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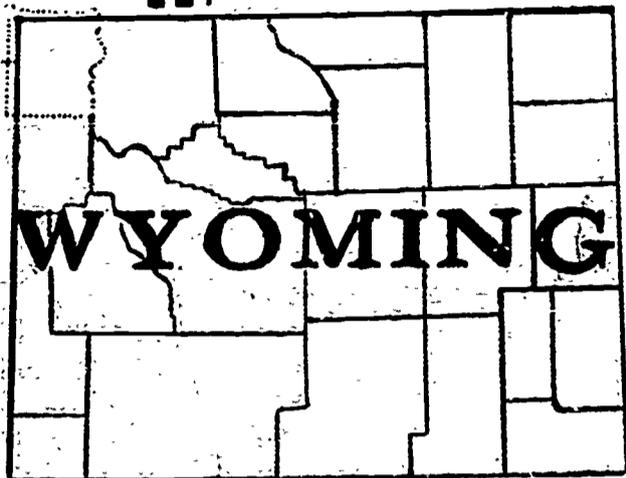
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## ABSTRACT

USING QUESTIONNAIRES, INTERVIEWS, PROGRAM RECORDS, AND PROGRAM VISITS, A SURVEY WAS MADE TO EVALUATE, AND TO DEVELOP GUIDELINES FOR STRENGTHENING, WYOMING ADULT BASIC EDUCATION (ABE) PROGRAMS AT STATE AND LOCAL LEVELS. DATA WERE GATHERED FROM TEACHERS, STUDENTS, AND ADMINISTRATORS AS TO STUDENT AND TEACHER CHARACTERISTICS AND BACKGROUND, PROGRAM ATTITUDES, ASPIRATIONS, AND MOTIVES, STAFFING (INCLUDING INDIGENOUS AND SUBPROFESSIONAL PERSONNEL), STAFF TURNOVER, SALARIES AND WAGES, CLASSES AND ENROLLMENTS, FACILITIES, FINANCIAL SUPPORT AND POLICY (INCLUDING FEDERAL, STATE, AND LOCAL FUNDING), STUDENT RECRUITMENT AND RETENTION, GUIDANCE AND COUNSELING, RECORD KEEPING, QUALITY AND EFFECTIVENESS OF INSTRUCTIONAL MATERIALS AND METHODS, AND PROCEDURES FOR PROGRAM EVALUATION AND CONTROL. FURTHER RESEARCH WAS RECOMMENDED, TOGETHER WITH SEVERAL CHANGES IN PROGRAM ADMINISTRATION AND RELATED AREAS. (APPENDIXES CONTAIN STATISTICS, GUIDELINES, AND A QUESTIONNAIRE.) (LY)

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**State and Local Adult Basic  
Education (ABE) Program  
Evaluation Survey for Wyoming**

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STATE AND LOCAL ADULT BASIC  
EDUCATION (ABE) PROGRAM  
EVALUATION SURVEY FOR WYOMING

BY

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State Department of Education  
Harry Roberts, State Superintendent  
of Public Instruction  
Capitol Building  
Cheyenne, Wyoming

1969

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## FOREWORD

This study was concerned with approximately one thousand under educated adults enrolled in 17 Adult Basic Education programs throughout Wyoming. It represents an attempt to gain more insight about these individuals and their programs, which may be used to better enable school administrators, teachers, and others to assist these individuals in overcoming their educational deficiencies. The initial stimulus to attempt this evaluation came from the U. S. Office of Education, Adult Education Branch.

This report is the result of the combined efforts of the Wyoming State Education Department's Office of Adult Basic Education and the Wyoming Research Coordinating Unit. This publication represents a great deal of effort on the part of many persons. Special acknowledgments go to Mr. Richard Rowles, State Director of Adult Basic Education, and to each of the state's ABE teachers and/or administrators who cooperated in accomplishing this task.

The collection and compilation of the data, the design of the project, and the report were under the direction of the Research Coordinating Unit.

## CHAPTER I

### THE PROBLEM AND DEFINITION OF TERMS USED

The Adult Basic Education Program in Wyoming is concerned with educating approximately 20,158 under-educated adults, representing approximately 6.2% of the State's population.

As a result of this comparatively large number of under-educated adults, many public school teachers instruct adults in basic communication skills in addition to their daily teaching duties. Generally speaking, the students of these continuing evening classes are adults interested in self-improvement. Through the combined efforts of the community, the local school, and the cooperation of teachers, Adult Basic Education classes are established. After local schools and other agencies have shown initial interest, the Adult Basic Education Division of the State Department of Education assists them in organizing a program and in making available funds with which the school buys special educational books and supplies for the students.

This program was designed for those persons who: (1) are 18 years of age or older; (2) have less than a functional eighth grade education; (3) need to learn the basic communicative skills in reading, writing and speaking the English language; (4) want to learn to work simple arithmetic problems. Typically three levels of instruction have been taught in the Wyoming ABE program: (1) Level I - Beginning to Grade 3; (2) Level II - Grades 4-6; (3) Level III - Grades 7-8. The program as outlined above typically has been thought of as offering a ray of hope to Wyoming's under-educated populace. Since 1966, 2,324 persons have completed the various levels of instruction sponsored by the ABE program in Wyoming and have theoretically advanced their level of education. Since the program's inception, the number of high school equivalency diplomas granted has shown a rapid increase. These persons are now better prepared, presumably, to face our changing technological society.

#### I. THE PROBLEM

The purpose of this study was twofold: (1) to provide an evaluation survey of the Wyoming ABE program; and (2) to develop guidelines for action to facilitate even better service to the ABE public and to strengthen Wyoming's ABE program to meet new challenges in a changing economy.

Primarily this study was concerned with examining existing evidence of the effectiveness of the Wyoming ABE program. The preceding statement formed the framework within which a proposed research endeavor would function -- specifically that of obtaining the benefit of an objective judgement of how the program was doing and how it might be improved.

A secondary concern of this study was to be an attempt to develop a continuous flow of data for further improvement and future updating of the Wyoming program.

It was understood that this program evaluation would include as many aspects as possible of the Wyoming ABE program at both state and local levels (including all local programs). As many factors as possible having a bearing on the cost, efficiency, and effectiveness of the program were to be considered as well.

Specifically, this investigation sought to answer the following questions:

A. Program Factors, Local Level

1. Organizational structure of representative local programs. Relative order or standing of the program within the local educational agency.
2. Number of full-time and part-time ABE program personnel, compared to cost and size of local program. Federal, State, and local funds available annually, and number of enrollees.
3. Salaries and wages; experience and qualifications of personnel; training and development of staff.
4. Turnover (resignation and transfer) rate of staff.
5. Working relationships with Fiscal, Budget, and other internal and external agencies (including private) concerned with ABE.
6. Records keeping and reporting system in use.
7. Number and size of classes, hours per week, compared to cost of program; teacher/student ratio and other program personnel and student ratios.
8. Quality and effectiveness of teaching methods and materials, as determined by testing and by relevance of education (course or curriculum content) to various problems of daily living and area. Is what is being taught meaningful and useful to the people? Do they experiment with different teaching methods and materials?
9. Quality and effectiveness of recruiting and retention methods used; organizations cooperating in recruitment.
10. General appearance of classroom or other learning site to adult students as opposed to children.
11. Location of classes, such as in schools, churches, homes, public halls, etc., and in relation to homes of students.

12. Ages, sex, race, income, and family status of students as related to program priorities. Percentages of students enrolled between the first and the fifth grade level, and those enrolled in the sixth through eighth.
13. Results of local program to date, in terms of people enrolled, drop-out rate, education provided, and human improvements made, as compared to total costs incurred.
14. Use of indigenous and sub-professional personnel in program.
15. Use of guidance and counseling personnel, and practical results thereof.
16. Methods and procedures (and degree of simplicity or complexity) of obtaining program funds from the State Education Agency.
17. Comparisons and ratios of Federal, State and local funds being used.

B. Program Factors, State Level

1. Organizational structure of the ABE program. Relative order or standing of the program within the State Education Agency. Is the program staffed and organized so as to be most effective in performing its necessary functions?
2. Number of full-time and part-time ABE staff personnel, compared to cost and size of program. Federal, State and local ABE funds available annually, and number of enrollees.
3. Salaries, experience, qualifications of State staff; training and development of staff.
4. Turnover rate of staff personnel.
5. Working relationships with State Fiscal, Budget and Auditing personnel, and with other internal and external agencies and organizations (including private) concerned with ABE.
6. Program and fiscal records keeping and reporting system in use.
7. ABE program personnel training and development projects and activities conducted by the State staff for the benefit of local program personnel.
8. Methods, procedures, and criteria used by State staff to evaluate and control local programs.
9. Cost per pupil, overall average at State level and average at local level.

10. Efficiency and equity of procedures involved in funding local programs; State controls over funds at local level, after being allocated; reallocation procedures.
11. State or local matching of Federal funds; matching ratios, comparisons of Federal, State and local funds.

#### IMPORTANCE OF THE STUDY

If administrators and teachers, theoretically, are to continue to design and conduct educational programs which are truly reflective of the needs of students, then there must be program evaluation in light of changing conditions and times, and particularly as it relates to the persons they are attempting to serve. It was expected that this study would be of importance by providing additional insight into the previously mentioned program factors. Furthermore, it was expected that some of the findings of this inquiry would be applicable to other states as well, particularly those in the Rocky Mountain region. Finally, the study served as a source of feedback from participants and teachers in the ABE program and was naturally utilized as part of the total program evaluation.

#### LIMITATIONS OF THE STUDY

This study was limited in the following respects:

- The period of the study was from March, 1969 to June, 1969.
- There was no follow-up study of any ABE students or teachers who were not present at the time the survey evaluation instruments were administered.
- Although efforts were made to word the survey instrument in language intelligible to the ABE students, some of the vocabulary may have been too advanced for some of them to interpret.
- There was a problem of translation from Spanish to English and vice versa because the instrument was written only in English.
- Although effort was made to insure proper marking of the answer sheets by both teachers and students, there was no guarantee that all answers were properly recorded.

#### METHODOLOGY

The following procedure was utilized in order to fulfill the purposes of the investigation:

- Representatives from the Adult Basic Education administrative staff met with a member of the Research Coordinating Unit (RCU) to:  
(a) formulate the objectives of the study; (b) construct suitable data collection instruments; and (c) develop procedures for conducting the study.

- The criteria adopted for the construction of the survey evaluation instruments were as follows: (a) the instruments were to be constructed so that they would enable the investigator to collect the data necessary to fulfill the purposes of the study; (b) the instrument was to be designed so that the words used in the questions would be ones which were in the vocabularies of both students and teachers to be studied; (c) the instrument was to be designed for use with students and teachers on a structured interview basis -- this was later altered, however, because of the lengthy time element involved due to lack of sufficient interviewers (see appendix for instruments).
- It was decided that the RCU Director would administer the instrument to both teachers and students during their regularly scheduled meeting times on a pre-scheduled basis. It was decided that the ABE teachers and aides would be used to assist the students in their understanding and answering of the questions.
- It was also decided that the annual ABE Report form and the Permanent Student Record Card would serve as a means of obtaining additional local program data (see Appendix B) in addition to the interview and interview instruments. These would be obtained from local administrators or teachers.
- Space was provided on the answer sheets for both teachers and students to identify county, location, date, and place of interview.
- Each of the local ABE program administrators and head teachers were informed by the state ABE director to expect the evaluation and a date was set to conduct it. Specific times were not set. Generally, the above were only told that the study would take place and their responsibilities in its conduct.
- All completed forms were collected by the RCU or were sent to the RCU.
- The RCU was to compile the results and write a final report.
- Data was to be analyzed, organized, and presented in this publication. Conclusions and recommendations were to be made on the basis of these data.

Generally, the procedures proposed for this study focused primarily upon the project director visiting each of the ABE programs, where possible, and interviewing both students and teachers. State program factors and answers to questions cited earlier were to be supplied by the state ABE director. Much of the data, it was decided, would be available through the state ABE office. Data from published and unpublished printed materials was to be supplemented by interview information.

## II. DEFINITION OF TERMS USED

Adult Basic Education. A sequential program of instruction designed to teacher undereducated persons who are eighteen years of age or older; who have less than a functional eighth grade level of education; who need to

learn the basic communications skills in reading, writing and speaking the English language; and who want to learn to work simple arithmetic problems along with auxiliary instruction.

Students. Participants in the ABE program.

### III. SUMMARY AND CONTINUATION

The first chapter provides a brief introduction to the problems of this study followed by a statement of the problem and a list of questions which the study sought to answer. Following a discussion of the importance of the study and delineation of the manner in which it was limited, a development of the procedure used in conducting the investigation was given. The first chapter concluded with defined terms used frequently in the study and an explanation of the manner in which the study was organized into chapters.

The second chapter presents the data secured in the study in both table and narrative form. The chapter concludes with a summary of the major findings.

Chapter three offers a brief summary or re-statement of the problem and presents the major conclusions of the investigation. The chapter concludes with a list of recommendations regarding Adult Basic Education.

## CHAPTER II

### PRESENTATION OF DATA

The data presented in this chapter are divided into two major sections, each containing several minor divisions. The first major section deals with data which relate to the local program evaluation factors. The purpose of collecting these data was to gain insight into the effectiveness of local programs. It was felt that these data would prove useful in a number of ways, but primarily they would enable teachers, program administrators, and supervisors to better gear for and implement change and improvement in programs.

The second major section of Chapter II deals with data which are related to the state level program factors of evaluation. The purpose of collecting these data was to provide for a source of feedback from state level program involvement, which could be utilized as a measure for evaluating and/or improving the state administration of Wyoming's ABE program. Chapter II concludes with a third major section which provides for a brief summarization of the data presented in the two previous sections. Persons desiring only an overview of the findings of this study should refer to the third section of Chapter II or the conclusions section of Chapter III. It should be noted that data in this chapter are presented in both table and narrative form. The narrative portion simply provides for a summary of the data shown in the respective tables. All percentages shown in the tables are rounded off to the nearest whole number; for this reason some percentages total slightly greater or slightly less than one hundred percent.

#### I. PROGRAM FACTORS, LOCAL - STUDENT RESPONSES

##### Description of Respondents Studied.

With the exception of the Lander, Riverton, Ft. Washakie, Greybull, and State Penitentiary programs, participants from each of Wyoming's seventeen local ABE programs were represented. Table I shows the number of ABE students surveyed in each program and the percentage each of these numbers represented of the total population sample of 198 students. It may be noted that the five programs of Casper, Cheyenne, Torrington, Laramie, and Rawlins provided 67% of the population surveyed. The largest single group of participants was from the Casper program. Chart I shows geographic location and proximity of all programs during fiscal year 1968-69. The program with the largest number of participants was in Casper with 188 participants. The areas with the smallest number of participants were Worland and Lander with 17 persons each represented in this study.

Most of the ABE students participating in this study were in the age range of 18 to 24. As shown in Table II, 33% of the sample were under 25 years of age, while only 6% were over 55 years of age. A further grouping of the data in Table II revealed that over three-fourths of the students were under 46 years of age, and almost 61% were under the age of 35.

The data in Table III further describes the sample by indicating that almost half of the ABE students surveyed were males. This fact is significant in that these persons are probably heads of households and thus are responsible for the economic stability of their families. However, the

the reader should also keep in mind that some 97 of the males involved in this study were confined at the State Penitentiary.

It was found that ABE students participating in this study had a total hours of membership of all students during the past year of 128,793. This provides for an average student membership of approximately 135 hours. Typically, according to information gathered on the Annual ABE Report (see appendix) the average number of hours of instruction required this year in Wyoming for: (a) beginning level (grades 1-3) was 179 hours; (b) intermediate level (grades 4-6) was 189 hours; (c) advanced level (grades 7-8) was 176 hours.

Over half of the ABE students were married, and as shown in Table IV, 23% of the participants were single. Only 23% of the students were either divorced or separated, with 18% being divorced.

For the most part, the level of formal education of the ABE students was very low. As shown in Table V, more than one half of the students reported that they have completed less than a ninth grade formal education. Forty-six percent of the students admitted to having completed more than a ninth grade education. Only seven percent completed grade twelve or better. Some 73% of the ABE students apparently ended their formal education for one reason or another between the 7th and the 11th grades.

Only two percent of the Wyoming ABE students had enrolled in ABE in another state before enrolling in Wyoming. Seventy-six percent of the students enrolled in ABE for the first time in FY 1968-69.

Almost two-thirds of the ABE students studied were white. As reflected in Table VI, only eight percent of the total student populace was other than white.

Some twenty-eight percent of the students were welfare recipients. Only two percent were migrants.

The average number of dependents for Wyoming ABE students was 3.24 (this figure included both parents).

TABLE I

NUMBER OF STUDENTS SURVEYED IN EACH LOCAL ABE PROGRAM  
AND PERCENTAGE OF TOTAL SAMPLE WHICH EACH  
PROGRAM REPRESENTED\*

NO. OF CLASSES	TOWN	ADMIN. SPONSOR OF PROG.	NO. OF STUDENTS ENROLLED	% OF TOTAL PROGRAM STATE-WIDE	NO. OF RESP.	PERCENT RESPONDING
4	Casper	NCHS DIST, Employ. Orientation & MDTA	188	19%	22	12%
2	Casper	NCHS DIST., Employ. Orientation & MDTA	62	6%	8	13%
2	Cheyenne	School Dist. #1, Home Instr. Prog.	73	7%	19	26%
1	Cheyenne	School Dist. #1 Family Living	46	5%	23	50%
2	Cheyenne	School Dist. #1 Employ. Orient. & WIN	27	3%	15	56%
1	Evanston	Wyo. St. Hosp.	19	2%	10	53%
2	Ft. Washakie	Indian Reservation	24	2%	--	--
1	Greybull	School Dist. #1	20	2%	--	--
1	Lander	School Dist. #1	17	2%	--	--
3	Laramie	School Dist. #1	85	9%	14	17%
1	Lovell	School Dist. #3	19	2%	9	47%
2	Powell	Northwest Comm. Coll.	28	3%	15	54%
4	Rawlins	School Dist. #3	49	5%	14	29%
1	Rawlins	Wyo. State Pen.	97	10%	--	--
3	Riverton	Central Wyo. College	54	5%	--	--
4	Rk. Sprgs.	School Dist. #4	46	5%	21	46%
3	Sheridan	School Dist. #7	40	4%	11	28%
4	Torr.	Eastern Wyo. College Family Living	71	7%	10	14%

TABLE I (cont.)

NO. OF CLASSES	TOWN	ADMIN. SPONSOR OF PROG.	NO. OF STUDENTS ENROLLED	% OF TOTAL PROGRAM STATE-WIDE	NO. OF RESP.	PERCENT RESPONDING
3	Torr.	Eastern Wyo. Coll.	14	1%	3	21%
4	Worland	Worland School Dist.	17	2%	4	24%
47		TOTALS	996	100%	198	20%

\* It should be noted that the local ABE programs at Riverton, the Wyoming State Penitentiary at Rawlins, Lander, Greybull, and Ft. Washakie had finished prior to the initiation of this study. It should also be mentioned that the total percentage of students studied was reduced also because earlier classes were completed. The study dealt only with on-going programs between March and June, 1969. Another factor significant to the reduced overall student contact percentage was the time of year the study was conducted. Many of the previously enrolled students began leaving the programs to begin the Spring work.



TABLE II  
AGE OF STUDENTS

AGE BRACKETS	NUMBER & PERCENTAGE IN EACH RESPONSE CATEGORY	
	NUMBER	PERCENT
18-24	329	33
25-34	279	28
35-44	199	20
45-54	129	13
55-64	40	4
65 & over	20	2

TABLE III  
SEX OF STUDENTS

SEX	NUMBER & PERCENTAGE IN EACH RESPONSE CATEGORY	
	NUMBER	PERCENT
MALE	448	47%
FEMALE	506	49%
NON-RESPONDENTS	42	4%

TABLE IV  
MARITAL STATUS OF WYOMING ABE STUDENTS

MARITAL STATUS	NUMBER & PERCENT IN EACH RESPONSE CATEGORY	
	NUMBER	PERCENT
MARRIED	423	53
SINGLE	184	23
DIVORCED	143	18
SEPARATED	36	5
WIDOW(ER)	17	1

TABLE V

## YEARS OF SCHOOL COMPLETED BY WYOMING ABE STUDENTS

HIGHEST GRADE COMPLETED BY STUDENT	NUMBER & PERCENT IN EACH RESPONSE CATEGORY	
	NUMBER	PERCENT
NONE	24	3
GRADE 1-3	41	5
GRADE 4-6	99	12
GRADE 7-8	277	34
GRADE 9-11	312	39
GRADE 12 & over	51	7

TABLE VI

## WYOMING ABE STUDENTS ENROLLED BY RACE

RACE	NUMBER & PERCENT IN EACH RESPONSE CATEGORY	
	NUMBER	PERCENT
WHITE	589	62
NEGRO	47	5
AMERICAN INDIAN	10	1
ORIENTAL	21	2

TABLE VII

## ABE STUDENTS ENROLLED BY ETHNIC GROUP

GROUP	NUMBER & PERCENT IN EACH RESPONSE CATEGORY	
	NUMBER	PERCENT
CUBANS	0	0
MEXICAN-AMERICANS and/or SPANISH-AMERICANS	274	29
PUERTO RICANS	0	0
AFGANS	2	-
BASQUES	2	-
HAWAIIAN	1	-

TABLE IX  
 NUMBER AND PERCENT OF WYOMING ABE STUDENTS  
 ENROLLED BY INSTITUTIONS

TYPE OF INSTITUTION	NUMBER & PERCENT IN EACH RESPONSE CATEGORY	
	NUMBER	PERCENT
STATE HOSPITAL	33	4
ST. PENITENTIARY	97	10
OTHER CORRECTIONAL	7	1

TABLE X  
 PRIMARY LANGUAGE SPOKEN IN WYOMING ABE STUDENT'S HOME

LANGUAGE	NUMBER & PERCENT IN EACH RESPONSE CATEGORY	
	NUMBER	PERCENT
ENGLISH	732	84
SPANISH	122	14
OTHER (Pushtu-1; Japanese-2; Persian-1; Thai-1; Chinese-2; Korean-2; Portuguese-1; Turkish-1)	13	2

TABLE XI  
ABE STUDENT REFERRALS

REFERRED BY:	NUMBER & PERCENT IN EACH RESPONSE CATEGORY	
	NUMBER	PERCENT
WELFARE	163	18
SCHOOL	96	11
ABE COUNSELOR	128	15
OTHER STUDENTS	128	15
RADIO, TV, NEWSPAPERS	112	13
CHURCH	11	1
EMPLOYER	12	1
OTHER: friends, relatives, teacher, school nurse, ESC, NYC, MDTA, OEO, Welcome Wagon, Rehab., Community Action	235	26

TABLE XII  
WYOMING ABE STUDENTS SEPARATED FROM CLASS  
BECAUSE

REASON	NUMBER & PERCENT IN EACH RESPONSE CATEGORY	
	NUMBER	PERCENT
COMPLETED PROGRAM	471	64
JOB	53	7
LACK OF INTEREST	65	9
FAMILY PROBLEMS	61	8
OTHER: moved, back to H.S., military service; hospitalized.	84	12

TABLE XIII  
REASON FOR ABE STUDENT PARTICIPATION

REASON	NUMBER & PERCENT IN EACH RESPONSE CATEGORY	
	NUMBER	PERCENT
TO GET JOB	148	14
TO GET A BETTER JOB	213	20
SOCIAL	35	3
EDUCATION/SELF IMPROVEMENT	663	63
CITIZENSHIP	4	-

TABLE XIV  
NUMBER OF SEPARATIONS BY GRADE

GRADE LEVEL	NUMBER & PERCENT IN EACH RESPONSE CATEGORY	
	NUMBER	PERCENT
BEGINNING LEVEL GRADES 1-3	36	6
INTERMEDIATE LEVEL GRADES 4-6	119	20
ADVANCED LEVEL GRADES 7-8	438	74

## STUDENT RESPONSES TO QUESTIONS ON SURVEY

## 1. Why did you enroll in ABE?

- "To learn what I didn't learn in school."  
 "To earn the GED."  
 "To get my diploma."  
 "To get my GED and learn the best job for me."  
 "To finish my education."  
 "To learn to speak English. (read, write, etc.)"  
 "To do better work in my senior year in high school."  
 "I was losing my past knowledge."  
 "To learn basic math and basic grammar as well as to improve spelling."  
 "To get a better education for an airline school."  
 "I wanted to better myself."  
 "To have a chance to get a better job."  
 "To get a job with higher pay, decent hours and less tiring work."  
 "To go to college for interior decorating."  
 "Help me to further my goal in life."  
 "For review of basic education, math, English, etc."  
 "Personal and family problems."  
 "Help me with my business."  
 "So that I can speak better."  
 "To learn all I can about math."  
 "To get a better job so that I could go to college."  
 "To learn how to do figuring."  
 "To take more training through MDTA."  
 "To be able to handle my own problems."  
 "To communicate better with people."  
 "To understand the best ways to bring up children and understand them better."  
 "To get a skill that will insure me of a good job in the future."  
 "Became interested in class through daughter."  
 "To go to body and fender school."  
 "Learn more about budget, medicine, etc."  
 "To contribute more to my employment."  
 "To be able to communicate better with people."  
 "To be able to go on to college or to secretary school."  
 "To learn more."  
 "To decide just what kind of work I wanted to do."  
 "To be able to go to college."  
 "To learn about the job abilities and skills needed to live."

## 2. How did you become acquainted with ABE?

<u>RESPONSE</u>	<u>FREQUENCY</u>
Friends	101
Referral Agency	55
Teacher (ABE)	50
Relatives	38
Newspapers	35
Radio	18
T. V.	5
Other	1

## 3. When did you become interested in ABE?

"Through a friend who had been enrolled in a class."

"September, 1968."

"About two weeks before I started the class."

"When I heard about getting an education."

"When my mother returned to classes to obtain her GED."

"When my case worker told me about it."

"Two months ago."

"November, 1968."

"The University referred me to the class."

"Three months ago."

"When I read in the newspaper about the class."

"When I visited the class with a friend."

"Last November."

"In 1967 through school."

"October, 1968."

"When a better job was offered me that required a high school education."

"Two and a half months ago."

"Right away."

"March, 1966."

"September, 1967."

"Four years ago."

"February, 1969."

"When it started."

"About seven weeks ago when I quit my job."

"About five weeks ago."

"January, 1969."

"Six months ago."

"Six weeks ago."

"1969"

"Last year (1968)"

"When I left school because of personal matters."

"When I started coming to school."

"June, 1968."

"March, 1969."

"When my case worker informed me."

"September, 1968."

"Three years ago."

"I was asked to come."

"December, 1968."

"October, 1968."

"67-68."

"Two months ago."

"September, 1966."

"1967."

"April, 1969."

"1969."

"Last summer while working for Headstart."

"When the Special Services representative spoke to me."

"My husband was interested in carpenter work so I decided to see what was for the ladies in the program."

"I have been interested in this type of program for about two years and just recently found out about it."

3. (cont.)

- "When Referral Agency talked to my mother."  
 "August 5, 1969."  
 "When my husband took the GED tests up at the college."  
 "In January of 1969, my sister was attending and she said it would be  
 a very great opportunity to try for my GED."  
 "November, 1968."  
 "About nine weeks ago."  
 "I have been interested in it for about five years but I couldn't  
 decide to do it."  
 "After I got married and quit school."  
 "Before I quit high school."

4. How has this program of ABE helped you?

<u>RESPONSE</u>	<u>FREQUENCY</u>
Self-improvement	188
More pride	112
Social adjustment	93
Better job	60
Parent/offspring competition	31
Higher pay	26
Other	4
It hasn't	3

5. Do you have any personal difficulties which hinder your attendance of the ABE class?

<u>RESPONSE</u>	<u>FREQUENCY</u>
Job responsibilities	27
Home problems	22
Other (illness, tired, new baby, housekeeping)	22
Transportation	16
Babysitting	12
Class is uninteresting	12
Time classes are held	11
Can't keep up with class	7
Rules & regulations of employer	4

6. What suggestions do you have for improving the program?

<u>RESPONSE</u>	<u>FREQUENCY</u>
Better scheduling	51
Better facilities	37
Group by ability	29
Better teaching	18
Smaller classes	18
Other (more films, more equipment, teach in home, transportation, bigger classes)	13

7. Check those areas listed below which you think might benefit you more personally in relation to this ABE program.

<u>RESPONSE</u>	<u>FREQUENCY</u>
High school diploma completion	130
Job application procedure	65
GED	63
More hours of instruction	61
Budget planning	59
Family living	58
Job interview procedures	53
Citizenship	39
Meal planning	33
Consumer education	30
Addition to the curriculum and its contents	30
Better scheduling	18
Other (teaching experience, speak freely, group participation, self- improvement, helps to recall, typing, bookkeeping, speaking English, art, treat others like self, more lengthy study of government, cooking, sewing)	15

8. Do you plan on continuing your education beyond this class?

YES	<u>170</u>
NO	<u>21</u>

If so, how? What would you like to study?

HOW:

"Probably at the community college."  
 "Same type of class."  
 "Taking typing lessons."  
 "By going to community college."  
 "Go to college."  
 "Enroll in the community college."  
 "Study in the evenings."  
 "Go on to GED."  
 "Work toward my GED."  
 "Would like to go on with my education so that some day I would be  
 able to help other people."  
 "Take some kind of training."  
 "Attending the junior college."

What would you like to study?

Library sciences	Business course
Secretarial procedures	Math
English	History
Science	Social science
X-ray technician	Mental health work
Social service	Office machines

## 8. (continued)

Commercial	Chemistry
Drafting	Computer programming
Licensed practical nursing	Mechanics
Beautician	Psychology
Spelling	Spanish
Body and fender	Art appreciation
Ceramics	Painting
I. B. M.	Vocational school
Engineering	Cashier
Airline stewardess	Accounting
Sociology	Welding
Child development	Cooking
Social studies	Teach mentally retarded
Electronics	Radio
T. V.	Speech therapy
Physical education	Teaching
Counciling	Sales clerk
Veterinary school	Architecture
Interior & exterior decorating	Geology

## 9. What are your immediate plans upon completion of this class?

"Taking a college course."  
 "G.E.D."  
 "Plans to work, then go back to school."  
 "Find a job."  
 "Take up interior decorating."  
 "Work at the auction."  
 "Continue working."  
 "Going back to high school."  
 "Take my G.E.D."  
 "Go to trade school."  
 "Learn to type."  
 "Go into my own work."  
 "Go to airline school."  
 "Beautician."  
 "Try to start at the community college."  
 "Practical nurse."  
 "Continue in the same field."  
 "Work at Jackson Lake Lodge in Grand Teton National Park."  
 "Work at the canning factory, then go to Cody and work in a motel or on a ranch."  
 "Take care of my family."  
 "Continue ABE."  
 "Do more studying."  
 "Get a job as assistant bookkeeper."  
 "Join the Marines."  
 "Housewife."  
 "Moving."  
 "Further my study."  
 "Better myself."  
 "Save money for college."  
 "Join the Navy."  
 "Learn more English."

## 9. (continued)

- "Take special training in the same field of work."
- "Take night courses."
- "Get a loan or a grant to go to college."
- "Come back and take more courses."
- "Work at hospital as a treatment nurse."
- "Enroll in night school."
- "Go to electronics school."

## 10. Would you recommend this ABE to other acquaintances who are in need of it?

YES	<u>199</u>
NO	<u>2</u>

Why?

- "It is good for non-Americans to learn English and for self-improvement."
- "They need their education."
- "Because of its advantages."
- "To help you learn English and math."
- "It is a great deal of help."
- "Wonderful thing for people who have not had a chance to complete their formal education."
- "Meet a lot of new people."
- "To get a better job."
- "Everyone should have a high school diploma."
- "For better living."
- "It has been helpful."
- "I found it very interesting, educational, and most helpful in preparing me to take the G.E.D."
- "It is a good program."
- "Learn to do a great deal of things."
- "Give others self-confidence."
- "If they can't finish high school they can finish their schooling in night school."
- "A very good and rewarding program."
- "Everyone needs to get an education."
- "It gives you the feeling that you have completed something worthwhile."
- "To learn to read, write, and speak English."
- "It gives people in difficult situations a chance to get their education."
- "Because it has helped me and I know it will help others."
- "I feel they are in great need of this class."
- "It would help foreign families and students to learn English."
- "A little more knowledge isn't going to hurt anybody."
- "It is a good school."
- "Improve their understanding."

## 11. Is what is being taught meaningful and useful to you?

YES	<u>188</u>
NO	<u>5</u>

## 11. (continued)

Why?

- "It has given me confidence in myself."  
 "Because I learned."  
 "I can talk with other people."  
 "I feel it has helped me better serve the public in my job."  
 "It's educational."  
 "I have learned more about math, history of the state of Wyoming."  
 "The training will be helpful if I ever have to go to work."  
 "The courses enlarged on the subjects I have had before."  
 "I can help my children with their homework."  
 "I have learned a lot of different things that will be very helpful in the future."  
 "I can speak, read, and write English better."  
 "Subjects are useful everyday."  
 "I don't know a lot of the sciences and history I would like to."  
 "Gives one pride and the challenges of it are enjoyable."  
 "It will better my chances for employment."  
 "It has taught me things I wouldn't otherwise have known."  
 "I learned about health, my appearance."  
 "I can work better at home with our own problems and getting along better with our girls."  
 "It is helpful on my job with Headstart children."  
 "I can communicate better with people."  
 "It gives me a better background so I can talk better with people."  
 "In order to get a good job you have to have at least a high school education."  
 "I am a better reader."  
 "I want to learn English because it helps me to read and understand."  
 "I like to come to school because it helps me make friends."  
 "I need a diploma, I need to learn how others live, how to approach a job interview, how to get along with others."  
 "Refreshes and enlarges my knowledge."  
 "It will help me in the future."  
 "I could never have gotten my GED without it."  
 "It has gotten me a better job."  
 "The review is good as a brush-up."  
 "It helps refresh my mind."  
 "I can read better and pronounce words better."  
 "You get personal guidance."  
 "It teaches a person a great deal and they can pass it on."  
 "I can use it in everyday life."  
 "You receive better understanding in certain things."  
 "It has brought back my attention to educational needs."  
 "They are teaching us how to find out what we can do and how to use what we have."  
 "I am getting better grades in math."  
 "It has helped me a great deal on my speech."  
 "It is useful for my future."  
 "The teachers take time to teach you and are patient with you."  
 "Citizenship class has taught me much about the U. S., its history and democratic ideas."

## 12. Why do people in need of ABE not participate in the program?

- "People don't know about it."
- "Lack of publicity."
- "They probably think they can get along without an education."
- "Inferiority complex."
- "Many people are ashamed to let anyone know they haven't finished high school."
- "They may not be aware of their need for it."
- "Not interested."
- "Teachers don't talk on the students' level."
- "I don't believe they understand that this is available to them. I thought it was only for grade school when I first heard about it."
- "They are lazy."
- "Problems of a babysitter and the time the class is in session."
- "No transportation."
- "They need to want to come bad enough."
- "They feel they can't do it."
- "Some think they would be wasting time."
- "They live too far from town."
- "Fear of failing."
- Financially unable."

## 13. How do we get these people into the program?"

- "Have people who know about the program pass it on."
- "Perhaps by sending notices home with school children once a month explaining it."
- "They have to want to on their own."
- "Verbal, newspapers, and pamphlets."
- "Advertising."
- "A local survey might provide a list of names and you can continue from there."
- "Visiting the people personally."
- "Encourage them, I think they might be afraid they can't do it."
- "By showing them that we are all able to learn regardless of age and color or because we can't speak English good."
- "Offer transportation and then they might realize how much they need their education."
- "Tell them how they can benefit."
- "Let them know about ABE."
- "Understanding their fears."
- "The employment office is a good place to start."
- "Interview all the patients."
- "Find out who are drop-outs and go door to door and talk to them personally."
- "Get them interested."
- "By belittling."

## 14. What do you like about your teacher?

<u>RESPONSE</u>	<u>FREQUENCY</u>
Interested in students	172
Patient	154
Knowledgeable	139

## 14. (continued)

<u>RESPONSE</u>	<u>FREQUENCY</u>
Other (easy to get along with, open-minded, understanding, treats students as equals, takes time in explaining, speaks Spanish, nice, interesting, helpful, listens, wonderful teacher, outgoing, good people, easy to talk to, friendly, good-looking, concerned, happy, wise, sense of humor)	59

## 15. What don't you like about your teacher?

<u>RESPONSE</u>	<u>FREQUENCY</u>
Not enough time spent explaining	20
Inadequate presentation	11
Talks "down"	7
Too critical	5
Other (spend more time teaching rather than let us study on our own, not enough time spent on basic education)	2

## 16. Do you think ABE will help you make more money?

YES	<u>162</u>
NO	<u>20</u>

## 17. Will ABE help you in your job?

YES	<u>159</u>
NO	<u>14</u>

If yes, how?

"Work helps me."

"It helped me get my job and it's helping me keeping."

"It gives me a certain amount of confidence."

"It enabled me to go to college and be trained."

"It will help me to advance and will teach me to better understand 'all views'".

"Help me learn more."

"Know other people and get along."

"Better grammar."

"Helped me to write and read."

"To meet the public better and be more tolerant."

"It taught us how to go about looking for a job."

"I hope to get a better paying job."

"To help you get a job faster."

"I will be better able to perform my duties as shop foreman with a better basic education."

"Most people won't hire anyone unless they have a high school education."

## 17. (continued)

- "So I can study the Bible."  
 "Help me better instruct children."  
 "I can use the knowledge of more math."  
 "Communicating better with my employers."  
 "Making it possible to get my GED."  
 "In measuring square foot."  
 "I can advance in grade."  
 "Talk more freely with people."  
 "Reminds you to keep up your appearance and health."  
 "More knowledgeable person."  
 "It's teaching me what you have to put into a job to get something out of it."  
 "It will enable me to advance in my skills."  
 "Hope it will open doors that have been closed because of lack of education."  
 "Improve diction, spelling, and reading ability."  
 "It will help me write reports."  
 "Become a practical nurse."

## 18. Where would you like ABE classes held?

<u>RESPONSE</u>	<u>FREQUENCY</u>
School	127
College	45
Church	21
My home/student's home	16
Other (community center, place with less noise, outside-during good weather, central location, Headstart junior high, local communities, private place, at night)	8

## 19. Would you enroll in ABE if you had it to do again?

YES	<u>188</u>
NO	<u>5</u>

## 20. If you have any other comments you would like to make about the ABE program, please do so below.

- "More advertisement at afternoon."  
 "Class has been progressing slow due to lack of materials and regular attendance."  
 "I hope to use by GED in going to veterinary school."  
 "I think it might help to have about 10 people in a class and work about 30 minutes on each subject."  
 "The ABE program has helped me to refresh my memory on some of the things I thought I had forgotten."  
 "I hope next year I can learn the New Math."  
 "We should have some classes in science."  
 "Classes should be longer."  
 "It is a marvelous program."  
 "I enjoyed the class very much."  
 "I had a very nice teacher."

20. (continued)

"Better scheduling, more time."

"We could use more school books to work in."

"Much wasted time between activities."

"This program will benefit old people as well as young people."

"I want to study English."

#### SURVEY OBSERVATIONS OF CLASSES AND TEACHER RESPONSES TO PROGRAM EVALUATION

As an inherent part of the survey design an examination of the actual classes being conducted for the ABE students was carried out in 15 communities and in approximately 24 classes.

As a result of visiting these classes, the following subjective observations were made:

1. Most of the ABE students are members of the undereducated adults in Wyoming.
2. The priorities in the Wyoming State Plan for ABE classes to be scheduled for the lower level (grades 1-3) and next for the higher levels do not seem to be met.
3. Audio-visuals were not being utilized much to stimulate greater learning.
4. Class locations generally appeared appropriate for most all of the students.
5. Many straight lectures were being presented.
6. Evidence of any use of programmed instructional materials or language labs was not apparent.

The observers were generally encouraged with what they saw in and of the classes being visited.

A questionnaire and interview procedure for the ABE teachers and aides was prepared to obtain basic information about the status and relationship of the ABE personnel to the total school program and in particular, the ABE program. Questionnaires for each of the program personnel were prepared and used. The questionnaire was administered by the on-site visitation evaluation personnel. Verbal instructions were provided for each interviewee. Originally the interview procedure was so arranged that a formal structured interview would be followed -- this, however, was altered due to time factors so that teachers or other personnel being interviewed could ask questions related to the questionnaire should confusion or misunderstanding arise. This process appeared satisfactory.

Some 45 interviews of ABE program personnel (teachers, directors, and teachers' aides) were obtained representing approximately 31 different ABE classes. These persons interviewed had contact with approximately 977 students during the ABE class period for the year.

RESPONSES TO LOCAL PROGRAM TEACHER EVALUATION QUESTIONNAIRE

1. What is the relative order of standing of the program within the local educational agency?

"This class offers the same opportunities that the local school system does, except it is open to adults and provides impetus for the opportunity of getting their GED."

"Not as important as other classes."

"Is good -- lots of interest."

"Separate emphasis."

"Part-time adult class."

"Part-time adult class in the agency."

"Our local system has improved their attitude considerably and has stated this problem fills the gap in our local situation. However, without Federal financial aid, this education help would probably not be available."

"No problems."

"Much interest in this program. It is going well. There seem to be no major problems."

"In my position as director I am responsible to the curriculum supervisor under the superintendent. I fill the role of principal. ABE is a part of the public school program."

"Not part of the regular school program, but rather a 'frill' offered because the funding is available."

"Without federal funds, this community would not have such a program."

"They are not fully committed to this program. Attitudes seem to be improving although without federal support the program would probably not be continued."

"I would have to say it appears to be relatively minor; however, there is more interest involvement and support than in previous years."

"It is a program started in the community and funded by the local school district and is working with local schools and administration."

"I believe that the ABE system is an important part of the local educational system and I believe the people of this county support it."

2. Number of full-time and part-time ABE program personnel.

FULL-TIME	<u>130</u>
PART-TIME	<u>69</u>

3. (A) Experience of the teachers and/or program personnel

	<u>ave. # of years teaching</u>
Teachers with public education experience	4.3
ABE teaching experience	1.6
Teacher aides experience	1.0
Volunteer workers experience	1.0

COMMENTS

"Have helped in school as volunteer. Brought up two boys."

"Counseled in camps."

## 3. (A) (continued)

"Grade school experience."

"Two of the three also taught in ABE programs in our community last year."

"All are certified personnel with the public school teaching experience."

"I was a member of the former Homemaker Aide Class under Title V."

"A majority of the teachers are either public school teachers with degrees or people who have at least a B. S. degree or some education background."

## (B) Education of teaching staff:

<u>DEGREE</u>	<u># OF TEACHERS</u>
B. A. Degree	31
M. A. Degree	6
Junior College Degree	1
High School Diploma	1
GED	3

## OTHER:

	<u># OF YEARS</u>
Private tutoring	2
Substitute teaching	8
Research in chemistry	1
Graduate assistant	1
Headstart	4
Social rehabilitation	1
Caseworker	2
Home visitation teacher	2
Counseling	4
Remedial reading	1
Instructor of homemakers	1
Business	10

## Majors and Minors of Teachers

<u>MAJORS</u>	<u># OF TEACHERS</u>	<u>MINORS</u>	<u># OF TEACHERS</u>
Elem. Ed.	6	English	6
English	5	Psychology	5
Education	4	Science	3
Math	4	History	3
Social Studies	2	Math	3
History	2	Education	3
Spanish	2	Social Studies	2
Home Economics	2	Social Science	2
Bus. Administration	2	Economics	2
Speech	2	Recreation Ldrshp.	1
Chemistry	2	French	1
Psychology	2	Art	1
Physical Ed.	1	German	1
Counseling	1	Business Ed.	1
Anthropology	1	Chemistry	1

## 3. (continued)

<u>MAJORS</u>	<u># OF TEACHERS</u>	<u>MINORS</u>	<u># OF TEACHERS</u>
Geography	1	Political Science	1
Biology	1	Elem. Ed.	1
Political Science	1	T. & I. A.	1
Adult Education	1	Biology	1
Geology	1	Sociology	1
		Music	1

## (C) Training of Staff

<u>TYPE OF ACTIVITY</u>	<u># OF TEACHERS ATTENDING</u>
Out-of-State Institute	14
State & University sponsored In-service Training (In-State)	188

## 4. Record Keeping and Reporting System Used?

<u>DESCRIPTION</u>	<u># OF TEACHERS USING</u>
Attendance Record	15
No response	14
Blue cards (Permanent Student Record Cards)	7
Report every three months	3
Don't know	3
Records kept by director	2
Registration	2
Progress report	2
Fiscal records	2
Follow-up to referrals	2
Own files	2
Required ABE forms	1
Test records	1
Daily records	1
MDTA progress training reports	1
Other (ass't. keeps records, adequate, yes, none, charts, extensive files, and personal interviews)	12

5. Average size of classes: 19.5  
Average number of hours per week of instruction: 4.7  
Average teacher/student ratio: 1/9

## 6. (A) Do you experiment with different teaching methods and materials?

<u>DESCRIPTION</u>	<u>NO. OF TEACHERS USING</u>
Tape recorders	9
Audio-visual aids	8
Programmed instruction	8
Films	6
Input of students	5
Overhead projector	5
Reading machine	4
Controlled reader	4
Books	4

## 6. A (continued)

<u>DESCRIPTION</u>	<u>NO. OF TEACHERS USING</u>
Newspapers	4
Individual attention	4
Slides	3
Reading accelerator	3
Reading 100 Series	2
Chalkboard	2
Role Playing	2
Speakers	2
Tours	2
Magazines	2
Language Master	2
Recitation and drill	2
Story telling	2
Television	2
Student experiences	1
Pictures	1
Cowell's Test Book	1
Workbooks	1
Lecture	1
Ditto sheets	1
Sign language	1
Homework	1
Talking	1
Seminars	1
Maps	1

## (B) Is what is being taught meaningful and useful to the people?

"Yes! We cover everything from academic subjects to common, everyday problems."

"Yes, definitely--based on getting a job, keeping it, learning how to budget and buy, attitudes toward job, community."

"We try to help them upgrade their living standards and encourage them to use the offered information; child growth and development are freely discussed, as are nutrition, health, finances and care of home. School subjects are related to use in daily life."

"The new materials that we have ordered and the subjects we cover during the class are purposely geared to meet the needs of the students."

"We are gearing our program to be as realistic as possible. When teaching math, for example, credit and budgeting are discussed concerning percent, etc. Proper grammar is required when class members write letters of application. We try to work all phases of ABE into a practical situation."

"The curriculum at present is meaningful and useful but is being revised continually to better meet the needs of the students."

"Yes, several examples of this usefulness have been cited by the students."

"English--specifically grammar--primarily directed towards GED. Math--to satisfy students."

"(Hopeful) we are trying to meet their needs."

"I hope so. We try to make it relevant to their lives and point out how what they are learning fits into their situation."

## 6. B (continued)

- "Very much so -- we try to teach units which are valuable to EACH student -- income tax, insurance, medical information, reading comprehension, etc."
- "It is hoped that through my program my students will be able to obtain better jobs and possibly be encouraged to get their high school diploma."
- "Yes, some are being taught to speak and read in English. Some wish to take high-school equivalency tests and I help them with whatever they need help on."
- "Several have passed the GED test this year, so this seems to be true."
- "Yes. We teach mainly English and its practical usage with secondary emphasis on subjects such as first aid, cooking, reading newspapers, etc."
- "Reading, writing and speaking English at this level."
- "Yes, I feel it is meaningful, we try to work as practical as possible according to the needs of the students."
- "The curriculum is geared to the individual needs, whether it be at elementary or high school level or helping foreign born students to read and write."
- "Yes, we feel it is meaningful--we try to make the work as practical as possible according to the needs of the group."
- "I believe."
- "Most have been in the class for 3 years. Four 5th grade level not sure of what they are learning."
- "We firmly believe it is."
- "Yes, our students feel that what they want in the way of general education is being offered to them."
- "Reading and writing and basic arithmetic."
- "Yes, I think it is because many people that got their GED diplomas are still taking advantage of the program to learn more."
- "Some material is very helpful in explaining American customs, ways of doing business (such as insurance policies, interest rates, etc.)"
- "I feel that this community's ABE does a very good job in making the program interesting and worthwhile for each individual. The teachers are sensitive to the student and this is essential in a meaningful program."
- "I believe we have taught exactly what the students want. That is one goal we try to achieve--that of finding what they need and want, not what we think they want."
- "The curriculum at present is meaningful and useful but we are continually revising it to better meet the needs of the students."
- "I believe so. Many indicate an interest in GED tests so that I aim instruction toward that for them."
- "Yes--preparation for the GED."
- "Yes. Many of these students can't speak any English when they arrive on campus. These programs help them shop and make friends easily."

## 6. (C) What is the quality and effectiveness?

- "It is based on practical everyday experiences: consumer education, budget planning, employment information, etc. The results appear to be meaningful in terms of student's behavior patterns."

## 6. C (continued)

- "Seems that in math a consumer approach works best and often the standardized texts work best so that students may advance at their own rate."
- "The quality and effectiveness of our teaching methods are geared to various problems related to the daily living of individual class members, e.g., grooming, budgeting, job orientation, etc."
- "I believe the teaching methods are effective; it is up to the individual teachers. The materials lack in many areas such as specific subjects."
- "We depend on personal evaluation rather than testing. There just aren't any tests adequate for this group and I feel the individual evaluation is much better and makes it easy to help the student study what they need and want. The materials leave much to be desired but are improving."
- "Teaching materials seem geared to daily living."
- "I feel the material fits the needs of the students."
- "We have not used formal testing. We have tried to keep our curriculum practical. For example, we had a class in safety and first aid in the home and another class to prepare participants for U.S. citizenship."
- "Programmed text. No conclusion yet on materials and workbooks. (of more value than traditional method)."
- "All students but one who have attended school and taken GED tests have passed. Some who have already passed have returned for further enrichment. Many students have continued on to college subjects."
- "Need improvement, especially materials."
- "No formal testing done."
- "I feel that the quality of teaching is fairly good, but might be improved. We don't use tests, but grade by personal evaluation. Our students are not working for GEDs and grading and testing are not relevant."
- "The students seem to come back and feel that they are personally better off for their courses. Those learning to speak English show."
- "My students have come to my classes in order to better themselves in shorthand and typing with the hope of obtaining a better job for themselves."
- "I would have to say fair because there are many instances when unnecessary activities take place--the program needs a well-coordinated in-service program for all teachers."
- "We are trying to give the students what they need."
- "We are constantly trying to be sensitive to each student having for himself what is best for him."
- "Several students have reached the place during the school year, when instructors and students felt they were ready to take GED and did with much success. Some are planning to enter college."
- "Directed toward GED."
- "Not enough in beginning to start with--didn't know how many levels they would have; students seem to like the range of material."
- "Magazines, picture dictionaries."
- "Personal improvement--students making rapid advancement."
- "Realistic problems are used as a basis for many of our subject matter areas. Example: during math, credit and budgeting are studied."

## 6. C (continued)

"Material is geared to be applicable in students' everyday lives."

"Quite high. Most students are eager to learn and absorb a great deal. They ask intelligent and meaningful questions, and they often relate experiences relevant to discussion."

"We feel our program is very effective because it is based on practical everyday problems that concern the individual. These include consumer education, employment orientation--job interviews, etc."

"The quality and effectiveness of teaching methods are very useful."

"Text book didn't like and students didn't care for it. Recommended by State Department and used new math terms."

"The books, tests, etc., we use are good, but the most effective method is the lecture method."

No response: 15

## 7. (A) Methods of Recruitment:

<u>DESCRIPTION</u>	<u>FREQUENCY OF MENTION</u>
Personal contact	26
News media advertising	
Newspaper	18
Radio	11
TV	4
Referrals by agencies	17
Student recommendation	13
Other (canvassing, brochures, phone, letters, posters/placards in stores, mailed notices)	14

## (B) Quality of Effectiveness:

"Word of mouth recommendations by former students are the most effective."

"Up to the present time this method of recruitment has been sufficient."

"This year recruitment was very effective."

"Effective enough that we have maintained an enrollment of between 30 and 40."

"It was effective because classes were required as part of their agency program."

"Former students' recruitment."

"Worked pretty well; 20 called in."

"Good."

"It can always be improved but I always feel that the initial desire must be the person's. How can it be improved? Through public relations, on the parts of the people involved and the pupils themselves."

"Recruiting slacked off after mid-March."

"A Saturday morning 'Coffee Cup' program (interview type). Most effective."

"Contact by friends."

## 7. B (continued)

"I feel it is very beneficial except I feel more help is needed to be given the teacher. In my field I had about 3 different levels and I could not spend sufficient time with each group as I would have liked."

"Very effective."

"Personal contact and calls."

"Could be better follow-up program to keep old students who drop out interested."

"Very good."

"When the teacher does the recruitment on her own time, it is most effective."

"Newspaper and radio recruitment seem to be effective."

"I think this method of getting people to attend has greatly helped."

"This seems to be fairly effective, but there is needs of each student."

"It is very effective, but needs to be done more often. It needs to be a consistent thing."

"Fairly effective."

"Fairly good, but could be better."

"It was pretty effective."

"We feel most everyone who is truly interested in ABE in this area was informed about our program."

"I think they do a good job in getting people interested."

## 7. (C) Methods of Retention:

"By providing and meeting adult education needs based on employment possibilities, family management and other aspirations."

"Organized schedule -- strictness regarding excused absences -- home visits -- telephone calls -- counseling sessions."

"Students make own decision in view of their progress and purposes."

"Personal counseling and home visits have been the most effective means of retention because it better acquaints the student with the program and helps them feel more responsible. Personal telephone calls are also helpful."

"Individual contact was made if student missed more than two classes."

"Providing and meeting the needs of the adult educationally as well as for future employment. Use short goals (interest and meaningful to the adult)."

"Instructor talked to them."

"Personal contact -- problems are best solved by personal contact, recall, etc."

"Our retention has been fairly good. True, we loose many but the reasons are usually socially understandable. Retention is not a factor with dis-satisfaction."

"Teacher's aide contact people who miss the class quite often."

"Being sensitive to a person's needs and problems. Each person, each night, must go home feeling he has learned something."

"Teacher's aide contact."

"Use of learning."

"Meaningful classes."

"Personal contact and calls."

"Best methods are by trying to meet the needs of the students."

"Vary."

## 7. C (continued)

"None needed!"

"Teaching methods are planned to stress and test retention."

"Discharge from high school, continuation encouragement."

"If needs are met the students attend."

"The teachers are doing all they can to keep the people interested in this program and they are always willing to listen to anyone about any subject that interests them."

"Try to help solve transportation problems."

"I believe the students themselves help the others to return after they are here once, by providing transportation, etc."

"Show interest in students. Give encouragement, teach things useful to students."

"I feel that night-time classes for young adults were not effective because students were tired by evening after working eight hours a day."

"Mostly through personal contact, we try to make our students feel that to the ABE staff they are the main interest of our endeavors in the class."

"The teachers are interested in the pupils and take a personal interest in them and try to give them individual attention."

"Good."

"Personal phone calls or visits."

"Attempt to gear program to the students' wishes whenever possible (scheduling and content). Do not condone or punish absence but allow for it; very informal attitude of conducting classes."

## 7. (D) Quality of Effectiveness:

"Employment Orientation and short range goals in Adult Education very effective."

"Perhaps the most effective method of retention has been visiting the students in their homes. Understanding on both the teacher's and the student's sides increases considerably."

"The understanding established between student and instructor."

"I believe it helped -- however, I also feel that this was a poor time of year to begin this class."

"Employment Orientation stresses the short route goal which usually can be accomplished. Ex! GED; job training and job placement."

"Didn't work -- personal problems of students had beginning."

"Fair to good."

"In my case, I would say the effectiveness is built in -- pupil interest and motivation. Last year, retention for me was quite poor -- but I still feel that retention failure was mainly social-individual problems."

"Fairly well when they can be contacted."

"Better than any previous year but still far from 100%. We need to structure our program in smaller doses for some people. They should be able to come for one quarter each year if they choose."

"As good as can be expected considering the transitory nature of some students."

"Fairly good."

"I feel in my area one year of adult education is not enough. Also, if this program could begin at the beginning of the school term instead of in March it would give the teachers much more time."

## 7. D (continued)

"I think we usually retain students until they no longer need us."

"Good."

"With a 1 to 1 student-teacher balance, it varies from pair to pair."

"There is no formal testing of retention. It varies, of course, from individual to individual and on an amount of use and intelligence of an individual."

"The teachers hired this year are very good teachers. I know, as I was a pupil last year and this year I'm a teacher's aide."

"For most of our students it seems to be effective."

"Excellent."

"Though we have lost some of our students who started the class, we feel our retention has been as good as in former years and as good as in other communities and better than some."

"I think the majority of the students are interested in advancing in their work and as a former student I am very pleased in this way of getting a diploma."

"Seems to work with people who show interest but often people who register come once or not at all."

## 7. (E) Organizations Cooperating with Recruitment:

<u>ORGANIZATION</u>	<u>FREQUENCY OF MENTION</u>
OEO Community Action	13
Welfare	9
Public schools	8
Churches and local civic clubs	6
Community colleges	5
Employment service	5
CAMPS	4
Vocational rehabilitation	3
VISTA's	2
Model Cities	2
Business community	2
NYC	2
County health nurse	2
MDTA	1
WIN	1

## 8. General appearance of classroom or learning site to adult students (as opposed to children).

"The library of the school makes an ideal learning site with the references available as well as additional learning equipment such as movie projectors and individual learning centers."

"Our classroom seems to be all right. The atmosphere is casual and sociable."

"Good."

"Favorable to round-table discussions, excellent references available."

"Six to seven large tables with chairs around them. One large blackboard, necessary pamphlets, books and magazines in one bookcase. Students bring center pieces for one table in corner of classroom. Students also take turns checking out books from public library. Since this room is shared with the Boy Scouts, it doesn't resemble a classroom as much as it should."

## 8. (continued)

- "We have to use a grade school room."
- "Have coffee breaks and can smoke during classes."
- "Held at the community college. Use same rooms as used by college students."
- "The classroom we were using was designed to be a neighborhood center and we could not create a classroom atmosphere."
- "College atmosphere excellent."
- "It leaves much to be desired. We have had problems with notes left by the janitor. We feel that we have tried to leave the room in good shape."
- "The classroom is a typical school room with desks and chairs, books, and blackboard. We do push the desks back and use regular tables and folding chairs. The adults seem to like it much better."
- "The high school seems to be more suitable than the junior high because the desk equipment, etc., are better suited for learning."
- "Typical grade school classrooms -- sometimes with displays of interest to adults."
- "The appearance of the classroom is the same as for the high school students. The rules aren't strict, the adults don't feel as if they have to remain for the entire three hours if they want to leave, they may. The atmosphere is informal and comfortable."
- "Not at all good. Furniture is for children and all of our activities are subservient to daytime activity of elementary school in which we hold our classes."
- "Our classroom is a college room and the students seem to like it."
- "Not adequate. Not enough large chairs."
- "Our classroom is a college room and the people seem to like it."
- "Horrible, children's chairs are very uncomfortable for adults."
- "Almost totally inappropriate. The daytime classes often leave nasty notes on the blackboard. The janitor insists on our replacing the chairs on desks. Many chairs are too small for adults. WE NEED A PLACE OF OUR OWN!"
- "We use a fourth grade class so the general appearance is geared to children. However, we do arrange the chairs and tables to suit our purpose."
- "Same as a classroom for high school students taking shorthand or typing."
- "Very good."
- "Use library, science room and lab which are quite adult in appearance."
- "Considered adequate, but not informal enough for adults."
- "Tables and chairs are used - adult size - one classroom looks messy - no control over this."
- "Same classroom is used for both adult and high school teachers."
- "It is much better since we are now using tables - when we used the Reading 100 it was awkward; it would have been much better had we a lab set-up - generally it is O.K."
- "We use the community college's classrooms."
- "Table and chair arrangement very flexible. Walls utilized for progress and visual aids. This is a private building, therefore, physical changes are limited. Needs painting, etc."
- "The classroom was not satisfactory as to comfort, adaptability or privacy. We shared quarters with a neighborhood center - it was

## 8. (continued)

- most distracting and we were unable to set up small areas of learning as we had hoped to do."
- "Adult sized tables and chairs conducive to good learning. Furnishings can be arranged easily to large and small group sessions. A-V sessions. Building needs some renovation in form of paint, etc."
- "More relaxed feeling -- greater participation."
- "Adequate - we could use more light and air. Basements are not always the best."
- "Although our facilities are adequate there is still much to be desired as far as general appearance of the classroom. This particular facility is also shared with the Boy Scouts and it is my opinion the classroom generally resembles a Boy Scouts' meeting room more than an Adult Education classroom."

## 9. Location of Classes:

<u>RESPONSE</u>	<u>FREQUENCY</u>
School	38
Public building	6
Church	3
Home	2

## 10. Program Priorities

<u>RESPONSE</u>	<u>FREQUENCY</u>
To increase academic level, social adjustment and self-concept. To teach basic reading, English, math, science, social studies (ABE)	20
Gear ABE toward individual needs so in the future student could receive GED	11
Employment orientation	6
Basic homemaking skills	3
Other (teach functional English, individualized instruction, to help students adjust to the "world of work", eliminate fear of testing, preparation for citizenship exam, preparation for college enrollment, preparation for shorthand and typing, teaching English as a second language)	12

## 11. Dropout rate and comments. Teachers indicated that the ABE dropout range fell between 10-30%. The following are their comments:

- "33 1/3%. The students that remained at the end of the sessions were there because they were interested."
- "1 of three. At the beginning of the program we had a higher enrollment. It seems like they came once and then never returned. They were followed up, but had many problems for not coming."

## 11. (continued)

- "Teacher aides make contact to find out reasons for dropping out."
- "We have had 3-4 students move out of town, 2 had new babies, 2 left before they had been really placed in the program -- only one dropout do I count as our failure."
- "10% (approximately). Most of the dropouts have job conflicts; dropout due to transportation problems."
- "? I have received student comments to the effect that they are shuffled around from teacher to teacher and material to materials and this blocks effective learning."
- "10% (approximately). Most of the students have job conflicts if they drop out or they may have transportation."
- "Seems very low after the initial loss. Students are interested in learning and stay with us."
- "? I don't think the concept of 'dropout rate' is particularly relevant to ABE."
- "None - work was responsible, weather broke and they needed work."
- "25%. Most of these who dropped out either moved, began to work nights, or because of illness."
- "See report sent in. After school ends June 11, this is not yet completed."
- "Not a problem generally. In my case, I would say the effectiveness is built in -- pupil interest and motivation. Last year, retention for me was quite poor -- but I still feel that retention failure was mainly social-individual problems."
- "10% (approximately). Extremely low because of what we feel to be the effectiveness of our teaching program."
- "33 1/3%. Three moved out of the state, 3 found full time employment, one married, one was retarded and could not compete as he felt he should, one left for reasons unknown."
- "10%. Some look in but do not stay - sickness at home."
- "20%. This percentage includes those who have moved, married, left due to pregnancy and gone to work."
- "20%. This includes those who have moved out of the area, as well as those who have married or have left due to pregnancy."
- "30% (approximately). Usually due to home commitments."
- "20%. This includes those who have moved out of the state and those who have married or left because of pregnancy. About 10% leave because of lack of interest."
- "10%. Sickness, moved."
- "3/7. No more than seven of my 16 enrollees ever attended one session. Of the seven, four are still active, one has moved to another town and two have simply dropped for lack of interest."
- "10%. Transportation is a problem for some. Employment prevents attendance at times."
- "4/20. Personal problems."
- "Varies. This depends on the time of the year."
- "My students do not have to pay to come and thus they do not care if they come or not except for the six who have been very interested."
- "I don't know exactly what percent the dropout rate is, but there are a few students who have dropped out for various reasons. Some have taken evening jobs, others have problems with babysitters."
- "I am not sure what the rate is but I think that the major cause for this is because of jobs conflicting with the time of the classes."

## 11. (continued)

"We have enrollment cards for about 28 people who signed up at one time or another during the past school year. Of these, about six enrolled and never came back to class. We have about 17 regular attending students so only about five students have actually 'dropped out!."

"Two students dropped -- one who had had heart surgery some time ago dropped on the advice of her doctor after the flu made her very ill. The other dropped because she really didn't want the class. Her husband had enrolled her."

"10%. Many students drop out for emotional reasons, alcoholism, inadequate information about referral training programs. Extremely low because of the effectiveness of our program."

## 12. Use of indigenous and sub-professional personnel in program:

"I'm not a certified teacher. Position of teacher aide."

"Three people serve as aides."

"I found that during my first year in the program, teacher aides work well."

"Teacher aide utilized."

"As assistant I have a GED Certificate plus taking college extension courses and night classes on my own. We also utilize former classmates who want to be of assistance."

"Some are very good, some are interesting."

"Several people came into our class and spoke to the students about many subjects."

"Used effectively in volunteer programs."

"I believe the teachers should have a degree and some teaching experience and the aides should have some education courses or teaching background."

"We have four teacher's aides."

"Selected volunteers are used as tutors and are very effective. Some orientation into the program is given."

"Each student at times helps those at a lower level."

"Very necessary when working with students of such varied levels of comprehension, as 98% speak a foreign language."

"As often as possible."

"I think we use such help very much -- we have many volunteer helpers of all types."

"Two teacher aides."

"I don't feel that we have any sub-professional personnel; even though the instructor does not have a degree, she has proven herself invaluable in this work."

"We use and depend on our volunteers."

"Teacher aides. My aide controls the programmed plan. My job then is one of resource person rather than teacher."

"Interested people are used. I have one mother who is very good."

"We have used high school science, math and history - teaches with film, etc., more effective."

"Two volunteer teacher's aides from local junior college."

"We brought in several people from school district, welfare, VISTA, neighborhood center and tutors."

"One teacher's aide has high school education."

## 12. (continued)

"Many people of the community are used as resource people who come into class on a lecture basis and answer questions in their particular field."

"Our assistant has a GED Certificate -- we also utilize former class members, for instance."

"Teacher aide."

"Two full time teachers -- no degree and experience."

## 13. Use of guidance and counseling personnel:

YES	19
NO	17
NO RESPONSE	8
NONE AVAILABLE	2

"Group counseling by the employment service. This program is helpful."

"Group sessions are held each day with every student having the opportunity to participate once a week. This has definitely been one of the stabilizing factors of our class. This not only gives the students an opportunity to discuss their many problems but as well contributes to the basic understanding of other individuals, new friendships develop, and personality characteristics become more dominant."

"Individual teacher-student, phone and home calls."

"Very good. Group sessions and individual counseling is done regularly so everyone has a chance to participate at least once a week."

"Group counseling available through the employment service."

"Teacher is experienced in guidance and counseling."

"Our guidance person has done some work but I am not aware of specific results. We have also used community resources."

"Very good. Guidance in working with our problem people is very helpful. Some of the students have continued therapy on their own after ABE time is used."

"Not as an integral part by professional - but through the teacher-student relationship."

"Helps on testing - doesn't speak Spanish and therefore doesn't do much."

"I'm not involved in this."

"Seems to have been poor here."

"Very good."

"As far as I know its use is very limited."

"The counseling service was used for two cases. In the first instance it has helped us to understand the student better but has not kept her in school."

"Professors and teachers."

"Results haven't been too good, therefore limited the use of counseling."

"Not as such. They can be referred if needed to the proper agency."

"Each student takes part in group sessions once a week. This gives them an opportunity to discuss many problems and also helps them to understand each other. They also have the opportunity to request individual counseling with one of the counseling personnel."

## 13. (continued)

"Yes, our counselor has visited and observed -- probably has helped attitudes of students."

"I don't know."

## II. STATE LEVEL PROGRAM FACTORS

### Organizational Structure

The organizational structure of the Wyoming ABE program is concurrent with Wyoming State Department of Education organizational and staffing policy. The Wyoming ABE program is currently housed within the State Department of Education, particularly the Occupational Education Division (see Chart II- A, B, C & D).

### Staffing and Funding

Present staff consists of one full-time program director and one full-time secretary. The State ABE director is administratively responsible to the State Coordinator for Occupational Education. The program is funded 100% under P.L. 89-750. There is no state commitment for the financial support of this program. All of the necessary matching effort is picked up through local match. The relationship of cost and size of program to the staff involved is adequate.

The amounts of federal, state and local ABE funds available annually are shown on page 53. All new applications for ABE programs are approved through a hierarchical sequence beginning with the State ABE director and ultimately by the State Superintendent of Public Instruction.

### Staff Development

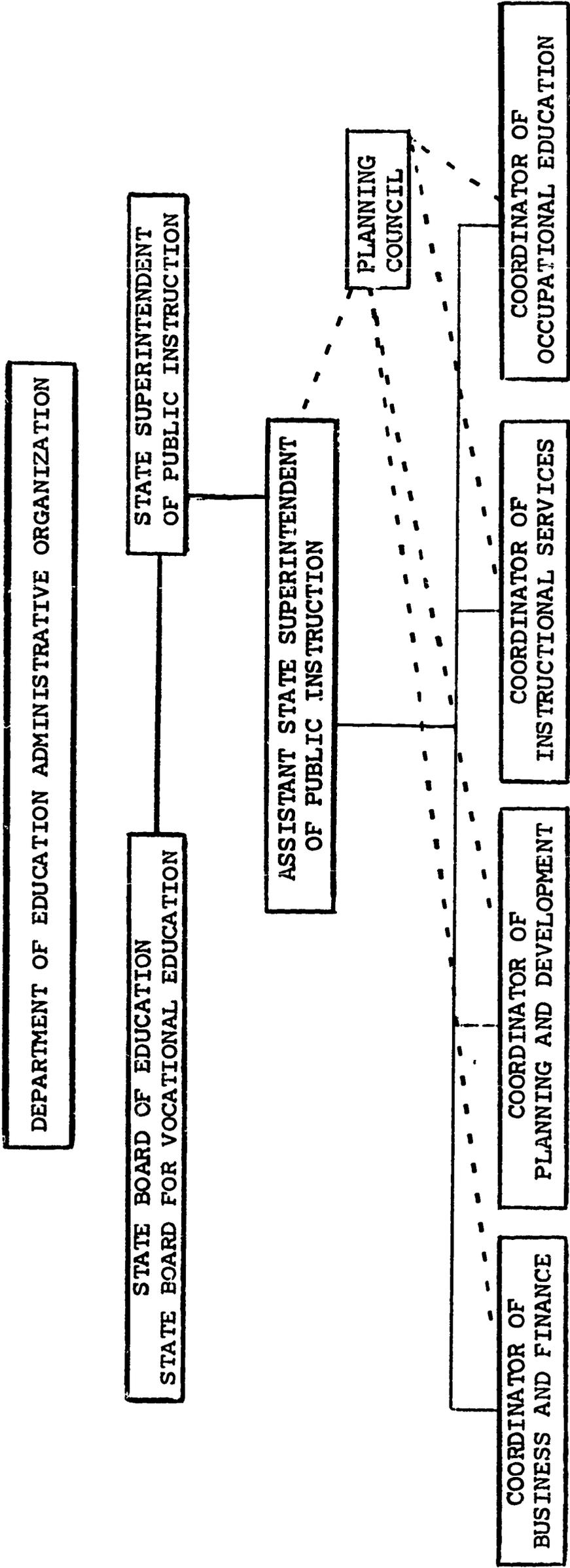
The program appears to be staffed and organized adequately so as to be the most effective in performing its necessary functions, although a field coordinator on a full-time basis would allow more administrative flexibility.

The demographic map on page 11 indicating community colleges, state institutions, Indian reservation and other of the 15 geographic locations where ABE classes are held depicts the staff limitations due to geographic dispersment and sparsity of population of this Rocky Mountain state.

### Staff Background

The salary of the ABE staff is designated by the Wyoming State Personnel Commission based on education and experience. The current State ABE Director has the following educational and experience background: (1) seventeen years public secondary school teaching experience; (2) a master's degree; (3) four years administrative and program experience with the State Department of Education; and (4) is a member of the National State Directors of Adult Education for Region VIII and a representative for Region VIII to the National Council for State Directors of Adult Education, being elected to a three-year term. He also has attended numerous national, regional and local workshops, conferences and conventions (i.e., adult education; ABE; AVA; NAPSE; and USOE).

CHART II - A



DIVISION OF OCCUPATIONAL (VOCATIONAL-TECHNICAL) EDUCATION

DR. DEAN P. TALAGAN, COORDINATOR  
OCCUPATIONAL (Vo-Tech) EDUCATION

Bruce Perryman, Administrative Ass't  
RCU, Exemplary Projects and Programs

Pat Korp, Information Ass't  
Program, Dissemination

PROGRAMMING SECTION

Marvin Hoflund, Cooperative Vocational Ed.  
T & I, Technical, Health Education

Myrtle Gillespie, Consumer and Homemaking  
Education, Residential School

Percy Kirk, Robert Helvey, Agriculture  
Education, Residential Schools

Keiji Okano, Business Education  
Distributive Education, Work Study

Charles Burke, Research and Training,  
Industrial Arts Ed., Curriculum Dev.

Tom Morris, Disadvantaged and Handicapped  
Occupational Guidance

ADULT-CONTINUING EDUCATION SECTION

Paul Peters  
Manpower Development Training

Harold Lutz, Occupational Training,  
MDT, Private School Licensing

Richard Rowles,  
Adult Basic Education

Lyle McIrvin, Veterans Education Approval  
Civil Defense Education

Jack Mueller, Civil Defense Education

Mary Beach, Helen Thorbeck  
Accounting Services



CHART II - C

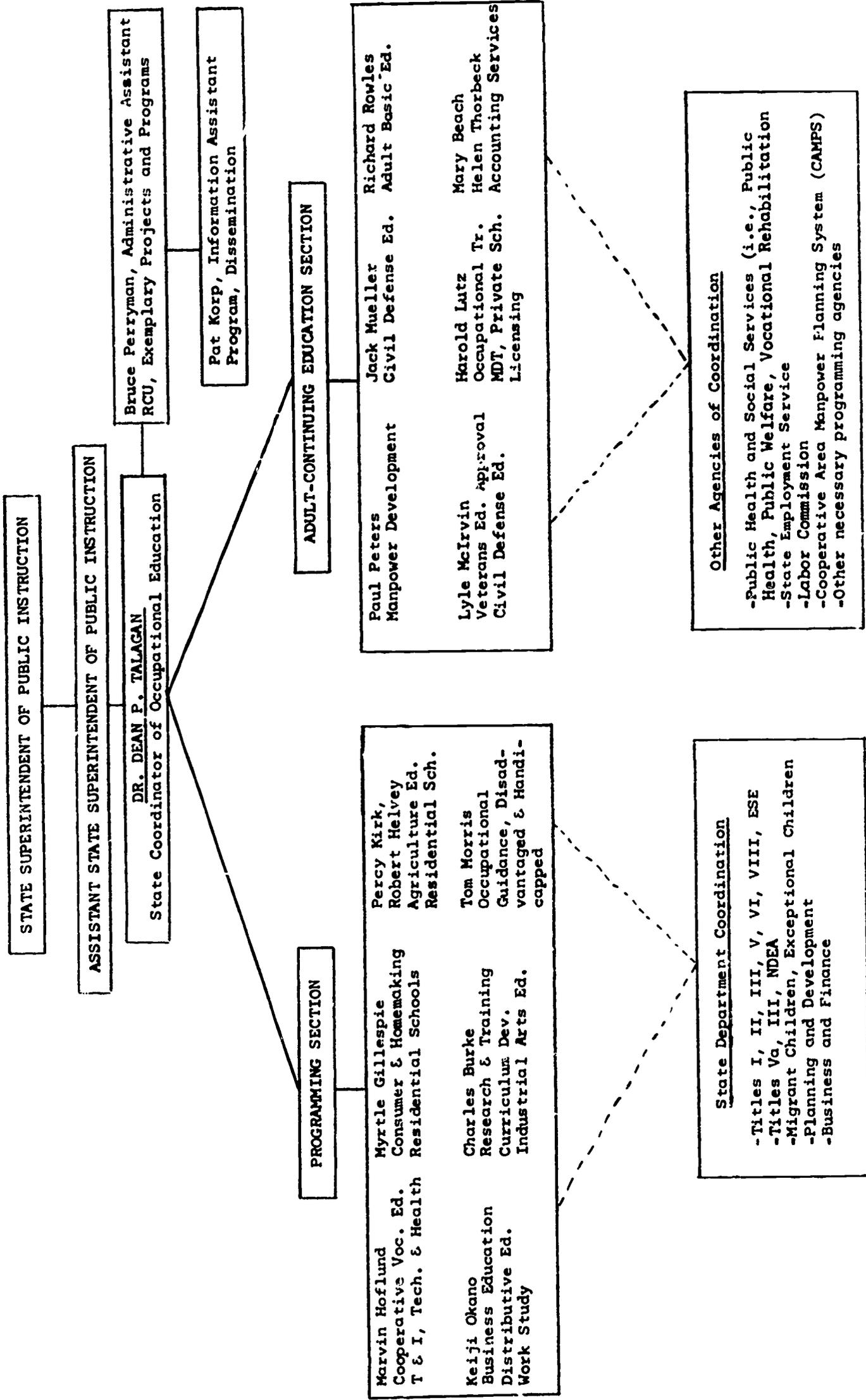
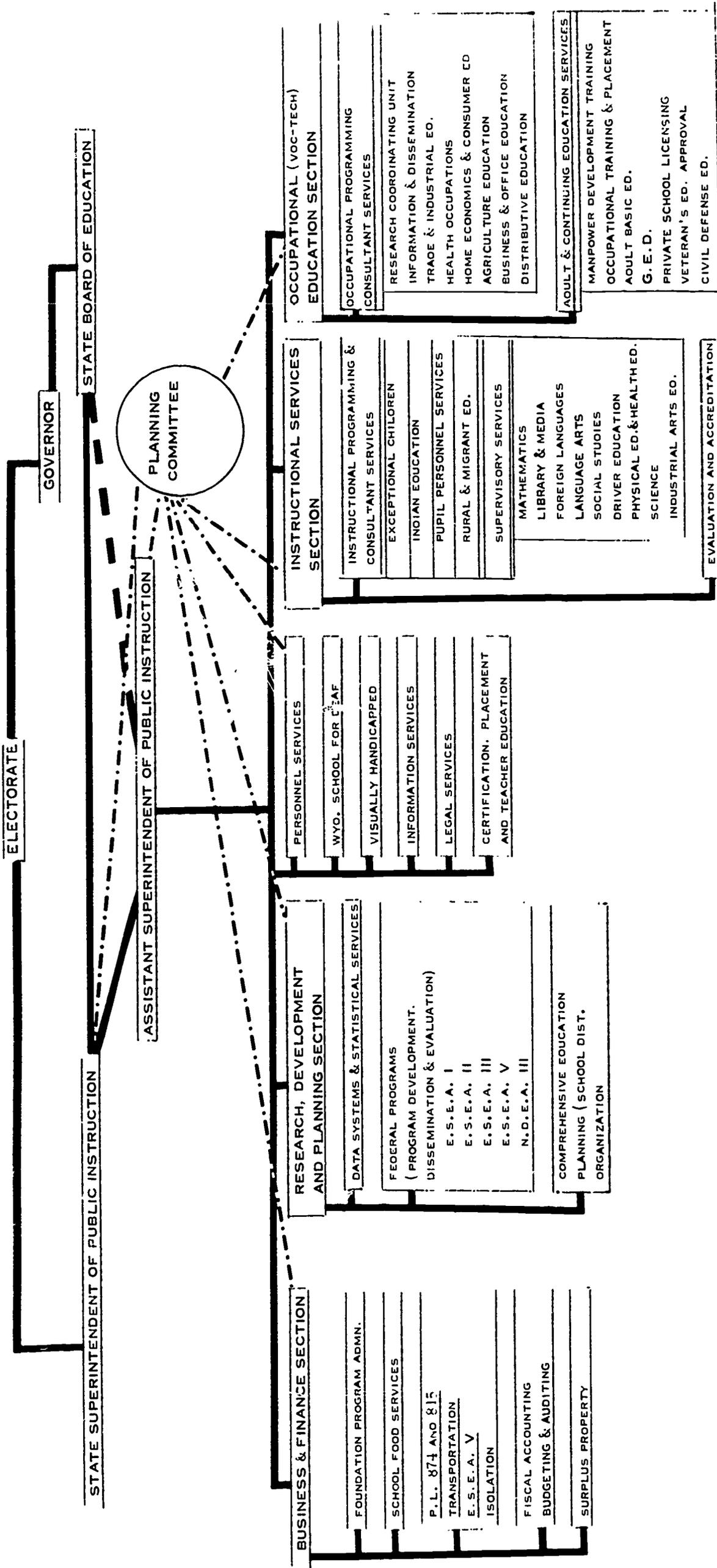


CHART II - D

ORGANIZATIONAL CHART  
WYOMING STATE DEPARTMENT OF EDUCATION



### Staff Turnover

In the past four years of operation the only staff turnover has been that of a secretary.

### Working Relationships

The State ABE Director serves as a consulting member of CAMPS Committee at the state level and functions closely on a multilateral basis with State fiscal, budget and auditing personnel and with other internal and external agencies and organizations concerned with ABE.

### Records and Reporting

The following forms, fiscal records, and reporting procedures have been developed for use in reporting of the Adult Basic Education program. An accurate accounting of program activities, both fiscal and academic is required.

Allocations for programs will be made through approved applications completed in the State office.

1. Approved Application - Form 68-750-I (See Appendix B)

Will be forwarded to each local superintendent or supervisor requesting a program.

2. Request for Advanced Payment - Form 68-750-II (See Appendix B)

Will be forwarded to each local superintendent or supervisor along with approved application, Form 68-750-I.

3. Preliminary Information (Class Enrollment) Form 68-750-III  
(See Appendix B)

Will be forwarded with approved application form to each local school superintendent or supervisor. This form is due in the State office after the fourth ABE class meeting.

4. Final Information (Class Enrollment) Form 68-750-IV (See Appendix B)

To be submitted with Fiscal Report.

5. Fiscal Report of Funds Advanced for Adult Basic Education - Form 68-750-V (See Appendix B)

Due in State Adult Basic Education office no later than the 10th of the following month after the program was closed.

6. Institution Effort Report - Form 68-750-VI (See Appendix B)

Due in State Adult Basic Education office along with Fiscal Report of Funds Advanced for Adult Basic Education. (Form 68-750-VI used only for local matching for Professional Staff.)

7. Time and Effort Report - Form 68-750-VII (See Appendix B)

Due in State Adult Basic Education office along with Fiscal Report Form and Institution Effort Report Form. (Form 68-750-VII, report for local effort, is for non-professional, custodial, utilities, teacher-aides, etc.)

8. Annual Report of Adult Basic Education (See Appendix D)

Due in State Adult Basic Education office August 1. Information on this report will be obtained from permanent record card furnished to the local programs by the State Adult Basic Education office after approval of ABE program.

9. Permanent Record of Individual ABE Student (See Appendix B)

A supply of these forms will be mailed to the local superintendent or supervisor. These permanent record cards will be kept up-to-date and as a permanent record at the institution.

Personnel Training and Development

Four in-service workshops (each two days in length) sponsored by the State ABE office in cooperation with the University of Wyoming were held during fiscal 1969. These workshops were designed for the benefit of local teachers, administrators, and teacher's aides as well as potential teachers. The State ABE Director participated in each of 17 individual local program workshops which were held in addition to the state sponsored workshops.

EVALUATION AND CONTROL OF PROGRAM

Criteria. To achieve the purposes of the ABE program, the following criteria are applied by the State ABE office in giving approval to and insuring quality control of local programs:

- Programs are in areas of the State having high concentrations of educationally impoverished adults.
- Services are provided to adults in severely impoverished areas having the greatest educational deficiencies.
- Programs are developed in conjunction with Community Action Programs and are related in action and purpose to national, state and area manpower development, planning and programming.
- Instructors and methods are committed to accomplish the educational goals of the adult basic education program.
- Programs provide health information and services to the extent available through cooperative areas with the State Health Department.
- Programs make provisions for effective recruiting and counseling.

- Programs provide for use, where possible, of college work-study programs, VISTA, and other anti-poverty programs.
- Programs are developed in conjunction with other State agencies which serve impoverished people needing adult basic education courses.
- Programs utilize educational research and techniques of instruction which have proven effective.
- Programs incorporate innovative or imaginative instructional programs.
- Programs provide for effective administration and supervision by the local school district and/or public and private nonprofit agencies.
- Programs involve the educationally disadvantaged adults.

Agency Participation - Efficiency and Equity of Funding. There can be no participation in a local instructional program until the application has been approved. That is, no purchases or salaries can be made before the approval date.

Local agencies which do not comply with Title VI of the Civil Rights Act shall not be eligible to receive funds.

The application shall be on the forms prescribed by the State Department of Education. These forms will be mailed to school district superintendents or supervisors upon request. After the program is approved, a notice of such approval will be mailed to the superintendent of the school or supervisor of the local program.

Applications will be approved by the State Department of Education.

The application shall include a program for one or more classroom units, each consisting of at least ten students.

Adult Basic Education funds will not be disbursed to a school district until acceptable reports of programs from the preceding year of participation by the district are on file in the State Department of Education. Acceptable reports will include the filing of financial and attendance reports, annual attendance report, and copies of warrants and invoices expedited during the term of the application.

For approved program, the Treasurer of the local educational agency will receive from the Adult Basic Education Fund an advance of one-quarter of the estimated cost of the local program to be credited to the local program account for Adult Basic Education. The second payment will be made mid-point in the program in the amount of one-quarter of the approved funds. Upon completion of three-fourths of the program a third quarter payment will be made. Final quarter payment will then be made one month before the approved program is completed. A copy of the "Request for Advanced Payment" form will be sent to the local school district superintendent or supervisor.

Special school warrants for disbursement of funds will be sent to the local districts or to the supervisor.

Funds in the local treasury should be obligated by June 30 and all expenditures paid by July 10. "Final" financial and attendance reports should be in the State Adult Basic Education office no later than the 10th of the following month after the program was closed. "Example" Program closes May 25 - final reports due June 10.

School district and cooperative program expenditures shall be audited according to regulations as set forth in the State Plan.

Programs shall be periodically evaluated cooperatively by the Adult Basic Education Section and the local education agency.

Program Requirements: The local adult basic education curriculum shall be appropriate to the level of the learner and shall include concepts in health education, citizenship and consumer education. Reading, writing, arithmetic and the writing and speaking of English shall have first priority.

School districts and/or public and private nonprofit agencies shall not require the payment of tuition, fees or other charges such as the purchase of books and materials by students.

When appropriate and possible, teachers of adult basic education shall hold a valid Wyoming Teacher's Certificate. If a certificated teacher cannot be obtained, a person having successful teaching experience must have approval of the State Department of Education for teaching adult basic education classes.

When appropriate and possible, other professional personnel such as supervisors, counselors and materials' specialists will also be used to assist in the teaching of adult basic education classes.

When available, personnel in work-study programs provided under Title X, Part C of the Act and Volunteers in Service to America provided under Section 603 of the Act will be utilized in a variety of ways, such as recruitment, classroom assistance and health services.

Regulations do not allow for the funding of adult basic education programs related to religious or sectarian instruction.

School districts and/or public and private nonprofit agencies shall cooperate with state health authorities in upgrading health conditions of eligible persons and in integrating into the curriculum of the basic education program the teaching of good health practices.

The teaching of citizenship, consumer education, health and employment orientation should be integrated into the curricula.

A cooperative working relationship with agencies and organizations implementing other Titles should be maintained when feasible in order to help carry out general purposes of the Adult Education Act.

Projects shall be periodically evaluated by school districts in cooperation with the State Department of Education.

Where possible, it is recommended that a local advisory adult education council be organized and used.

Eligible Expenditures and Budget. Expenditures of funds granted under an approved Adult Basic Education program and the required matching funds shall be made according to the approved application. Expenditures may include the general categories of:

Instruction and counseling;

Program direction, supervision, accounting or clerical;

Equipment - the purchase of equipment is not recommended in the Adult Basic Education program unless there is a dire necessity;

Textbooks and other instructional materials;

Transportation for field trips, but not for transportation of students to and from ABE classes;

Rental of classroom space (if not a public building); and

Other expenses.

Funds for social security and teacher retirement matching do not appear on the application but are approved expenditures from funds allocated to the institution.

Funds for supplemental applications and extension of approved applications will be allocated according to applicable budget item rates, if funds are available.

Grant for special projects, including research or pilot programs, shall be made according to a contract agreement between the State Department of Education and the grantee. Such contract shall provide for the necessary budgetary items to achieve the purposes of the program.

Evaluation. The procedure for the evaluation of adult basic education programs funded under Title III, P.L. 89-750, is based upon the use of educational professional and clerical personnel. The State Department of Education may employ or contract with specialists when necessary to assist in evaluating the achievement of objectives of the adult basic education program. The State Adult Basic Education office will periodically evaluate all programs of instruction in adult basic education in Wyoming.

State controls applicable over funds at the local level after funds have been allocated are prescribed by state statute. The State ABE Plan also specifies requirements of compliance, such as program and fiscal reporting (as per provisions outlined above). Also as an inherent attribute of the local ABE application, the signatures, in theory, serve as a contractual agreement to comply with agreed upon provisions of the application and proposed program.

Reallocation Procedures. If funds are returned to the State ABE office for any reason from previously approved programs before June 30 of

the fiscal year in which they had been allocated originally, then the funds may be reallocated by addendums to such programs as needed or by the development of a new program as per the State Plan.

Pupil Costs. The cost per pupil overall at the State level of \$111.47 as compared to the cost per pupil overall at the Local level of \$14.93 is indicative of the economics of cost and benefit insofar as the program operation is concerned.

State and local matching of federal funds, ratios, and comparisons of federal, state and local funds are depicted below:

FEDERAL	\$93,255.00	90%
STATE*	\$ --	--
LOCAL	\$14,432.00	10%

\*There are no state funds committed to this program. An overmatch is picked up at the local level to comply with Federal requirements. For all practical purposes the matching ratio is 90% federal, 10% state and/or local.

### III. SUMMARY OF THE CHAPTER

The evaluation survey of Wyoming Adult Basic Education (ABE) was undertaken by the Wyoming Research Coordinating Unit in cooperation with the Wyoming State Department of Education and the State ABE office. The purpose of this effort was (1) to provide baseline data on ABE in Wyoming, (2) to provide an approach in surveying ABE which would use a system of questionnaires, field visits and interviews with both ABE personnel and others, and (3) to develop mutually an effective means whereby ABE can expand if needed throughout the entire State of Wyoming. The survey involved most of the ABE personnel and students in the State.

Interviews were conducted in most of the communities where ABE classes were held. The purpose of this part of the survey was to view relationships (1) between ABE personnel and other agencies including the Department of Education and (2) between the state and local level operations in terms of administration, reporting and recording. Interviews were most generally conducted at the location of the ABE classes. These interviews were arranged by the State ABE office.

It was clear from the interviews that the State ABE Director, Richard Rowles, was very well known and respected throughout the State both personally and professionally. Many positive relationships between ABE personnel and various agencies had been formed. This fact also became apparent from the results of the interview questionnaire from local program personnel.

As part of the survey design an examination of the actual classes being conducted for ABE students was incorporated.

2

Chapter II of this report presents data and comments obtained as the result of the survey from both students, teachers and program; from both the state and the local levels.

The first portion of this Chapter was concerned with a description of the survey sample and personal background characteristics of the participants. The next two portions of the Chapter dealt with the students and teachers as participants in the ABE program.

The final section of Chapter II concerns state level program factors reviewed as part of the survey.

## CHAPTER III

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### I. SUMMARY

The purpose of this investigation was to survey the Adult Basic Education program in Wyoming. The survey was designed to secure data at both the state and local levels. At the local level, program data was gathered from students, teachers and administrators as well as on-site visitations. Data relative to student and teacher backgrounds, characteristics and aspirations as well as attitudes toward the program were sought. The data were collected by means of questionnaires, interviews, program records and local program visitations.

#### II. CONCLUSIONS

Based on the findings of this investigation, the following conclusions were made:

The value of this survey seems to lie more in its implications for further study than in its conclusive results. While it is interesting to note certain trends, the general effect is to raise questions as to why the trends were demonstrated.

It seems apparent that the Wyoming ABE program is helping adults to move ahead and open the door of opportunity.

Many of the Wyoming ABE programs appear to be aimed at a higher grade level than the purposes for which P.L. 89-750 may have been written.

Data on the students is now being obtained when the program begins.

There were more females enrolled in Wyoming ABE classes than males.

A major percentage of enrollees are below 50 years of age.

More married adults enrolled in Wyoming ABE classes than single adults.

The competency level of entering Wyoming ABE students appears to be far behind the number of years of previous schooling reported by them.

More than 50% of the students enrolled in Wyoming ABE programs are employed.

Passing the GED test seems to be the prime student motivator in the Wyoming ABE program.

Wyoming ABE students show continuous educational interest over a long period of time.

Wyoming ABE teachers perceive the local administrative authorities of their programs as not in support of the local ABE program, except for the federal money it brings in and only insofar as the programs are more or less self-sufficient in terms of using federal funds.

In those classes where the administration supports the program, the program is much better organized and greatly expanded in terms of staff, equipment and facilities.

There are some students enrolled in the Wyoming ABE program who should not be there because of deviations of age limits, skill, knowledge or purpose.

The better the teacher the better the program.

There is indication that more flexibility of testing and materials is needed and should be encouraged; not all of the teachers are convinced that ABEL testing is the answer.

If federal funds are not available, the ABE program in Wyoming will probably cease to exist,

The teaching in the Wyoming ABE program is perceived by the students as being good.

Students are very appreciative of the ABE opportunity. Students would like to spend more hours per week and in total in instruction. They support the continuation of the program also.

Transportation appears to be the prime problem for students in maintaining their attendance.

The main reason for students enrolling in the program was additional education and employment potential. The main educational goals of the students were to pass the GED test, learn to better their reading and writing ability and occupational education.

Many of the teaching aides have passed the GED from prior ABE attendance and relate well to the program now.

Although the educational emphasis of the teachers' background varies, teachers seem generally well qualified insofar as their education and experience is concerned.

Wyoming ABE teacher attendance at in-service or pre-service sessions seems good.

The teacher/student ratio is 1/9.

A 10% non-completion rate is projected by the teachers with regard to student accomplishment in the Wyoming ABE program. It appears however from other insights that the percentage rate is actually much higher.

Many teachers view fear of testing as a major difficulty for students. Some teachers are testing at every class session held in order to attempt a breakdown of the students' fear.

Traditional recruiting methods appear to be failing.

Most teachers use a combination of the telephone and personal visits to assist in student retention.

There is a need for more guidance and counseling for students.

### III. RECOMMENDATIONS

A major justification for this study was to secure data which might lead to the development of a more effective program of adult basic education. The following recommendations were recorded for that purpose:

When the enrollment for any individual ABE program falls below necessary requirements it should be re-evaluated for continuation.

A field audit of all individual local ABE programs should be accomplished each fiscal year.

A deadline date for the submission of local program applications should be established.

State funding should be committed to the Wyoming ABE program in order to share responsibility. The Wyoming State Department of Education should include in the annual budget of the Department a line item for adult education leadership and administration insofar as it is possible and productive.

Payment to local programs of federal funds should be in four equal payments rather than two. This would allow for maintenance of maximum administrative consideration.

An objective method for allocating the federal funds to local programs should be developed so as to provide for those years when there are more applicants and local funding requirements than there are funds available to sufficiently provide for them all. Any funds returned from individual programs from the preceding year would necessarily be a vital part of the criteria for allocating funds, particularly as a deficiency of that program.

More study of materials actually used in programs of various types will be worthwhile.

According to the wishes of the students, classes should begin earlier in the year (preferably in September) and run through February and more hours of instruction should be added.

There is a need to "couple and link" occupational education programming with Adult Basic Education. At the State Department of Education level, both administratively and legislatively, the concept of continuing education must be implanted as an integral part of public education. A section of the Occupational Education Division for the pursuit and development of continuing education is needed. The section needs to be staffed adequately with consultants and technical personnel to help local school systems solve current problems of

undereducation, high school completion and manpower needs. It should be viewed as a total program with differentiated services.

At least two adult education credit courses emphasizing ABE should be established in the University of Wyoming and made easily available to possible participants.

A variety and perhaps an increased number of in-service and pre-service education workshops for all ABE personnel should be continued.

It is desirable that where possible and when necessary, transportation to and from ABE classes be provided. Car pool arrangements among adult students should also be encouraged.

In keeping with a comprehensive approach to education perhaps the State Advisory Council for Occupational Education should be considered as the advisory committee on adult education including ABE.

An effort must be made to secure local financial and administrative support for the ABE programs.

An aggressive and coordinated campaign of public information about Adult Basic Education must be developed as soon as possible.

The use of volunteer teachers and aides is commendable and recommended.

The survey methods and instruments used to gather basic data should be refined to consider the inclusion of: (1) a bilingual questionnaire; (2) perhaps a teletransmission approach to evaluation; (3) a time change for evaluation - make it earlier in the year (perhaps in November); (4) using data processing for evaluation and follow-up; (5) the redesign of the questionnaire; and (6) solicitation of evaluation techniques and comments from ABE teachers and directors.

It is recommended that ABE teachers experiment more with different teaching devices and techniques and also involve more guest speakers and resource persons from the community in their programs. (Example: programmed instruction, controlled readers, accelerated readers, field trips, etc.)

A follow-up survey should be conducted to evaluate the implementation of the aforementioned recommendations in 1971 and thereafter approximately every three years.

Finally it is recommended that additional research be conducted on ABE students:

- a. A systematic and periodic statewide follow-up study of ABE students should be implemented so as to determine the impact of the programs on the people's lives and to determine means to improve these programs.
- b. The most effective student recruitment practices.
- c. Area of the GED which causes most failures.

- d. Male vs. female dropouts.
- e. The number of ABE students who enroll for a second (or more) year of study.
- f. The cost benefit of Wyoming ABE.

APPENDIX A

WYOMING ABE PROGRAM STATISTICS  
STUDENT AND STAFF DATA  
FISCAL YEAR 1968\*

1. Wyoming students in ABE programs 1965-1968 = 1467

2. Wyoming ABE students enrolled by grade level

I	113
II	273
III	317
TOTAL	<u>703</u>

3. Total new enrollees = 650

4. Wyoming ABE students completing programs, by level

	#	%
I	113	17%
II	248	38%
III	306	46%
TOTAL	<u>667</u>	

5. Wyoming ABE enrolled by sex, ethnic group

MALE	302
FEMALE	401
ETHNIC GROUP	
MEXICAN-AMERICAN	374

6. Wyoming ABE students by race

White	286	41%	Oriental	11	2%
Negro	18	3%	Other Non-		
American Ind.	14	2%	White	374	53%

7. Wyoming ABE students by age

18-24 =	190	27%
25-34 =	206	29%
35-44 =	175	25%
45-54 =	112	16%

8. Selected Wyoming ABE statistics related to hours of membership, teachers and students

aggregate hours membership	82,460
total number of teachers	43
average hours membership per teacher	1,918
total number of students	703
average hours membership per student	117
student-teacher ratio	1/16

9. Hours of instruction required to complete Adult Basic Education by level

I -	150
II -	100
III -	100

## 10. Wyoming ABE students separated from ABE programs for these reasons

Employment	43	32%
Entered job training	21	16%
Job change	33	24%
Lack int.	38	28%
Other	0	0

## 11. State/local staff in Wyoming ABE programs by occupational function

Teachers	43
Counselors	33
Local Supervisors	43
State Admin.	1
All Others	
Local	20
State	1
Local Advisory Comm.	43

## 12. Workshops for teachers

State	2
Local	4

Personnel receiving pre-service and/or in-service training conducted by:

Federal	26
State	38
Local	40

## 13. Selected financial statistics for Wyoming ABE programs, by source:

Federal Grant	\$120,000
All Sources	141,000
Federal Expenditures	119,000
State Expenditures	22,000
Local Matching	15.9%

\*SOURCE: U.S. Dept. of Health, Education & Welfare, Office of Education, National Center for Educational Statistics, June, 1969.  
"Adult Basic Education Program Statistics -- Students and Staff Data - July 1, 1967 - June 30, 1968"

APPENDIX B

THE STATE OF WYOMING  
DEPARTMENT OF EDUCATION

Harry Roberts, State Superintendent

CHEYENNE, WYOMING 82001

**I. INSTRUCTIONAL PROGRAM AND PROJECT STANDARDS**

1. Meet objectives of State Plan for Adult Basic Education (Section 1.6).
2. Apply criteria of State Plan for local programs (Section 1.6).
3. Meet requirements for instructional programs (Section 1.7).
4. Basic Education Programs, whenever possible, should cooperate with other local community action programs under Title III, P. L. 89-750.
5. Meet requirements of Civil Rights Act of 1964, Title VI, Section 601.
6. Make necessary reports to the State Board of Education.

**II. FINANCIAL ARRANGEMENTS**

1. Purchases or employment agreements shall not be issued before official project approval is made.
2. Funds received by school districts shall be matched in accordance with the provisions of P. L. 89-750.
3. Application for funds shall be made on prescribed forms.
4. Director of Adult Basic Education may assist school authorities in completing application forms.
5. Funds will be remitted to lawful treasurer. These funds may not be commingled with any other tax or public monies, but must be kept in a special account in a bank so that it is perfectly clear what disposition is being made of it.
6. School district expenditures shall be subject to audit in the same manner as other State-Aid monies.

Program No. 10

Date SEPT. 23, 1968  
Instructional Program \$ 3,250.00  
No. of Classroom Units 4  
No. of Students 40  
Signatures:

Richard S. Powell  
Director, Adult Basic Education

State Superintendent of Public Instruction  
(Initial)

APPLICATION FOR FUNDS

TITLE III, P.L. 89-750. ESEA ADULT EDUCATION ACT OF 1966

I.

1. Name of District or Agency ALKO HIGH SCHOOL Dist. No. 20  
Address WEST WYO. (SCHOOL DIST #20)
  2. County WEST Date SEPT. 19, 1968
  3. Executive Officer of School CHARLES A. BLUE Address West, Wyo.
  4. Treasurer of School District Jim Smith Address West, Wyo.
  5. Enrollment: Number of Units to be Established 4
- Hours for each class planned 100 100 100 100
- Total Number of Students (Class Unit is 10 to 20) 40
- Starting date of classes SEPT. 19, 1968

DESCRIPTION OF PROPOSED PROJECT

6. Total amount of Proposed Program (Item i, Page 3)..... \$ 3,550.00
7. Amount of Application that State Department will fund to local school district (Page 3, Item i, State Match)..... \$ 3,250.00
8. Program is proposed for the following Elementary Education Programs for adults. It is recommended that the communicative, computational and citizenship skills be organized in a teaching-learning program meaningful to the group of adults being served.

## Estimated grade levels:

- (1) 1-3 (Beginning) 10 (No. of students)  
 (2) 4-6 (Intermediate) 20  
 (3) 7-8 (Advanced) 10

## II. Proposed Budget-Class Unit 10-20

	STATE	LOCAL MATCHING	TOTAL
(a) Supervisory personnel (Counseling, local director, Superintendent)	450.00	150.00	600.00
(b) Instructors (\$5 per class hour)	2,000.00		2,000.00
(c) Teacher aides			
(d) Secretarial and clerical (accounting and fiscal personnel)			
(e) Other personnel (custodial)		300.00	300.00
(f) Employee benefits	150.00		150.00
(g) Instructional materials and educational equipment (purchased and/or rental)	450.00	50.00	500.00
(h) Other expenditures (utilities such as heat, lights, etc.)			
(i) Total budget	3,050.00	500.00	3,550.00

III. Amount certified by Superintendent of Schools as monies paid for services, utilities, or materials to be used in the 1-9 matching, should be recorded in school board minutes.

*INCLUDED IN BOARD MINUTES AND APPROVED  
 SEPT. 15, 1968.*



- IV. Explain unit costs for local matching funds. (i. e. percent of time personnel will devote to Adult Basic Education and/or cost of custodial services and utilities furnished by local agency) Attach additional sheets if necessary.

2 PERCENT OF SUPERINTENDENTS TIME  
DEVOTED TO A.B.E. PROGRAM FOR SUPERVISION:  
CUSTODIAL AT \$2.50 PER HOUR FOR 100 HOURS =  
\$250.00 - USE OF MIMEOGRAPH AND  
OTHER EQUIPMENT FOR A.B.E. PROGRAMS  
\$50.00

- V. COST ANALYSIS ESTIMATE:

1. Per Pupil Cost \$ 88.75
2. Per class unit cost \$ 887.50

CERTIFICATION RELATING TO EXPENDITURES

1. None of the items or services in this program have been or will be contracted, or otherwise purchased before it is approved.
2. Expenditures for each project will be completed 30 days after the completion of each individual project and submitted to the Adult Basic Education Division, State Department of Education, before the last one-fourth payment will be made by the State Department of Education.
3. A copy of invoices and paid claims and certification of expenditures recorded in minutes of school board will be filed with the State Department of Education.
4. Expenditures will be made in accordance with the provisions of the Act and rules and regulations established by the State Board of Education.

5. Copies of justification documents showing identification of actual expenditures for local contributions such as time and effort documents will be required by the State Department of Education.
6. We agree to abide by the rules and regulations of the State Department of Education in implementing this program.
7. The Assurance of Compliance with Title VI of the Civil Rights Act applies to the application submitted herewith.

Signature Alan E. King Address Trust, Tex  
President of the Board

Signature Charles A. Blue  
Executive Officer of School

## PLANS FOR INSTRUCTIONAL PROGRAM

Give a brief description in the space below of summarizing items found in Section 1.6 of the Wyoming State Plan for Adult Basic Education, (Criteria for Approval of local Programs and State Developed Terms and Conditions) giving special attention to the following:

1. Why is the program needed? (Describe briefly)
2. Who will you teach?
3. How many people?
4. Where will classes be conducted?
5. When will classes be conducted?
6. What methods will be used for evaluation?
7. What personnel will be used?

1. MANY ADULTS ARE LOOKING FORWARD TO QUALIFYING FOR HIGH SCHOOL CERTIFICATION AND FOR JOB RETRAINING. SOME OF THE WOMEN WANT TO QUALIFY FOR THE SECRETARIAL NIGHT SCHOOL WHICH THE SCHOOL IS OFFERING.
2. MR. JOHN BROWN, MRS. HANSEN, MR. DAN JONES, AND MRS. JONES ARE ALL CERTIFIED SECONDARY TEACHERS
3. A MINIMUM OF 40 STUDENTS HAVE ENROLLED AND WE EXPECT 15 MORE STUDENTS
4. CLASSES WILL BE HELD AT WILLIE SCHOOL.
5. MONDAY & THURSDAY - 7:00 P.M. to 9:00 P.M.
6. TEACHER TESTS AND ABLE TESTS WILL BE USED.
7. SCHOOL COUNSELORS, SUPERINTENDENT OF SCHOOLS, SECRETARIAL AND FISCAL PERSONNEL, CUSTODIAL PERSONNEL, MAY INCLUDE TEACHER AIDES IF NECESSARY

(Attach additional sheets if necessary)

SAMPLE  
COPY

ADULT BASIC EDUCATION

(P.L. 89-750 Title III)

(ESEA Adult Education Act of 1966)

REQUEST FOR ADVANCED PAYMENT

ALFD SCHOOL DIST # 20 Board of Education - Institution, requests  
an advanced allocation of funds to operate an approved training project under  
the provisions of program number 10 in the amount of  
\$ 762.50 (Not more than 1/4th of total)

The above funds shall be expended in accordance with the budget approved for  
Adult Basic Education course, or courses, as a training project under  
P.L. 89-750 Title III.

The second payment will be made at the mid-point of the program in the amount  
of \$ 762.50 (1/4th of the program). Upon completion of three  
quarters of the program a third quarter payment will be made. The final  
quarter payment will be made one month before approved program is completed.

Sept. 20, 1968  
Date

Charles A. Blue  
Responsible School Authority

WEST CO. SCHOOL DIST. # 20  
Board of Education - Institution

APPROVED:

Richard H. Rawler  
State Director - Adult Basic Ed.

309 WEST STREET  
Address WEST, WYOMING

Date: Sept. 22, 1968

Advance Payment Sent Oct. 1 1968

123456  
Warrant Number

SAMPLE

State of Wyoming  
DEPARTMENT OF EDUCATION  
Harry Roberts, State Superintendent  
Cheyenne, Wyoming 82001

Preliminary Information  
for  
Adult Basic Education Program

School ALFO HIGH SCHOOL

	NAME	AGE	DATE ENROLLED	HOURS OF TRAINING PLANNED
1.	JOHN SMITH	28	SEPT. 15, 1968	100
2.	GEORGE BROWN	43	"	"
3.	DICK JONES	47	"	"
4.	ALICE FAWE	24	"	"
5.	MARY DARRRE	31	"	"
6.	ELLIE SKOW	37	OCT 4, 1968	"
7.	JUNE SKYBERG	51	SEPT. 15, 1968	"
8.	RED STATLER	23	"	"
9.	BOB PHELPS	19	"	"
10.	CHARLES REED	18	"	"
11.	SIM KEENS	28	NOV. 1, 1968	"
12.	FAY TOWN	49	SEPT. 15, 1968	"
13.				
14.				
15.				
16.				
17.				
18.				

State of Wyoming  
DEPARTMENT OF EDUCATION  
Harry Roberts, State Superintendent  
Cheyenne, Wyoming 82001

*SAMPLE*

Final Information  
for

Adult Basic Education Program

School ALFO HIGH SCHOOL

NAME	1	PRE-TEST GRADE LEVEL	POST-TEST GRADE LEVEL	GRADE LEVEL INCREASE	HOURS OF TRAINING COMPLETED
1. JOHN SMITH		6	7.5	1.5	100
2. GEORGE BROWN	X	5	6	1	90
3. DICK JONES		5	7	2	100
4. ALICE FAYE		5	6.5	1	100
5. MARY VARRAE		4	5	1	100
6. ELLIE SEOW		6	7	1	100
7. JUNE SKYBERG		7	7	0	20
8. RAO STATER		3	5	2	100
9. BOB FIELDS		5	6	1	100
10. CHARLES REED		3	5	2	100
11. SIM KERNS	X	6	6.5	.5	80
12. FAY TOWN	X	4	5	1	100
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

1. Please place an X mark only after Work Experience or Welfare enrollees.

SAMPLE

## STATE DEPARTMENT OF EDUCATION

## ADULT BASIC EDUCATION

## FISCAL REPORT OF FUNDS ADVANCED FOR

## ADULT BASIC EDUCATION PROGRAM

Program began on SEPT. 19, 1968 Program completed on APRIL 51969. Total hours 100. Amount of proposed Program \$ 3,550.00Amount received \$ 3,050.00 Total Enrollment 40

## I. EXPENDITURES FOR LOCAL PROGRAMS OF INSTRUCTION

ITEM	STATE 1	LOCAL 2	TOTAL 3
1 (Sum of Lines 2 thru 7) TOTAL	\$3,050.00	\$ 500.00	\$3,550.00
2 PERSONAL SERVICES (Sum of lines 2A thru 2H) SUBTOTALS:	2,595.70	450.00	3,045.70
A SUPERVISORY PERSONNEL	446.57	200.00	646.57
B INSTRUCTORS	1,976.08		1,976.08
C TEACHER AIDES			
D CONSULTANTS			
E SECRETARIAL AND CLERICAL			
F FISCAL PERSONNEL			
G OTHER PERSONNEL (Custodial)		250.00	250.00
H EMPLOYEE BENEFITS	173.05		173.05

ITEM	STATE	LOCAL	TOTAL
3 TRAVEL	\$	\$	\$
4 RENTAL OF SPACE			
5 INSTRUCTIONAL SUPPLIES	454.30		454.30
6 EQUIPMENT		50.00	50.00
7 OTHER EXPENDITURES			
8 TOTAL	3,050.00	500.00	3,550.00

- Copies of claims paid for services, such as salaries, and paid invoices for education materials, equipment which was spent during this fiscal report are to be sent in with this report.
- The above mentioned original records should be kept on file subject to possible audit.
- Copies of justification documents showing itemization of actual expenditures for local contributions (Column 2).
- If any funds on hand at the end of a project, the amount to be returned to the Adult Basic Education Division, State Capitol Building, Cheyenne, Wyoming 82001.

\$ None

I certify the above to be a true account of program expenditure records as recorded in the school board minutes.

(Signature) Charles A. Blue # 20  
 Superintendent or executive District  
 officer of school

ALFO HIGH SCHOOL  
 Mailing Address WEST, WYO.

632-1234  
 Phone Number

SAMPLE

INSTITUTION EFFORT REPORT

FOR

ADULT BASIC EDUCATION PROGRAM  
(For Local Matching for Professional Staff Only)

Period of Reporting

SEPT. 19, 1968 - April 5, 1969 Date

School Alco High School

Total Hours of Program

100

Signature EARL SMITH  
(Authorized Local Director)

PERCENTAGE OF TOTAL EFFORT

NAME	OTHER ACTIVITIES SPECIFY	GROSS SALARY	ACCT. CODE	ADMIN. & SUPER-VISION		COUNSELING AND GUIDANCE	INST.
				GEN.	DEPT.		
EARL SMITH		62,960.00	000.1		2%		
(2% IS OBTAINED BY DIVIDING GROSS SALARY INTO SUPERVISORY PERSONNEL (LOCAL FROM FISCAL REPORT)			A.B.E.				

Signature Charles A. Blue  
(Superintendent of Schools)



Sample

STATE OF WYOMING  
DEPARTMENT OF EDUCATION  
TIME AND EFFORT REPORT ADULT BASIC EDUCATION  
(Non-professional, custodial, utilities, teacher aids, "etc.")

Name Jim Brown Institution Rock Hill School Local Director Earl Smith

MONTH	Hours							RATE OF PAY	TOTAL HRS. WORKED PER MONTH	TOTAL WAGES EARNED PER MONTH	FUNCTION
	SUN	MON	TUE	WED	THUR	FRID	SAT				
SEPT 19 thru 30		3			8			2.50	11	\$ 27.50	GENERAL
OCT 4 thru 27		7			7			"	14	35.00	MAINTENANCE
NOV 1 thru 29		7			7			"	14	35.00	ADD (CLEAN)
DEC 6 thru 29		7			8			"	15	37.50	REP OF ROOMS
JAN 2 thru 31		8			7			"	15	37.50	THIS ALSO
FEB 7 thru 28		7			7			"	14	35.00	TRUCKS
MAR 7 thru 30		7			8			"	15	37.50	HEAT & LIGHTS
APR 3 thru 5		2						"	2	5.00	UTILITIES
thru								TOTAL	100	\$ 250.00	FOR A.B.E.
thru											CLASSROOMS
thru											

(Remarks: See back of sheet)

Supervisor: Charles A. Blue



Name \_\_\_\_\_  
Address \_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_  
Phone \_\_\_\_\_  
Social Security Number \_\_\_\_\_

Age \_\_\_\_\_ Sex \_\_\_\_\_ Birth Date \_\_\_\_\_  
Marital Status \_\_\_\_\_  
Highest grade completed in school \_\_\_\_\_

Had the student ever enrolled in an adult basic education class in another state or territory before enrolling in this state? Yes \_\_\_\_\_ No \_\_\_\_\_  
Is this the first time for the student to enroll in an adult basic education class? Yes \_\_\_\_\_ No \_\_\_\_\_

Type of Student: (By Ethnic Group)

- \_\_\_\_\_ White
- \_\_\_\_\_ Negro
- \_\_\_\_\_ American-Indian
- \_\_\_\_\_ Oriental
- \_\_\_\_\_ Cuban
- \_\_\_\_\_ Mexican-American and/or Spanish American
- \_\_\_\_\_ Puerto Rican
- \_\_\_\_\_ Other (Specify) \_\_\_\_\_

\_\_\_\_\_ Number of dependents in the household of the student. (Include both parents in this figure.)

Employment Status

<u>At Registration</u>	<u>At Separation</u>
_____ Employed full time	_____
_____ Employed part time	_____
_____ Underemployed	_____
_____ Unemployed & looking	_____
_____ Unemployed & not looking	_____

Is the Student:

- \_\_\_\_\_ In a correctional institution
- \_\_\_\_\_ In a state hospital
- \_\_\_\_\_ A migrant worker
- \_\_\_\_\_ A welfare recipient
- \_\_\_\_\_ Head of a household

The primary language spoken in the home is:

- \_\_\_\_\_ Spanish
- \_\_\_\_\_ English
- \_\_\_\_\_ Other (Specify) \_\_\_\_\_

Effective reading grade level:

\_\_\_\_\_ at registration \_\_\_\_\_ at separation  
Grade \_\_\_\_\_ Grade \_\_\_\_\_

Student referred by:

- Welfare \_\_\_\_\_
- School \_\_\_\_\_
- Adult basic education counselor \_\_\_\_\_
- Other student \_\_\_\_\_
- Radio, newspaper & TV \_\_\_\_\_
- Church \_\_\_\_\_
- Employer \_\_\_\_\_
- Other (Specify) \_\_\_\_\_

Student separated because:

- Completion of program \_\_\_\_\_
- Job \_\_\_\_\_
- Lack of Interest \_\_\_\_\_
- Family problems \_\_\_\_\_
- Other (Specify) \_\_\_\_\_

Reason for participation:

- To get job \_\_\_\_\_
- To get better job \_\_\_\_\_
- Social \_\_\_\_\_
- Education or self improvement \_\_\_\_\_
- Other (Specify) \_\_\_\_\_

DATES

	Entered	Completed	Separated
Beginning level (Grades 1-3)	_____	_____	_____
Intermediate level (Grades 4-6)	_____	_____	_____
Advanced level (Grades 7-8)	_____	_____	_____

As a result of his education the student as able to:

- Secure employment \_\_\_\_\_
- Secure better employment \_\_\_\_\_
- Register to vote \_\_\_\_\_
- Discontinue public aid \_\_\_\_\_
- Develop confidence in personal relations \_\_\_\_\_
- Develop a positive attitude toward relations \_\_\_\_\_
- Be promoted on the job \_\_\_\_\_
- Other (Specify) \_\_\_\_\_

COUNSELING RECORD

Student contacted by:

Date

Counseling revealed (comments)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



APPENDIX C

WYOMING  
ABE (LOCAL FACTORS)  
Program Evaluation Questionnaire

Name of Program: \_\_\_\_\_ Place of Interview: \_\_\_\_\_  
 Location: \_\_\_\_\_ Date of Interview: \_\_\_\_\_  
 Level Being Taught: \_\_\_\_\_ Time: \_\_\_\_\_  
 Name of Teacher or Person Interviewed: \_\_\_\_\_ Number of Students: \_\_\_\_\_

PART I. TEACHER ORIENTED

1. What is the relative order of standing of the program within the local educational agency?

2. Number of full-time and part-time ABE program personnel.

Full-time \_\_\_\_\_  
 Part-time \_\_\_\_\_

3. Experience of teacher(s): \_\_\_\_\_

Education of Teacher:

Highest Degree Held: \_\_\_\_\_  
 Major: \_\_\_\_\_  
 Minor(s): \_\_\_\_\_  
 Other: \_\_\_\_\_

Training and Development of Staff: \_\_\_\_\_

4. Record keeping & reporting system in use?

5. Size of class(es): \_\_\_\_\_ (Range) at present: \_\_\_\_\_  
 Hours per week of instruction: \_\_\_\_\_ Teacher/Student ratio: \_\_\_\_\_

6. What is the quality & effectiveness of teaching methods & materials, as determined by testing & curriculum to various problems of daily living & area?

Is what is being taught meaningful & useful to the people? \_\_\_\_\_

Do you experiment with different teaching methods & materials?  
 Yes \_\_\_ No \_\_\_. If yes, how? \_\_\_\_\_

(EXAMPLES: Development of curriculum from input of students, programmed instruction, controlled readers, reading accelerators, video-tape replay equipment.)

7. Methods of recruitment: \_\_\_\_\_

Quality of effectiveness: \_\_\_\_\_

Methods of retention: \_\_\_\_\_

Quality of effectiveness: \_\_\_\_\_

7. (continued)

Organizations cooperating with recruitment: \_\_\_\_\_

8. General appearance of classroom or learning site to adult students (as opposed to children). \_\_\_\_\_

9. Location of classes:

School	_____
Church	_____
Home	_____
Public Hall	_____
Homes of Students	_____

10. Program priorities: \_\_\_\_\_

11. Dropout rate: \_\_\_\_\_ Comment: \_\_\_\_\_

Records: \_\_\_\_\_

12. Use of indigenous & sub-professional personnel in program: \_\_\_\_\_

13. Use guidance & counseling personnel: Yes \_\_\_ No \_\_\_

Results: \_\_\_\_\_

From what sources?

High School	_____
Churches	_____
Employment Sec. Service	_____
Welfare	_____
Other	_____
	_____

ABE (LOCAL FACTORS)  
Program Evaluation Questionnaire

DATE: \_\_\_\_\_  
CLASS: \_\_\_\_\_

LOCATION: SCHOOL: \_\_\_\_\_  
TOWN: \_\_\_\_\_

**PART II STUDENT ORIENTED**

1. Why did you enroll in ABE? \_\_\_\_\_

2. How did you become acquainted with ABE? (CHECK AS MANY AS APPLY)

Newspaper	_____
Referral Agency	_____
Teacher (ABE)	_____
Radio	_____
TV	_____
Friends	_____
Relatives	_____

Other: \_\_\_\_\_

3. When did you become interested in ABE? \_\_\_\_\_

4. How has this program of ABE helped you? (CHECK AS MANY AS APPLY)

Better job _____	Self-improvement _____
Parent/offspring _____	Social adjustment _____
competition _____	Higher pay _____
More pride _____	Other: _____
It hasn't _____	

5. Do you have any personal difficulties which hinder your attendance of the ABE class?

Time classes are held _____	Job responsibilities _____
Babysitting _____	Rules & regulations of _____
Transportation _____	employer _____
Can't keep up with class _____	Home problems _____
Class is uninteresting _____	Other: _____

6. What suggestions do you have for improving the program?

Better facilities _____	Group by ability _____
Better teaching _____	Smaller classes _____
Better scheduling _____	Other (list) _____

7. Check those areas listed below which you think might benefit you more personally in relation to this ABE program.

_____ High school diploma completion	_____ Job application procedure
_____ GED	_____ Family living
_____ More hours of instruction	_____ Budget planning

7. (continued)

Additions to the curriculum  
 & its content  
 Better scheduling  
 Consumer education

Meal planning  
 Citizenship  
 Job interview procedures  
 Other (List) \_\_\_\_\_

8. Do you plan on continuing your education beyond this class? Yes \_\_\_ No \_\_\_\_\_. If so, how? What would you like to study? \_\_\_\_\_
9. What are your immediate plans upon completion of this class? \_\_\_\_\_  
 (Examples: Continue working, look for a job, take more education of some kind, more ABE education, GED, etc.)
10. Would you recommend this ABE to other acquaintances who are in need of it? Yes \_\_\_ No \_\_\_\_ Why or why not? \_\_\_\_\_
11. Is what is being taught meaningful & useful to you? Yes \_\_\_ No \_\_\_\_  
 Why? \_\_\_\_\_
12. Why do people in need of ABE not participate in the program? \_\_\_\_\_
13. How do we get these people into the program? \_\_\_\_\_
14. What do you like about your teacher?
- |                        |     |              |       |
|------------------------|-----|--------------|-------|
| Interested in students | ___ | Patient      | ___   |
| Knowledgeable          | ___ | Other (List) | _____ |
15. What don't you like about your teacher?
- |  |     |                         |       |
|--|-----|-------------------------|-------|
| Too critical                             | ___ | Inconsistent treatment  | ___   |
| Talks "down"                             | ___ | Inadequate presentation | ___   |
| Not enough time spent<br>on explanations | ___ | Other (List)            | _____ |
16. Do you think ABE will help you make more money? Yes \_\_\_ No \_\_\_\_
17. Will ABE help you in your job? Yes \_\_\_ No \_\_\_\_ If yes, how? \_\_\_\_\_
18. Where would you like ABE classes held?
- |                                  |   |
|----------------------------------|---|
| <input type="checkbox"/> School  | <input type="checkbox"/> My home/student's home |
| <input type="checkbox"/> College | <input type="checkbox"/> Other (List) _____     |
| <input type="checkbox"/> Church  |   |
19. Would you enroll in ABE if you had it to do again? Yes \_\_\_ No \_\_\_\_
20. If you have any other comments you would like to make about the ABE program, please do so below.

APPENDIX D

THE STATE OF WYOMING  
WYOMING DEPARTMENT OF EDUCATION  
ANNUAL REPORT  
ADULT BASIC EDUCATION



WYOMING DEPARTMENT OF EDUCATION  
CAPITOL BUILDING  
CHEYENNE, WYOMING 82001

Harry Roberts, Superintendent  
of  
Public Instruction

8/14/69 RCU

Richard W. Rowles, Director  
Adult Basic Education

ACTUAL  
"COMPOSITE"  
FINAL TALLY REPORT

## PURPOSE

The learning process is continuous. Last year several hundred adults in Wyoming returned to school to attend ADULT BASIC EDUCATION classes for vocational or personal reasons. This figure represents only a small percentage of the total number of adults in the State with less than an eighth grade education. Educators are trying to reach more people with better ways of teaching and helping people learn.

In order to move forward in the future it is necessary to evaluate the past as well as the present. Such an evaluation can best be accomplished with an overview of ADULT EDUCATION.

This report is designed to give the local director and the State director an overview of ADULT BASIC EDUCATION in Wyoming for this fiscal year.

Hopefully this data will aid in decisions which will bring about a better design for the education of adults--a goal which we all share.

ANNUAL REPORT  
OF  
ADULT BASIC EDUCATION  
FOR  
1968 - 1969

State of Wyoming  
\_\_\_\_\_  
(Agency or School District)

The following number of students were enrolled in the program during this fiscal year . . . . .	954
<hr/>	
The total hours of membership of all students during this past year was . . . . .	128,793
<hr/>	
Students by age:	
18 - 24 years old . . . . .	276
25 - 34 years old . . . . .	232
35 - 44 years old . . . . .	162
45 - 54 years old . . . . .	105
55 - 64 years old . . . . .	32
65 and over . . . . .	8
<hr/>	
Students by sex:	
Male . . . . .	400
Female . . . . .	554
<hr/>	
Marital status of the students:	
Married . . . . .	423
Single . . . . .	184
Divorced . . . . .	143
Separated . . . . .	36
Widow (er) . . . . .	17
<hr/>	
Highest grade completed by student:	
None . . . . .	24
Grade 1 - 3 . . . . .	41
Grade 4 - 6 . . . . .	99
Grade 7 - 8 . . . . .	277
Grade 9 - 11 . . . . .	312
Grade 12 and over . . . . .	51
<hr/>	
Number of adult basic education students that had enrolled in adult basic education in another state or territory before enrolling in this state . . . . .	17
<hr/>	
Number of students enrolled in adult basic education for the first time . . . . .	728
<hr/>	

Number of students enrolled by race:

White . . . . .	589
Negro . . . . .	47
American-Indian . . . . .	10
Oriental . . . . .	21

Number of students enrolled by ethnic group:

Cubans . . . . .	0
Mexican-Americans and/or Spanish-Americans . . . . .	274
Puerto Ricans . . . . .	0
Afgans - 2 (Basques - 2) (Hawaiian - 1)	

Number of students enrolled by institutions:

Correctional . . . . .	7
Hospital (State) . . . . .	33
State Penitentiary	97

Number of students who are:

Migrants . . . . .	21
Welfare recipients . . . . .	239

Average number of dependents is:

(Include both parents in this figure) . . . . .	3.24
---	------

The primary language spoken in the home is:

English . . . . .	732
Spanish . . . . .	122
Other (Specify) Pushtu - 1, Japanese - 2, Persian - 1 Thai-1, Chinese-2, Korean-2, Portuguese-1, Turkish-1	13

Students were referred to the ABE classes by:

Welfare . . . . .	163
School . . . . .	96
ABE Counselor . . . . .	128
Other student . . . . .	128
Radio, newspapers or TV . . . . .	112
Church . . . . .	11
Employer . . . . .	12
Other (Specify) Friend-12, Relatives-2, Teacher-10 School Nurse-6, Emp. Off.-12, Welcome Wagon-1, Transfer-1 OEO-2, Rehab.-4, Com. Action Agency-7, MDIA NYC-22	235

Student separated because:

Completion of program . . . . .	471
Job . . . . .	53
Lack of Interest . . . . .	65
Family Problems . . . . .	61
Other (Specify) Moved-7, Personal Prob.-4, Inability-1 Institutionalized, Mil. Service-1, Asked to leave-3, Illness-3	84

WIN-1  
GED-1

No Info 1 Alcoholic, Deceased, OJT, Pregnancy-1, Non-attendance-2, Back to H.S.-1,  
Reason for student participation: Nervous Breakdown

To get job . . . . .	148
To get better job . . . . .	213
Social . . . . .	35
Education or self improvement . . . . .	663
Citizenship-4	

Number of separations by grade:

Beginning level (Grades 1-3) . . . . .	36
Intermediate level (Grades 4-6) . . . . .	119
Advanced level (Grades 7-8) . . . . .	407
Above 8th (9-12) . . . . .	31

Number of students that completed the

Beginning level (Grades 1-3) . . . . .	53
--	----

Number of students completing the

Intermediate level who enrolled at the

Beginning level (Grades 1-3) . . . . .	4
Intermediate level (Grades 4-6) . . . . .	119
Advanced level (Grades 7-8) . . . . .	22

Number of students completing the

Advanced level who enrolled at the

Beginning level (Grades 1-3) . . . . .	1
Intermediate level (Grades 4-6) . . . . .	65
Advanced level (Grades 7-8) . . . . .	392

Number of students completing the H.S. level who enrolled at the

IL-3

Number of classes at each location:

AL-3

HSL-9

Public school . . . . .	19
Community building . . . . .	2
Church . . . . .	2
Junior College . . . . .	11
College and/or University . . . . .	0
Other (Specify) . Homebound . . . . . State Penitentiary . . . . .	10

As a result of his education the student was able to:

Secure employment . . . . .	143
Secure better employment . . . . .	96
Register to vote . . . . .	28
Discontinue public aid . . . . .	72
Develop confidence in personal relations . . . . .	465
Develop a positive attitude toward learning . . . . .	384
No Response-32	

Do you have a local advisory committee? (Yes or No) . . . . . YES-6 NO-10

What organizations, agencies, businesses or industries are represented on the Committee? (List) Identify those individuals that come from the undereducated community we are trying to reach.

- |   |                                   |
|---|-----------------------------------|
| 1. Welfare Dept. - 6                    | 5. Junior College - 2             |
| 2. Employment Off. - 5                  | 6. Minority Reps. - 3             |
| 3. School Dist. - 4                     | 7. Business - 2                   |
| 4. Church - 3                           | 8. Comm. Action Agency - 2        |
| Referals made by: ESS-1, OEO-1, CAMPS-1 | 9. St. Dept. of Education - 2     |
| (16 Completed GED at Greybull)          | 10. NYC - 1; Ag. Ext. Home Ec.-1, |
|   | Mental Health -1, Women Voters-1, |
|   | Headstart-1, Tech. Panel-1        |

Number of hours of instruction required this year:

Beginning level (Grades 1-3) . . . . .	176
Intermediate level (Grades 4-6) . . . . .	189
Advanced level (Grades 7-8) . . . . .	176

Number of teacher-training in-service workshops held  
within the district for ABE teachers . . . . .

17

Total number of teachers attending these workshops . . . . .

86

Number of employees indigenous to the target population:

Supervisory personnel . . . . .	10
Counselors . . . . .	2
Teachers . . . . .	41
Teacher's aides . . . . .	19
Clerks and/or secretaries . . . . .	6
Others (Specify) . Treasurer/Auditor; Substitute Director. . . . .	3

This Annual report is to be submitted not later than July 15 following the fiscal year of the report. It should be forwarded to:

Director of Adult Basic Education  
Department of Education  
Capitol Building  
Cheyenne, Wyoming 82001

Prepared by:

  
NAME

RCU, Director  
\_\_\_\_\_  
TITLE OR POSITION

St. Department of Education  
\_\_\_\_\_  
ADDRESS

Cheyenne, Wyoming 82001  
\_\_\_\_\_  
ADDRESS

8/14/69

THE STATE OF WYOMING  
WYOMING DEPARTMENT OF EDUCATION  
ANNUAL REPORT  
ADULT BASIC EDUCATION



WYOMING DEPARTMENT OF EDUCATION  
CAPITOL BUILDING  
CHEYENNE, WYOMING 82001

Harry Roberts, Superintendent  
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8/14/69

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FINAL TALLY REPORT

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ADULT BASIC EDUCATION  
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1968 - 1969

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The following number of students were enrolled in the program during this fiscal year . . . . . 954.

The total hours of membership of all students during this past year was . . . . . 128,793

Students by age:

18 - 24 years old . . . . .	<u>33%</u>
25 - 34 years old . . . . .	<u>28%</u>
35 - 44 years old . . . . .	<u>20%</u>
45 - 54 years old . . . . .	<u>13%</u>
55 - 64 years old . . . . .	<u>4%</u>
65 and over . . . . .	<u>2%</u>

Students by sex:

Male . . . . .	<u>42%</u>
Female . . . . .	<u>58%</u>

Marital status of the students:

Married . . . . .	<u>53%</u>
Single . . . . .	<u>23%</u>
Divorced . . . . .	<u>18%</u>
Separated . . . . .	<u>5%</u>
Widow (er) . . . . .	<u>1%</u>

Highest grade completed by student:

None . . . . .	<u>3%</u>
Grade 1 - 3 . . . . .	<u>5%</u>
Grade 4 - 6 . . . . .	<u>12%</u>
Grade 7 - 8 . . . . .	<u>34%</u>
Grade 9 - 11 . . . . .	<u>39%</u>
Grade 12 and over . . . . .	<u>7%</u>

Number of adult basic education students that had enrolled in adult basic education in another state or territory before enrolling in this state . . . . . 2%

Number of students enrolled in adult basic education for the first time . . . . . 98%

## Number of students enrolled by race:

White . . . . .	62%
Negro . . . . .	5%
American-Indian . . . . .	1%
Oriental . . . . .	2%

## Number of students enrolled by ethnic group:

Cubans . . . . .	0
Mexican-Americans and/or Spanish-Americans . . . . .	29%
Puerto Ricans . . . . .	1%

## Number of students enrolled by institutions:

Correctional . . . . .	1%
Hospital (State) . . . . .	4%
State Penitentiary . . . . .	10%

## Number of students who are:

Migrants . . . . .	2%
Welfare recipients . . . . .	28%

## Average number of dependents is:

(Include both parents in this figure) . . . . .	3.24
---	------

## The primary language spoken in the home is:

English . . . . .	84%
Spanish . . . . .	14%
Other (Specify) . . . . .	2%

## Students were referred to the ABE classes by:

Welfare . . . . .	18%
School . . . . .	11%
ABE Counselor . . . . .	15%
Other student . . . . .	15%
Radio, newspapers or TV . . . . .	13%
Church . . . . .	1%
Employer . . . . .	1%
Other (Specify) . . . . .	26%

## Student separated because:

Completion of program . . . . .	64%
Job . . . . .	7%
Lack of Interest . . . . .	9%
Family Problems . . . . .	8%
Other (Specify) . . . . .	12%

## Reason for student participation:

To get job . . . . .	14%
To get better job . . . . .	20%
Social . . . . .	3%
Education or self improvement . . . . .	63%

Number of separations by grade:

Beginning level (Grades 1-3)	6%
Intermediate level (Grades 4-6)	20%
Advanced level (Grades 7-8)	69%
Above 8th (9-12)	5%

Number of students that completed the Beginning level (Grades 1-3)

	53
--	----

Number of students completing the Intermediate level who enrolled at the

Beginning level (Grades 1-3)	4
Intermediate level (Grades 4-6)	119
Advanced level (Grades 7-8)	22

Number of students completing the Advanced level who enrolled at the

Beginning level (Grades 1-3)	1
Intermediate level (Grades 4-6)	65
Advanced level (Grades 7-8)	392

Number of classes at each location:

Public school	IL-3	43%
Community building	AL-3	19%
Church	HSL-9	1%
Junior College		25%
College and/or University		0
Other (Specify) Individual homes . . . . State Penitentiary		23%

As a result of his education the student was able to:

Secure employment	17%
Secure better employment	12%
Register to vote	3%
Discontinue public aid	9%
Develop confidence in personal relations	56%
Develop a positive attitude toward learning	47%

Do you have a local advisory committee? (Yes or No) . . . . . YES-38%; NO-62%

What organizations, agencies, businesses or industries are represented on the Committee? (list) Identify those individuals that come from the undereducated community we are trying to reach.

- |                            |   |
|----------------------------|---|
| 1. Welfare Dept. 17%       | 5. Junior College - 6%  |
| 2. Employment Office - 14% | 6. Minority Reps. - 9%  |
| 3. School Dist. - 11%      | 7. Business - 6%  |
| 4. Church - 9%             | 8. Com. Action Agency - 6%  |
|                            | 9. St. Dept. of Ed. - 6%  |
|                            | 10. Other-16%; Tech. Action Panel, NYC, Ment. Health; Women Voters; Headstart; Ag, Ext., Home Ec, |

Number of hours of instruction required this year:

Beginning level (Grades 1-3) . . . . .	176
Intermediate level (Grades 4-6) . . . . .	189
Advanced level (Grades 7-8) . . . . .	176

Number of teacher-training in-service workshops held within the district for ABE teachers . . . . .

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Total number of teachers attending these workshops . . . . .

86

Number of employees indigenous to the target population:

Supervisory personnel . . . . .	12%
Counselors . . . . .	2%
Teachers . . . . .	51%
Teacher's aides . . . . .	24%
Clerks and/or secretaries . . . . .	7%
Others (Specify) . . . . .	4%

This Annual report is to be submitted not later than July 15 following the fiscal year of the report. It should be forwarded to:

Director of Adult Basic Education  
 Department of Education  
 Capitol Building  
 Cheyenne, Wyoming 82001

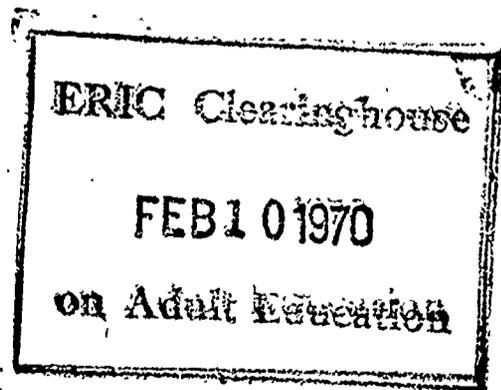
Prepared by:

*James C. Simpson*  
 \_\_\_\_\_  
 NAME

RCU, Director  
 \_\_\_\_\_  
 TITLE OR POSITION

State Department of Education  
 \_\_\_\_\_  
 ADDRESS

Cheyenne, Wyoming 82001  
 \_\_\_\_\_  
 ADDRESS



8/14/69