 80% accuracy.

2. Given scrambled selections, arrange the events in a logical sequence with 70% accuracy.

e. Given a selection and several different outcomes, select the correct conclusion in reading selections with 80% accuracy.

f. Given a narrative selection, differentiate between facts and opinions with 80% accuracy.

3. The student will master the following study skills at the levels indicated on teacher made materials.

a. Given a textbook chapter, apply the SQ3R or similar study method with 70% accuracy, and be able to explain to a teacher the process

used.

- b. Given graphs and charts, identify information supplied by them and be able to answer questions based on that information with 80% accuracy.
- c. Given a map, identify information supplied by the map and answer questions requested including use of locations, symbols, scale and directional markings with 70% accuracy.
- d. Use the library resources to locate the answers to written questions.

To respond, the student must use the card catalog, an encyclopedia, a dictionary, biographical sources and the Reader's Guide to Periodical Literature with 80% accuracy.

English skills at the ABE level I are developed in ABE 007 and ABE 009 courses. Level II skills are developed primarily in ABE 012, ABE 013, and English developmental (DVED) courses. Level III skills are developed primarily in the English (ENGL) 100 courses.

ENGLISH LEVEL I (grades 0-3) LEARNING OBJECTIVES

Students will be able to perform the following skills with 70% accuracy:

1. Write legible upper and lower case letters in either manuscript or cursive writing.
2. Spell words on a 3rd grade level or higher on teacher-made tests.
3. Write complete simple sentences, making use of nouns, pronouns, adjectives, adverbs, and verb tenses to communicate detail.
4. Write simple unified paragraphs using proper indentation.
5. Make proper use of capitalization of proper names and beginnings of sentences, end punctuation, commas in series, and apostrophes in contractions.
6. Write simple 2 or 3 paragraph compositions, stories, and personal letters.

ENGLISH LEVEL II (grades 4-5) LEARNING OBJECTIVES

Students will be able to perform the following skills with a minimum of 70% accuracy.

1. Spell words on a 5th grade level or higher on teacher-made tests.
2. Use a dictionary to determine spelling, pronunciation and accent.
3. Write and be able to identify complete simple, compound and complex sentences.
4. Identify and be able to correct sentence fragments and run together sentences.
5. Identify and correctly use subjects, verbs and prepositional phrases.
6. Write a correctly structured paragraph including a topic sentence, detail, unity and coherence.
7. Make proper use of capitalization, quotation marks, semi-colons and commas in introductory phrases and appositives.
8. Write at least 3 unified and coherent 5-paragraph essays, stories and/or personal letters.

ENGLISH LEVEL III (grades 6-8) LEARNING OBJECTIVES

Students will be able to perform the following skills with a minimum of 80% accuracy.

1. Spell commonly misspelled words on the 8th grade level or higher on a standard teacher-made test.
2. Identify and be able to use correctly all parts of speech.
3. Identify and be able to use correctly verbal and prepositional phrases.
4. Identify and be able to punctuate correctly dependent and interdependent clauses.
5. Identify and be able to use correctly three basic sentence grammar patterns (Subject-Verb, Subject-Linking Verb-Complement, Subject-Verb-Object).
6. Identify and be able to correct common sentence errors including:
 - a. Subject-Verb agreement,
 - b. Shifts in time and person,
 - c. Pronoun ambiguity and agreement,
 - d. Parallel construction.

7. Identify errors and correctly use capitalization and all types of punctuation to include commas, quotation marks, colons, semicolons, and parentheses.
8. Identify and demonstrate the following types of unified paragraph development:
 - a. detail,
 - b. comparison/contrast,
 - c. definition,
 - d. classification,
 - e. process analysis,
 - f. causal analysis.
9. Demonstrate at least 3 effective 5-paragraph essays or assigned topics.
10. Demonstrate an effective job application letter and resume based on personal experience.

ABE Mathematics:

The mathematics skills have been divided into 3 levels. Each level focuses on computation and problem solving skills related to activities of daily living.

Level 1 Goals

The student will comprehend whole numbers and the use of whole numbers in adding, subtracting, multiplying and dividing at a 75% accuracy level.

1. Understanding Whole Numbers.
 - a. Word names and place value notation.
 - b. Writing whole numbers.
 1. Place value
 2. Commas
 3. Zeros
 - c. Telling time.
 - d. Using calendar.
 - e. Using money.
2. Adding Whole numbers.
 - a. Adding two single digit numbers.
 - b. Adding columns of single digit numbers.

- c. Addition of multi-column numbers without carrying.
 - d. Addition of two two-column numbers with carrying.
 - e. Addition of multi-column numbers involving carrying.
 - f. Solving word problems.
3. Subtracting Whole Numbers.
- a. Subtracting two single digit numbers.
 - b. Subtracting two large numbers without borrowing.
 - c. Subtracting two large number using borrowing.
 - d. Checking subtraction.
 - e. Making change.
 - f. Solving word problems.
4. Multiplying Whole Numbers.
- a. Multiplying two single digit numbers.
 - b. Multiplying a double digit number by a single digit number without carrying.
 - c. Multiplying a double digit number by a single digit number With carrying.

- d. Multiplying multi-digit numbers.
 - e. Multiplying when zeros appear.
 - f. Solving word problems.
5. Dividing Whole Numbers.
- a. Using single digit division.
 - b. Dividing a single digit number into a multi-digit number.
 - c. Use of zeros as place holders.
 - d. Checking division.
 - e. Dividing larger numbers without remainders.
 - f. Division involving remainders.
 - g. Division when divisor does go into first term of dividend.
 - h. Computing averages involving whole numbers.
 - i. Solving word problems.

Level II Goals

The student will learn to do fundamental operations in fractions, decimals, percentages, ratio and proportion at a 75% accuracy level.

1. Fractions.
 - a. Define fractions.
 - b. Define and recognize proper and improper fractions.
 - c. Change a mixed number to an improper fraction.
 - d. Change an improper fraction to a mixed number.
 - e. Define prime numbers.
 - f. Determine prime factorization of a number.
 - g. Determine least common multiple using prime factorization.
 - h. Recognize fractions that equal one.
 - i. Reduce fractions to lowest terms.
 - j. Build equivalent fractions.
 - k. Add like fraction.
 - l. Find lowest common denominator.
 - m. Add unlike fraction.
 - n. List fractions in order of value.

- o. Add mixed numbers.
- p. Subtract a fraction from a whole number.
- q. Subtract mixed numbers without borrowing.
- r. Subtract mixed numbers with borrowing.
- s. Multiply fractions.
- t. Divide fractions.
- u. Multiply and divide mixed numbers.
- v. Perform multiple operations using orders of operations.
- w. Compute averages involving fractions.
- x. Solve word problems involving fractions.

2. Decimals.

- a. Define a decimal.
- b. Recognize correct place value and name.
- c. List decimals in order of value.
- d. Convert a fraction to a decimal.
- e. Convert a decimal to a fraction.
- f. A column of figures involving decimals.
- g. Subtract decimals.
- h. Subtract decimals with borrowing.

- i. Multiply decimals.
 - j. Divide decimals.
 - k. Adding zeros to divide.
 - l. Multiply and divide by powers of ten.
 - m. Add and subtract money.
 - n. Solve word problems.
3. Percent.
- a. Define a percent.
 - b. Change a decimal to a percent.
 - c. Change a percent to a decimal.
 - d. Change a fraction to a percent.
 - e. Change a percent to a fraction.
 - f. Calculate the percent increase or decrease.
 - g. Work problems involving the interest formula.
 - h. Be able to calculate by rate of interest.
 - i. Be able to calculate amount of interest.
 - j. Solve word problems involving percentage.
4. Ratio & Proportion.
- a. Define ratio and proportion.
 - b. Solve simple proportions.

- c. Solve proportions containing fractions.
- d. Solve word problems based on ratios and proportions.

Level III Goals

The student will learn to recognize shapes, take measurements, interpret charts and graphs, and understand consumer economics at a 75% accuracy level.

1. Geometric Figures.
 - a. Be able to identify circles, triangles, and polygons.
 - b. Calculate perimeters and/or circumferences.
 - c. Calculate area of common figures.
 - d. Calculate area of composite figures.
 - e. Solve word problems involving geometric figures.
2. Measurements.
 - a. Be able to use the United States system of measurement of length.
 - b. Be able to use the metric measurements of length.
 - c. Be able to convert between units of length.
 - d. Be able to use the United States system for weight, volume, and temperature.

- e. Be able to use the metric measurement for weight, volume, and temperature.
 - f. Be able to convert between units for weight, volume, and temperature.
3. Charts and graphs.
- a. Be able to read and interpret circle graphs.
 - b. Be able to read and interpret pictographs.
 - c. Be able to read and interpret bar graphs.
 - d. Be able to read and interpret line graphs.
4. Consumer Economics.
- a. Use a checking account.
 - b. Prepare and use a budget.
 - c. Use unit pricing.
 - d. Determine "best" buy.
 - e. Solve word problems in consumer economics.

GED - MATHEMATICS:

GED mathematics consists of those skills needed for successful completion of the GED tests.

1. Mathematics
 - a. Reading in Mathematics
 - b. Whole Numbers
 - c. Fractions
 - d. Decimals
 - e. Percents
 - f. Measurements
 - g. Tables and Graphs
 - h. Algebra and Geometry

ENGLISH AS A SECOND LANGUAGE

The goal of this program is to assist students, whose native language is not English, adapt to living in the United States. Four communication skills of English are taught: Listening, speaking, reading, and writing. Survival skills including orientation to American culture, are also taught in this program. The curriculum is divided into four general categories that are based upon results of the Structure Tests-English Language by Best and Ilyin. For each level, the course curriculum is divided into the four communication skills survival skills, and the orientation to American culture. Each class spends a varying amount of time per quarter studying each area. Students are required to mastery test at approximately 80% in each area studied. Individual study packets are prepared for each student. The program may include pronunciation tapes, reading with comprehension questions, grammar exercises and conversational practice with instructors and volunteer tutors.

Objectives:

1. Student will be able to identify himself accurately.
(100%)

2. Student will be able to state his/her name, address, and telephone number. (100%)
3. Student will be able to exchange simple greeting (80%)
4. Student will be able to use state of being terms. (80%)
5. Student will be able to write, say, and identify numbers 0-1000. (80%)
6. Students will be able to say and recognize time using clocks. (75%)
7. Student will be able to identify parts of body in relation to general health. (85%)
8. Student will be able to state, identify, and use U.S. monetary system. (70%)
9. Student will be able to identify and use a telephone. (80%)
10. Student will become aware of transportation availability. (100%)
11. Student will become aware of and be able to use schedules, directions, road signs, maps, and transportation procedures. (75%)

12. Student will become aware of and able to identify consumer information: staple foods, kinds of stores, articles of clothing, advertisements, implements, tools, utensils, meals, room names, furniture, credit, banking, buying and selling.
13. Utilizing occupational information, students will be able to fill out necessary forms, learn about interviews, procedures for applying for jobs, and job maintenance skills. (65%)
14. The student will become familiar with American culture learning holidays, seasons, customs, laws, ethnic practices, religions, and other common practices. (75%)
15. Student will demonstrate an ability to name and write the letters of the alphabet. (80%)
16. Student will be able to reproduce the English phonemes and distinguish between sounds. (75%)
17. Student will acquire a site word vocabulary. (85%)
18. Student will read all that they produce orally and on paper.(75%)

19. Student will recognize and reproduce consonant and vowel sounds. (80%)
20. Student will imitate and repeat sounds, phrases, and sentences. (75%)
21. Students will be able to read and recite a short paragraph about themselves. (85%)
22. Student will be able to identify sentences types. (80%)
23. Student will be able to use and recognize verbs and verb forms. (70%)
24. Student will be able to recognize, use, and identify nouns.(75%)
25. Students will be able to identify, recognize, and use pronouns. (75%)
26. Students will use, identify, recognize adjectives, adverbs, prepositions, and conjunctions. (70%)
27. Student will be able to use the telephone system. (90%)
28. Student will become aware of recreation facilities and uses. (100%)
- 29 Student will become aware of punctuation and its uses. (75%)

LIFE-COPING SKILLS

Life-coping skills help people live more independently in today's society. These skills are designed to provide knowledge dealing with how to get along in day-to-day living experiences. Some of these are:

- a. legal rights and responsibilities,
- b. measuring,
- c. nutrition,
- d. sales,
- e. credit,
- f. general health,
- g. consumer economics,
- h. occupational education, and
- i. community resources.

These skills are not broken into learning levels. Adult practical literacy testing is available where appropriate. Objectives are selected according to student interest and need. Specific objectives for individual students are determined by students, instructors, and outside agency representatives involved with the students.

Successful completion of an objective is determined by the students

ability to use and remember the skill. (an example of this would be: Student will be able to write her/his name, address, social security number, and phone number on an employment form with 100% accuracy.) Some skills require 100% accuracy while others may require 50% accuracy and still others may require no accuracy. Objectives requiring no percentage accuracy are those intended for exposure purposes only and the student's recall and utilization factors need not be measured.

Specific Skills:

Measures	following directions
Time	Survival work lists
Money	Government and law
Personal information	Community resources
Calendars	occupational education
Social	Health information
Telephone	Consumer information
Newspapers	responsibilities
Interpreting schedules and bills	Cooking/menus/nutrition

Note: Many of these skills are intended for exposure only. Others are measured by the students ability to recall, or to perform a task.

Because of these factors, measuring percentages are not provided for each objective. Success is determined by the ability level of the student and that student's application of the skill.

PRE-GED TEST PREPARATION

The goal of this program is to provide beginning, intermediate, and/or advanced levels of instruction to students that have chosen to pursue the earning of a GED certificate. Five general subject areas are available for study: They are English, social studies, science, reading, and mathematics. Preliminary testing, using the Tests for Adult Basic Education, is used to indicate areas that require further study on the part of the student. For each of the above listed subject areas, several skill areas are tested with a minimum of 50% correct required on each section tested.

1. ENGLISH
 - a. Spelling
 - b. Capitalization
 - c. Punctuation
 - d. Grammar and usage
 - e. Sentence Structure
 - f. Diction and style
 - g. Logic and organization
 - h. Writing skills

2. SOCIAL STUDIES

- a. Geography
- b. Economics
- c. History
- d. Political science
- e. Behavioral science

3. SCIENCE

- a. Biology
- b. Earth Science
- c. Chemistry
- d. Physics

4. READING (CONTENT AREA)

- a. Practical
- b. General
- c. Prose
- d. Poetry
- e. Drama

5. MATHEMATICS

- a. Add/sub./mult./div. whole numbers, fractions, decimals.

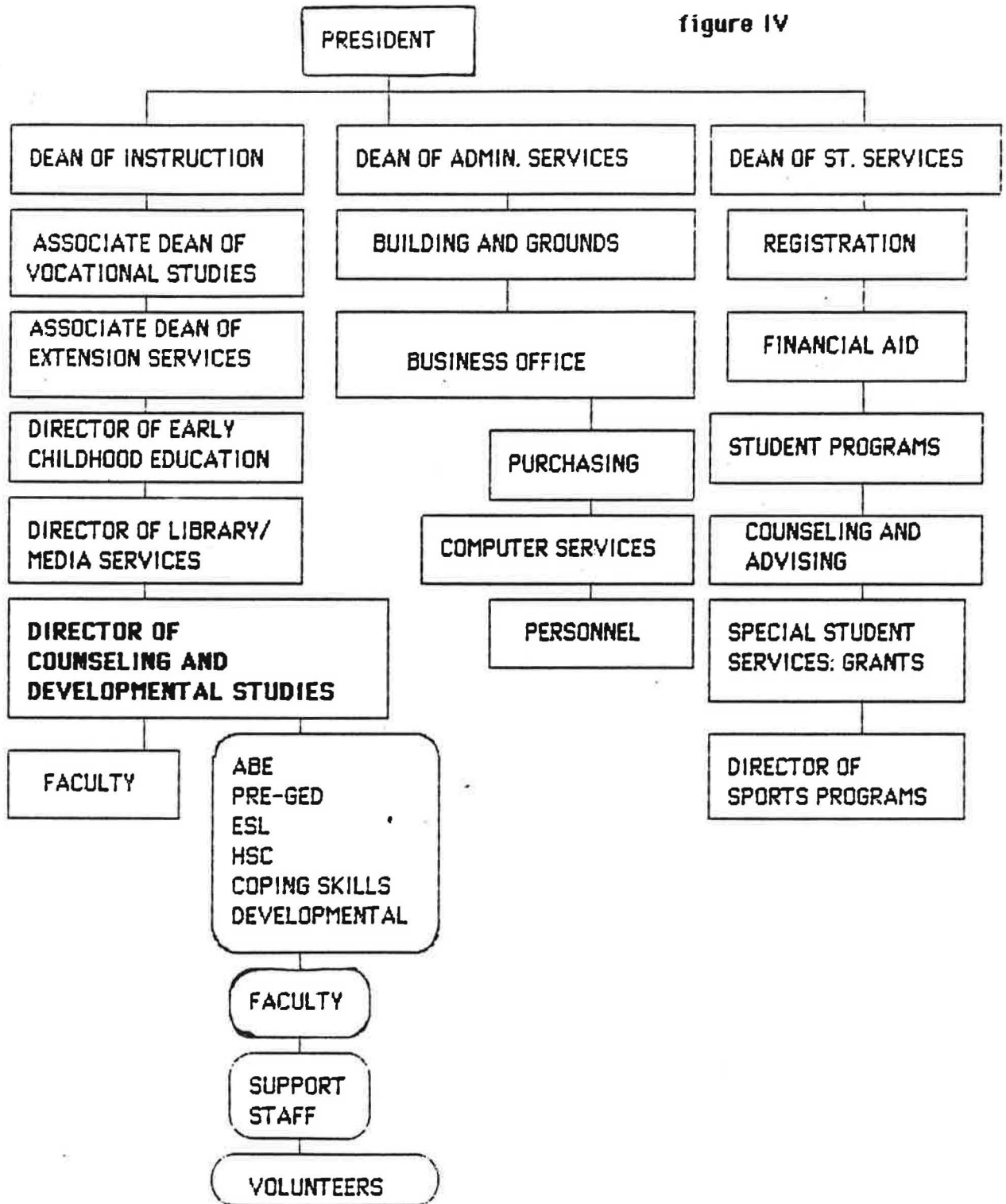
- b. Percentages
- c. Charts and graphs
- d. Algebra
- e. Geometry

Note: All program goals and objectives will be re-evaluated after pilot testing of the Washington State ABE Competency-Based curriculum is completed. Changes that will reflect the incorporation of the identified goals and competencies are anticipated. A partial listing of the competency based curriculum goals and competencies are provided in Appendix A.

ORGANIZATION AND STAFFING

The Adult Basic Education program is coordinated through the Instructional Department of Centralia College. ABE includes pre-ninth grade academic skill instruction in Mathematics, English, Reading, Pre-GED test preparation, English as a Second Language, Life-coping skills. Program offerings are available in the Phoenix Learning Skills Center and at other locations within the college service district according to population needs and availability of resources. The Director of Developmental Studies administers and coordinates all ABE programs. Programs are staffed with full and part-time instructors as well as instructional technicians, classroom aides, and volunteers. The organization of the ABE programs within the administrative frame-work of the college is outlined in Figure IV.

figure IV



EVALUATION

Evaluation in ABE programs is done to facilitate staff and program improvement, to assist in planning, and to document the accomplishments of program, staff, and students.

A. Program Evaluation

Program evaluation information is collected from students, instructors, and the program director. Statistical information is kept on the number of students who participate in and/or complete pre-ninth grade level course work. Records are also kept on the number of program participants who begin and/or complete pre-GED test preparation or high school completion programs. Attendance and attrition data are maintained.

note: In the future, other college staff, outside groups, and agencies will be asked to participate in evaluation processes. Data taken from student's evaluations of instruction, programs, and instructional materials is reviewed in an effort to determine overall program strengths and weaknesses. This information, as well as informal staff reviews is utilized to suggest changes that will facilitate program improvements.

B. Staff Evaluation

Staff evaluation is an on-going process. Phoenix Learning Skills Center staff members requested on-going evaluation, in-house, for purposes of staff development and program planning. Self-evaluation opportunities are also provided. Formal instruments are available upon request from the Instruction Department. Informal instruments may be developed for specific purposes by interested staff members.

C. Student Evaluation

ABE students are evaluated during the initial entry to the program. Specific skill evaluation is provided in the Phoenix Learning Skill Center by staff in an effort to facilitate appropriate program placement. Further evaluation (assessment) takes place regularly during the enrollment periods. Post-testing is administered whenever possible. Instruments used for student assessment include some of the following:

1. Tests of Adult Basic Education
2. SRA reading comprehension tests
3. Instructor prepared math skill identification tests
4. ESL placement tests

5. RFU tests
6. Learning Styles Inventories
7. Unit and final tests
8. Learning disability testing.
9. ASSET (college placement testing)

Every student is given a reading comprehension test. This is to insure that all students can read well enough to experience some success. Once students are enrolled in specific courses, their progress is evaluated by unit and final testing drawn from standardized and/or teacher made tests. Progress and test scores are recorded on student check-lists so that students and staff can monitor progress and grading information. Further diagnostic testing may take place as the needs are identified.

PROGRAM IMPROVEMENT PLAN

Program improvement plan development is the result of group discussion of student needs, program needs, institutional needs, and State and Federal reporting needs. Staff meetings are held quarterly to review progress on program goals and objectives. Goals and objectives determined to be unrealistic are formally identified and eliminated from the instructional program. Progress or completion of other program goals and objectives are also formally identified. This information is then recorded for use at the end-of-year program evaluation. Staff meetings are also held at the end of the school year to prepare program information for the end-of-year report. The ABE program staff members evaluate progress, completion, and elimination of all ABE program goals and objectives. The results of these meetings, in turn, provide the knowledge base for program planning for the next year. Additional information may be available from outside resources and formal program reviews. Formal program reviews are provided by the Center for Program and Staff Development, a service provided by the Office of the Superintendent of Public Instruction, on a scheduled basis.

The Center additionally provides technical assistance, professional development, materials developed by grant projects, peer program reviews, and regional program reviews. All available information is utilized during the program improvement planning stages. The information is applied to general guidelines developed by the ABE staff members. General guidelines for program improvement are provided below:

A. Administrative development

Goal: To meet program improvement needs as identified by all resources.

Activities/objectives

- a. Meet with staff to develop practical job descriptions for all levels of ABE staffing.
- b. Chair a committee to develop a uniform system for staff professional development activities.
- c. Provide on-going information regarding assessment, student placement, and instruction.

- d. Plan for and implement regularly scheduled staff meetings for the purpose of discussion and problem solving.
- e. Plan for and implement a formal instructional materials and equipment inventory system.
- f. Provide information to staff regarding staff develop activities and concerns
- g. Attempt to procure additional funding for program improvement.
- h. Seek additional clerical support for the Phoenix Learning Skills Center and for the program director.
- i. Attempt to seek additional computer hardware and software for record keeping and instructional support.

B. Curriculum Improvement

Goal: To develop a system designed to assist staff in selection, development, and implementation of improved curriculum.

Activities/Objectives

- a. Assessment:
 1. Look for improved diagnostic tests.
 2. Formalize intake student assessment,
 3. Improve the testing site location.
- b. Procure additional supplies and instructional equipment.
- c. Provide curriculum development time and/or money to staff for work-time.
- d. Provide opportunities for staff to visit other programs for curriculum and instructional methodology ideas.
- e. Request desk copies of materials from publishers for review and purchase purposes.
- f. Attempt to procure copies of available (Center for Program and Staff Development sponsored) grant products for inclusion in the new staff resource library.

- g. Revise ABE program goals and objectives to reflect the newly developed statewide competency based curriculum. (Competency based curriculum is currently being field tested.) (see Appendix A for Competency Based Curriculum goals and competencies.)
- h. Attempt to revise present ABE course scheduling to include set hours for class discussion as well as to-be-arranged self-paced assignments.
- i. Develop formal study packets for individualizing life-coping skill instruction.
- j. Attempt to develop a formal training program for peer and volunteer tutors.

C. Professional Development

Goal: To increase staff awareness of and involvement in professional development and staff in-service and training opportunities.

Activities/Objectives

- a. Seek funds for ABE staff member involvement in State and Region X ABE conferences.
- b. Maintain current information regarding available workshops, conferences, and seminars available to ABE staff.
- c. Seek funds for ABE staff involvement in the Washington Association of Developmental Education's (WADE).
- d. Attempt to provide staff in-service 2 days prior to the start of fall quarter.

D. Resource Development

Goal: To research, identify, and actively seek available resources for the enrichment and improvement of ABE programs.

Activities/Objectives

- a. Explore existing facilities and equipment for possible use by ABE staff and students.
- b. Research and implement improved use of Instruction Department resources for ABE.
- c. Develop a list of appropriate college level courses for advancing ABE students.
- d. Seek additional funding and community support for continuance of the Volunteer Literacy tutor program.
- e. Attempt to provide mentor-teacher release time for consultant work in the outreach programs.
- f. Utilize campus staff development funds, when appropriate, for staff members.

STUDENT DATA & TRACKING PROCEDURES

Student data collection and tracking procedures provide information necessary for reviewing student progress, student patterns, program strengths and weaknesses, and for reliable statistical reporting.

The Student Data & Tracking Procedures Committee worked closely with the program director to identify program needs. The program director wrote a small grant proposal for the purposes of providing additional funding resources to develop an ABE student tracking system. The grant was awarded and work began. A number of forms and procedures were developed. These were a student intake form, an initial interview form, an exit interview form, and a computerized data base. The forms and systems were then pilot tested. All but the initial interview form and the student intake form failed the pilot testing. It was found that ABE students most often left the program or geographic area suddenly and exit interviewing often wasn't possible. Attempts were made to gather exit information by telephone where possible. This worked for approximately fifty percent of students who had exited the program. In addition to this problem, it was found that staffing levels, and

work loads did not permit consistent student data entry into the computer data base on a regular basis. It was too time consuming for practical application at this time.

Currently, all forms and procedures are in the review process. Staff members are working to redesign the forms and data collection systems. Samples of existing forms are included in Appendix B.

CHAPTER FIVE

Summary and Recommendations

Summary

The literature has indicated that success in instructional program planning lies in the integration of staff member's skills with student activities, materials, and classroom organization. Other information gathered from census reports, local agencies, and state sponsored economic and population predictions have indicated an increasing number of people needing ABE services. As ABE enrollments continue to increase, consistency in instruction becomes more important. Larger class numbers demand larger portions of the instructor's time and thus, the instructor must be able to rely more heavily on existing course outlines, available materials and equipment, and staff development training opportunities to provide program consistency. By making sure that all instructors "owned" a share of the instructional plan, it was anticipated that course content would not vary significantly between program locations. Additionally, periodic program review and revision were possible as new staff was added, new materials and equipment were provided, and reporting requirements changed.

The development of the instructional plan for Centralia College's ABE program provided a vehicle for program review, evaluation, and accountability as well as an informational guide for ABE staff members.

The intent of this project was to integrate the staff member's knowledge, skills, and experience with information from the local, state, and federal guidelines. The purpose of the project was to provide a basic guide that ABE instructors could use as they prepared lesson plans, reports, and program review documents. An additional purpose of the project was to establish a formal process for internal program review that could be used repeatedly as the need was identified. By having the review/revision process and the program goals and objectives established, future adjustments would more easily achieved.

Recommendations

Centralia College's ABE program director, faculty members, program paraprofessionals, and a five (5) member review team made up from community college ABE program directors carefully reviewed the project guidelines and the instructional program plan. Their recommendations are as follows:

1. to separate the process information from the program content information to help facilitate use of information,
2. to provide the instructional program information in a three-ring binder along with specific course outlines so that revised information can be replaced easily,
3. develop an annual materials/equipment inventory so that instructors can readily plan lessons around the availability of materials and equipment,
4. provide a time/day schedule of anticipated program reviews.
5. as resources allow, plan an annual time/day schedule of internal staff development opportunities (use of new software, assessment, video-support programs, etc.),
6. plan for annual program review staff activities so that staff members can participate by providing input, and
7. consistently provide information that may impact on and off campus ABE program operation, on a regular basis.

APPENDIX

Appendix A

version 1.2

April

1989

ABE Reading

Introduction

Due to the nature of the reading process and the way it is learned, circumscribing it by levels with assumed exit competencies is artificial. Rather than viewing reading as a brick laying process as is mathematics, for example, it should be seen as a spiraling one. As the conceptual and language complexity of the reading material increases, the complexity of thinking required to comprehend also increases. That is why some of the competencies below appear at more than one level. It is assumed that the students will be working on the same skill (s) with increasingly more complex reading material. The competencies within each level have not been prioritized; i.e. they do not necessarily represent a sequence for instruction at a particular level.

Reading Level I (Literacy Level 1-3)

Goal: At the end of Level I a student will be able to read fluently, efficiently and effectively in materials at the equivalent of the third grade level.

Competencies:

- 1.0 Appropriately integrate semantic, syntactic and grapho-phonetic information in order to understand written material.
- 1.1 Student will self-correct when semantically inappropriate errors are made during oral reading.
- 1.2 Student will self-correct when syntactically inappropriate errors are made during oral reading .
- 1.3 Student will know symbol-sound correspondences for the consonant letters of the alphabet.
- 1.4 Students will spontaneously utilize the "what to do when you're "stuck" strategy" when they must utilize a phonics emphasis to decode a word in context.
- 1.5 Students will miscue in such a way that their substitutions do not deviate from the author's intended meaning.
- 2.0 Demonstrate a literal comprehension of the text by retelling it.

- 2.1 Student will know component parts of a framework for summarizing narrative text.
- 2.2 Student will utilize this "framework for summarizing" to orally summarize narrative text in which there is a single problem.
- 2.3 Student will utilize this "framework for summarizing" to orally summarize narrative text in which there are multiple problems.
- 3.0 Demonstrate an understanding of main idea by making simple oral summaries of nonfiction selections.
- 3.1 Student will be able to define "main idea".
- 3.2 Student will be able to read an expository paragraph and recite the main idea.
- 3.3 Student will be able to read multi-paragraph expository materials and recite the main ideas contained therein.
- 4.0 Notice cause and effect relationships and understand sequence.
- 4.1 Student will understand the term, "cause and effect".
- 4.2 Student will understand the term, "sequence".
- 4.3 Student will be able to identify cause and effect relationships in materials read.

- 4.4 Student will be able to identify salient sequence in materials read.
- 5.0 Read and interpret simple signs, symbols and abbreviations.
- 5.1 Student will be able to identify common road signs.
- 5.2 Student will be able to interpret simple restaurant menus.
- 5.3 Student will be able to read simple recipes and use them to prepare favorite family food.
- 5.4 Students will be able to read and follow the directions on any prescription drugs that they, or any member of their families are taking.
- 5.5 Students will be able to read and interpret utility bills they commonly receive.
- 5.6 Student will be able to read and interpret safety and danger signs.
- 6.0 Alphabetize a list of familiar words as a prerequisite to use of the dictionary.
- 6.1 Student will be able to alphabetize word lists in which each word begins with a different letter.
- 6.2 Students will be able to alphabetize word lists in which they must look to the second letter in alphabetizing some of the

words on the list.

- 6.3 Students will be able to alphabetize word lists in which they must look to the third letter in alphabetizing the words on the list.

Reading Level 11 (Intermediate Level 4-6)

Goal: At the end of Level 11 a student will be able to read fluently, efficiently and effectively in materials at the equivalent of the sixth grade level.

Competencies:

- 1.0 Read personally selected materials for practice and for pleasure or information.
- 1.1 Verbalize the relationship between reading practice and reading improvement.
- 1.2 Demonstrate how to select reading materials of an appropriate reading level for unassisted reading.
- 1.3 Read for sustained periods.
- 2.0 Appropriately integrate semantic, syntactic and grapho-phonetic information in order to understand written material.
- 2.1 Student will self-correct when semantically inappropriate errors are made during oral reading.
- 2.2 Student will self-correct when syntactically inappropriate errors are made during oral reading.
- 2.3 Student will know symbol-sound correspondences for the consonant letters of the alphabet .

- 2.4 Students will spontaneously utilize the "what to do when you're "stuck" strategy" when they must utilize a phonics emphasis to decode a word in context.
- 2.5 Students will miscue in such a way that their substitutions do not deviate from the author's intended meaning.
- 3.0 Analyze what is required for effective reading in a variety of reading situations.
- 3.1 Understand that reading is a meaning-making process.
- 3.2 Demonstrate prereading techniques.
- 3.3 Monitor his/her understanding during reading.
- 3.4 Demonstrate appropriate review techniques following reading.
- 3.5 Analyze how emotional factors affect reading.
- 4.0 Use context clues and word structure to determine word meaning and for vocabulary development.
- 4.1 Recognize and use common context clues.
- 4.2 Identify common prefixes and suffixes and explain how they change the meanings of the base words
- 5.0 Summarize the main ideas of nonfiction selections and the plot of fiction selections.
- 5.1 Identify the topic of a paragraph.

- 5.2 Identify the stated main ideas of expository paragraphs.
- 5.3 Summarize the plot of fiction selections.
- 5.4 Summarize nonfiction selections.
- 6.0 Make judgments while reading.
- 6.1 Distinguish between facts and opinions.
- 6.2 Identify the author's purpose and classify the writing as persuasive, narrative or expository.
- 6.3 Make character judgments.
- 7.0 Make inferences using what was read and past experience.
- 7.1 Distinguish between stating a fact and making an inference.
- 7.2 Use past experience to infer while reading.
- 7.3 Use written information to infer.
- 8.0 Demonstrate comprehension at different types of materials by discussing and answering questions following the reading of selections.
- 8.1 Decide what questions to ask when reading exposition, narration, and argument and persuasion.
- 8.2 Answer comprehension questions following readings then satisfactorily justify the answers.

- 9.0 Use the dictionary as a tool for pronunciation for oral reading and to find word meanings to assist comprehension.
- 9.1 Demonstrate how to use guide words to locate a given word.
- 9.2 Identify the phonetic spelling in a dictionary entry.
- 9.3 Locate and use the pronunciation key.
- 9.4 Select the appropriate meaning to fit the context when a word has multiple meanings.
- 10.0 Interpret written information found in everyday life situations.
- 10.1 Follow written directions.
- 10.2 Complete forms.
- 10.3 Interpret schedules.
- 10.4 Explain common signs, symbols and abbreviations.

Reading Level 111 (Pre-GED Level 7-8)

Goal: At the end of Level III a student will be able to read fluently, efficiently and effectively in materials at the equivalent of the eighth grade level.

Competencies:

- 1.0 Read personally selected materials for practice and pleasure.
- 1.1 Explain the importance of practice in order to learn a skill.
- 1.2 Discuss methods of selecting appropriate books.
- 1.3 Share his/her experience in reading for pleasure.
- 2.0 Appropriately integrate semantic, syntactic, and grapho-
phonic information to understand written material. (A student
who is NOT proficient at using semantic, syntactic, or grapho-
phonic information may still test into Level III. If this is the
case, see Level 1, Competency 1 - Objectives and Activities
for ways to help the student review or learn these decoding
skills.)
- 3.0 Use contextual clues and structural analysis to understand
what is read and for vocabulary development.
- 3.1 Identify several types of context clues and apply this
knowledge to determine the meaning of unknown words.

- 3.2 Explain and apply the use of structural analysis to determine the meaning of unknown words.
- 4.0 Use the dictionary and thesaurus as a tools for pronunciation for oral reading and to find word meanings as an assist to comprehension.
- 4.1 Demonstrate ways to use the dictionary to find word meanings.
- 4.2 Demonstrate use of the thesaurus as a tool for word meaning.
- 5.0 Use the elements of a textbook (such as graphics, the summaries, the index, the table of contents) to comprehend content.
- 5.1 Identify the special features of textbooks and describe the purpose of each of these features.
- 5.2 Demonstrate the use of special features of a textbook.
- 6.0 Analyze what is required for effective reading in a variety of reading situations.
- 6.1 Explain what it means to read for meaning.
- 6.2 Demonstrate pre-reading techniques of:
 - A. Previewing
 - B. Establishing a purpose and determining the rate

- 6.3 Demonstrate what is meant by monitoring his/her understanding while reading.
- 6.4 Demonstrate appropriate post-reading techniques of:
 - A. Recite
 - B. Review
- 6.5 Discuss how emotional and personality factors affect reading efficiency.
- 7.0 Summarize the main ideas of nonfiction selections and the plot of fiction selections.
- 7.1 Discuss the structure of (most) nonfiction paragraphs.
- 7.2 Explain that main ideas may be stated or unstated and describe where stated main ideas may be located.
- 7.3 Generalize the main idea when the main idea is unstated.
- 7.4 Identify transitional words, sentences, and paragraphs within a passage that indicate a new main idea.
- 7.5 Identify steps in the plot and establish the theme of fiction selections.
- 7.6 Write summaries of passages.
- 8.0 Analyze the structure of a passage considering organizational pattern and the use of details.

- 8.1 Identify the major organizational patterns used by authors and analyze when and why an author uses a particular pattern.
- 8.2 Demonstrate how knowing organizational patterns can aid in:
 - A. Determining the main idea of the passage
 - B. Organizing and remembering material
- 9.0 Make inferences using what was read and past experience.
- 9.1 Explain what is meant by inference.
- 9.2 Demonstrate the ability to determine the validity of inferences already made.
- 9.3 State the kind of information about which inferences are made, write inferences about that information, and provide evidence to support the inferences.
- 10.0 Identify figurative language.
- 10.1 State the difference between the terms "literal" and "figurative" and identify examples of figurative language in selections.
- 10.2 Describe the four major figures of speech and explain the special characteristics of each.
- 10.3 Analyze when and why figurative language is used in writing.
- 11.0 Make judgments while reading.

- 11.1 Make judgments about people/characters in relation to the content of the material and his/her own belief system.
- 11.2 Explain the difference between fact and opinion and apply this knowledge to judge materials.
- 11.3 Evaluate the reliability of materials.
- 12.0 Interpret written information found in everyday life situations.
- 12.1 Demonstrate an understanding of signs, symbols, and abbreviations as well as specialized vocabulary and key concepts found in readings pertaining to everyday life situations .
- 13.0 Demonstrate comprehension of different types of materials by discussing and answering questions following the reading of selections.
- 13.1 Define specialized vocabulary, explain key concepts, and answer appropriate questions pertaining to the subject matter.
- 13.2 Identify levels of reasoning required to answer various kinds of questions.
- 13.3 Explain appropriate approaches to answer particular kinds of questions.

ABE Writing

Writing Level I (Literacy Level 1-3)

Goal: At the end of level one, a student will be able to use writing for basic survival needs and for personal communication.

Competencies:

- 1.0 Legibly form manuscript letters of the alphabet and numbers.
- 1.1 Copy from text upper and lower case manuscript letters and numbers.
- 1.2 Form upper and lower case manuscript letters and numbers from memory.
- 2.0 Write survival words and phrases such as name, address and telephone number.
- 2.1 Able to legibly form upper and lower case manuscript letters and numbers.
- 2.2 Able to locate information in telephone directory and zip code manual listed in alphabetical order.
- 3.0 Fill out simple forms.
- 3.1 Able to follow simple directions.
- 3.2 Able to fill out forms with either textbook or personal assistance.

- 3.3 Able to fill out simple forms on own.
- 4.0 Begin to use appropriate capitalization and punctuation.
- 4.1 Capitalize the names of particular people, places or things.
- 4.2 Capitalize the first word in a sentence and the word "I".
- 4.3 Correctly use the period, question mark, and the exclamation point.
- 5.0 Write notes, take messages.
- 5.1 To write accurate lists.
- 5.2 To write simple statements.
- 5.3 To write accurate notes and take accurate messages.
- 6.0 Write three or more sentences about the same topic.
- 6.1 Work preliminary guided exercises about writing three sentences about same topic.
- 6.2 Write three sentences about same topic using visually or audio represented topics.
- 6.3 Choose own topic and write three or more sentences about it.

Writing Level 11 (Intermediate Level 4-6)

Goal: At the end of level two, a student will be able to compose a variety of sentences of increasing complexity and be able to construct a simple paragraph.

Competencies:

- 1.0 Write a variety of sentences including statements, questions and commands.
- 1.1 Recognize and produce complete sentences.
- 1.2 Identify and produce statement, question, and command.
- 1.3 Use correct and punctuation for each sentence type.
- 2.0 Expand simple sentences to reflect more complex ideas.
- 2.1 Write sentences which have adjectives and adverbs, and/or objects.
- 2.2 Write sentences which include adjectives and adverbs.
- 2.3 Write sentences which include prepositional phrases.
- 2.4 Join 2 simple sentences into a compound sentence, using and, or, nor, for, so.
- 2.5 Recognize and correct run-on sentences.
- 3.0 Use correct subject-verb agreement.

The student will be able to write and/or edit sentences with

correct subject-verb agreement when:

- 3.1 the complete subjects contain nouns without prepositional phrases.
- 3.2 the complete subjects contain prepositional phrases.
- 3.3 the simple subjects are pronouns, collective nouns, or nouns with only one singular/plural form.
- 3.4 the subjects are compound, and joined by:and, or, nor, but, also.
- 4.0 Develop proof-reading skills. From personal writing, other students' writing, or a text, the student will be able to identify and correct errors in:
 - 4.1 end punctuation, commas, colons, and semicolons.
 - 4.2 capitalization.
 - 4.3 spelling, (based on the student's reading level)
- 5.0 Compose an informal letter.
 - 5.1 Write a letter, using correct punctuation and format (date, heading, salutation, body, closing) .
 - 5.2 Keeping the audience in mind, write 3 or 4 related sentences which form the body of the letter.
- 6.0 Write a simple paragraph that contains a topic sentence and at least 3 supporting sentences.

- 6.1 Identify main ideas in paragraphs.
- 6.2 Write a paragraph, beginning with a topic sentence and followed by sentences which give details and examples.
- 6.3 Write a paragraph beginning with a topic sentence and followed by sentences which indicate causes, effects, or reasons.
- 7.0 Experience writing as a form of personal expression.
- 7.1 Write at least 10 minutes a day in a journal, which is not corrected or edited by the instructor.
- 7.2 Write short poems or narrative prose to describe an emotion, event, or a special place.
- 8.0 Demonstrate knowledge of the use of a dictionary.
- 8.1 Locate words in the dictionary, using alphabetizing skills.
- 8.2 Use pronunciation guides to correctly pronounce new words.
- 9.0 Fill out more complex forms.
- 9.1 The student will be able to read and understand the vocabulary used in a variety of forms; complete forms and applications accurately and completely.

Writing Level 111 (Pre-GED Level 7-8)

Goal: At the end of level III, a student will be able to construct written works containing several paragraphs using correct punctuation, capitalization usage, spelling and more sophisticated sentence structures.

Competencies:

- 1.0 The student will combine ideas through the use of more sophisticated sentence structure.
- 1.1 Create one sentence from two or more sentences by embedding adjectives and adverbs.
- 1.2 Create one sentence from two or more sentences by using multiple parts of speech.
- 1.3 Combine sentences by inserting connecting words.
- 1.4 Recognize and use correct parallel sequences.
- 1.5 Correctly use semicolons and commas.
- 2.0 The student will be able to use correct verb tense, adjective/adverb forms, pronoun reference, capitalization, and punctuation.
- 2.1 Use correct verb tenses.

- 2.2 Use correct subject-verb agreement in writing.
- 2.3 Identify and use appropriate adjective and adverb forms in writing.
- 2.4 Use correct pronoun references in writing.
- 2.5 Correctly capitalize and punctuate sentences.
- 3.0 The student will write a short report on material read or observed.
- 3.1 Write the first draft of a one-page report of several paragraphs.
- 3.2 Read, revise, and edit the first draft.
- 3.3 Write the final draft of the report.
- 4.0 The student will compose a resume.
- 4.1 Review various styles of resumes.
- 4.2 Compile a personal fact sheet.
- 4.3 Compose the first draft of the resume.
- 4.4 Complete the final draft of the resume.
- 5.0 The student will write a variety of letters.
- 5.1 Write a letter of application for employment.
- 5.2 Write a letter of opinion to be mailed to an elected official.

- 5.3 Write a formal letter to a business, an agency, or an institution.
- 6.0 The student will refine proofreading and dictionary skills.
- 6.1 Use a thesaurus and a spelling dictionary.
- 6.2 Learn words misspelled on first drafts.
- 6.3 Use compensatory methods for spelling and editing.
- 6.4 Revise writing to be direct, concise, clear and consistent.

ABE Mathematics**Math Level I (Literacy Level 1-3)**

Goal: At the end of Level 1, a student will be able to identify place value, use whole number operations, and solve word problems to accomplish a variety of daily tasks.

Competencies:

- 1.0 Identify place value and read and write numerals to millions.
- 1.1 Read and write numerals to millions.
- 1.2 Recognize that the value of a digit will vary depending upon its place in a number.
- 2.0 Compare and order whole numbers.
- 2.1 Use place value to compare whole numbers.
- 2.2 Round numbers to the nearest ten through to the nearest million.
- 3.0 Add, subtract, multiply, divide and find the average of whole numbers.
- 3.1 Complete addition facts for mastery of accuracy and time.
- 3.2 Add whole numbers without carrying.
- 3.3 Add whole numbers with carrying.
- 3.4 Solve addition word problems.

- 3.5 Complete subtraction facts for mastery of accuracy and time.
- 3.6 Subtract without borrowing.
- 3.7 Subtract with borrowing .
- 3.8 Subtract from zeros.
- 3.9 Solve addition and subtraction word problems.
- 3.10 Complete multiplication facts for mastery of accuracy and time.
- 3.11 Multiply whole numbers; no carrying.
- 3.12 Multiply whole numbers with carrying.
- 3.13 Solve multiplication word problems.
- 3.14 Complete transition facts to show how multiplication and division are related.
- 3.15 Complete division facts for mastery of accuracy and time.
- 3.16 Divide by one-digit numbers.
- 3.17 Divide by larger numbers.
- 3.18 Find the average of a set of whole numbers.
- 3.19 Solve multiplication and division word problems.
- 4.0 Estimate answers to whole number computation and application problems.

- 4.1 Estimate answers to whole number computation and application problems.
- 5.0 Identify the operations required to solve a variety of whole number word problems.
- 5.1 Identify key words and determine which operations are required to solve various word problems.
- 6.0 Solve a variety of application problems using whole numbers.
- 6.1 Solve a variety of application problems using strategies learned in Competency 1.5.
- 7.0 Identify names and values of common coins and count change.
- 7.1 Name U.S. coins and identify their values.
- 7.2 Total the cost of several items and compute correct change.

Math Level 11 (Intermediate Level 4-6)

Goal: At the end of Level 11, a student will understand and use decimals and fractions and be able to estimate answers to computation and application problems.

Competencies:

- 1.0 Read, write and interpret fractions.
- 1.1 Identify a proper fraction and recognize the numerator and denominator.
- 1.2 Identify the three types of fractions; proper, improper and mixed.
- 1.3 Reduce fractions to lowest terms.
- 1.4 Raise fractions to highest terms.
- 1.5 Change improper fractions to whole or mixed numbers and change mixed numbers to improper fractions.
- 1.6 Compare common fractions.
- 2.0 Add, subtract, multiply, divide and find the average of fractions.
- 2.1 Multiply a fraction by a fraction without cancelling.
- 2.2 Multiply a fraction by a fraction with cancelling.
- 2.3 Multiply a fraction and a whole number.

- 2.4 Multiply mixed fractions.
- 2.5 Solve multiplication of fractions word problems.
- 2.6 Divide a fraction by a fraction.
- 2.7 Divide whole numbers by fraction .
- 2.8 Divide fractions by whole numbers.
- 2.9 Divide mixed numbers by fractions and whole numbers.
- 2.10 Divide by mixed fractions.
- 2.11 Solve multiplication and division of fractions word problems.
- 2.12 Add fractions with like denominators.
- 2.13 Raise fractions to higher terms. (Review, see objective 4 of Competency 2.1)
- 2.14 Add fractions with different denominators.
- 2.15 Solve addition of fractions word problems.
- 2.16 Subtract fractions with like denominators.
- 2.17 Subtract fractions with unlike denominators.
- 2.18 Subtract fractions with borrowing.
- 2.19 Solve addition and subtraction of fractions word problems.
- 3.0 Read, write and identify place value through thousandths for decimals.
- 3.1 Read, write and identify place value for decimals.

- 4.0 Compare and order decimals.
- 4.1 Compare decimals and order decimals.
- 5.0 Round decimals.
- 5.1 Round a number to the nearest tenth through to the nearest thousandth.
- 6.0 Convert between decimals and fractions.
- 6.1 Change decimals to fractions.
- 6.2 Change fractions to decimals.
- 7.0 Add, subtract multiply, divide and solve a variety of word problems for decimals.
- 7.1 Add decimals vertically and horizontally.
- 7.2 solve addition word problems.
- 7.3 Subtract decimals vertically and horizontally.
- 7.4 Solve addition and subtraction word problems.
- 7.5 Multiply decimals.
- 7.6 Solve addition, subtraction and multiplication word problems.
- 7.7 Divide decimals by whole numbers.
- 7.8 Divide decimals by whole numbers.
- 7.9 Divide decimals by tens, hundreds etc.
- 7.10 Solve decimal word problems using all four operations.

- 8.0 Recognize common metric units of measurement and identify their approximate equivalents in the U.S. Customary System.
- 8.1 Use drawings and experiences to determine whether metric units or U.S. Customary System are being used to measure weight, volume and length.
- 9.0 Use a ruler to measure items to within $\frac{1}{16}$ of an inch accuracy.
- 9.1 Use a ruler to measure items to within $\frac{1}{16}$ of an inch.

Level 111**(Pre-GED Level 7-8)**

Goal: At the end of Level 111, a student will be able to use percent, ratio, and proportion, simple formulas, and conversions of common measurements to solve problems. She/he will be able to interpret and use graphs and tables.

Competencies:

- 1.0 Use ratio and proportion to solve word problems.
- 1.1 Write a ratio of two quantities in simplest form.
- 1.2 Write proportional equations.
- 1.3 Solve proportional equations.
- 1.4 Solve word problems using proportion.
- 2.0 Explain what percents mean.
- 2.1 Recognize that percent means to compare a number to one hundred.
- 3.0 Convert among fractions, decimals and percents.
- 3.1 Change percents to decimals.
- 3.2 Change decimals to percents.
- 3.3 Change percents to fractions.
- 3.4 Change fractions to percents.

- 3.5 Convert among fractions, decimals and percents.
- 4.0 Identify and solve for the whole, part and percent in a variety of application problems.
 - 4.1 Find the part when the percent and the whole are known and solve application problems of this type.
 - 4.2 Find the percent when the part and the whole are known and solve application problems of this type.
 - 4.3 Find the whole when the percent and the part are known and solve application problems of this type.
 - 4.4 Identify and solve each of the three types of percent problems when they are presented at random.
- 5.0 Convert among common measurements to find perimeter, area and volume of rectangular shapes.
 - 5.1 Convert among standard measurements.
 - 5.2 Solve computational measurement problems.
 - 5.3 Use appropriate formula to solve problems for perimeter area, and volume of rectangular shapes.
- 6.0 Interpret and use schedules, tables, and graphs (bar, line and circle).
 - 6.1 Read and interpret pictographs.

- 6.2 Read and interpret circle graphs.
- 6.3 Read and interpret bar graphs.
- 6.4 Read and interpret line graphs.
- 6.5 Read and interpret schedules and charts (tables)

ABE Listening, Speaking and Viewing

Introduction

The competencies in this area have not been divided into the three levels of ABE instruction as other areas have been. The competencies themselves remain the same for each level. However, the context in which they are demonstrated will increase in complexity at higher levels of instruction.

Goal: At the end of instruction, a student will be able to understand how communication codes, oral message evaluation, and basic speech communication skills affect speaking, listening, and viewing skills.

Competencies:

1. Listen effectively to spoken English and ask questions to obtain information.
2. Use words, pronunciation, and grammar appropriate for the situation.
3. Use nonverbal signs appropriate for the situation and recognize when another does not understand your message.
4. Use voice effectively.

5. Identify main ideas and summarize messages.
6. Distinguish facts from opinions while listening to a person or a TV/video presentation.
7. Distinguish between informative and persuasive messages when listening to a person or a TV/video presentation.
8. Express ideas clearly and concisely.
9. Express and defend your point of view with evidence.
10. Organize your messages so that others can understand them.
11. Answer questions effectively, concisely and accurately.
12. Utilize competencies of effective speaking and listening skills when using the telephone.

ABE Interpersonal Skills

Introduction

The category of interpersonal skills is quite large and cannot be comprehensively addressed within the context of an ABE curriculum. In this section, only those interpersonal skills which are the most critical to a student's ability to function successfully in society have been identified. The competencies are not been divided into the three levels of ABE instruction as other areas have been. The competencies themselves remain the same for each level. However, the context in which they are demonstrated will increase in complexity at higher levels of instruction.

Goal: At the end of instruction, the student will be able to understand how verbal and nonverbal communication, self-esteem, and dealing with authority figures affects interpersonal relationships.

Competencies:

1. Recognize various tones of voice and their implications.
2. Understand various types of body language.
3. Employ techniques for resolving conflicts.
4. Recognize roles of assertiveness and aggressiveness.

5. Recognize feelings and emotions.
6. Recognize barriers to self-esteem.
7. Apply goal setting techniques to actual situations.
8. Employ appropriate techniques for dealing with authority figures.
9. Understand basic principles of personal health maintenance

ABE Thinking Skills

Introduction

Since the thinking skills are the same for each instructional level, this area has not been divided into three levels. As with the two preceding areas, the context in which the skills are presented will increase in complexity at the higher levels.

Goal: The student will be able to use basic thinking processes to solve problems, make decisions, think critically, and think creatively.

Competencies:

1. Identify the central issue or problem.
2. Establish cause and effect by making predictions, inferences, judgments, and evaluations.
3. Relate known to unknown characteristics and create meanings by making analogies, metaphors, and logical inductions.
4. Identify relationships by detecting parts and wholes, patterns, sequence and order, and making logical deductions.
5. Form classifications by identifying similarities and differences and making comparisons.

6. Use both intuitive and non-intuitive aspects of thinking to appreciate unique attributes.

ADULT BASIC EDUCATION STUDENT PROGRESS REPORT

NAME: _____

ENTRY DATE: _____ QUARTER _____ EXIT DATE _____

I. TESTING DATE: _____ ENTRY/EXIT TESTS:

TABE LEVEL E M D FORM 3-4-5-6

SCORES/GRADE LEVELS

APL TESTS

	START	EXIT	START	EXIT
READING	_____ / _____	_____ / _____	CONSUMER INFO.	_____ / _____
ENGLISH	_____ / _____	_____ / _____	GOVT./LAW	_____ / _____
MATH	_____ / _____	_____ / _____	HEALTH	_____ / _____
			COM. RESOURCE	_____ / _____
			OCCUPATIONAL	_____ / _____

LEARNING STYLES INVENTORY

VISUAL _____ AUDITORY _____ MULTI-SENSORY _____

LEARNING DISABILITY

YES _____ NO _____

DATE TESTED _____ WHERE _____

RESULTS FILED _____

WHERE _____

CONTACT PERSON _____

RECOMMENDATIONS:

ENROLL IN ABE COURSE YES _____ NO _____

TAKE PRE-GED PRACTICE TESTS

YES _____ NO _____

IF YES, WHICH FORM? A B

SCORES:

WRITING SKILLS _____	SCIENCE _____
SOCIAL STUDIES _____	READING _____
MATH _____	

RECOMENDATION: TAKE GED TESTS _____ ENROLL _____

ADULT BASIC EDUCATION INTAKE INTERVIEW

NAME: _____

SS# _____

DATE: _____

1. Have you ever been enrolled in a similar program? yes no
If yes, where _____ and when _____?

Did you receive diagnostic testing? yes no
What kind? _____

2. Are you receiving assistance? Yes No
If yes, from which source? _____

3. Are you employed? yes no
If not, are you available for work? yes no

4. Are you handicapped in any way? yes no
If yes, how? _____
Please indicate special educational needs? _____

5. Are you an imigrant? yes no
If yes, from where _____ and how long have you been in the
U.S. _____ Have you attended _____ and U.S. public schools? yes no
If yes, where and for how long? _____

6. What are your educational goals and special interests? _____

ABE EXIT INTERVIEW

1. Why are you leaving the program?

- a. Got a job? _____
- b. Moved _____
- c. No transportation _____
- d. No Childcare _____
- e. Dissatisfied with courses _____
- f. Health problems _____
- g. Family problems _____
- h. Location of class _____
- i. Lack of Interest _____
- j. Class schedule _____
- k. Unknown _____

2. Would you like us to furnish you with information about other programs? (at other schools: _____

If yes, where would you like this information sent? _____

If yes, would you like your educational record sent to this schools also? yes _____ no _____

3. Can you suggest some changes and/or improvements on our programs? _____

STUDENT RELEASE OF INFORMATION FORM

TO: _____

FROM: _____

RE: _____

(name of students/clients)

I HEREBY AUTHORIZE THE RELEASE OF INFORMATION AND DOCUMENTS RELATIVE TO MY EDUCATION TO THE PHOENIX CENTER, AVAILABLE AT THEIR WRITTEN REQUEST AND I FURTHER AUTHORIZE THE PHOENIX CENTER TO RELEASE INFORMATION AND DOCUMENTS RELATIVE TO MY EDUCATION TO OTHER AGENCIES THAT I DESIGNATE.

agency name

agency name

address

address

city / state /zip

city /state /zip

agency name

agency name

address

address

city /state/ zip

city /state /zip