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ABSTRACT

This report of the President's National Advisory Committee on Adult Basic Education describes the current Federal Adult Basic Education program, and summarizes a study of selected Federal programs with adult basic education components. The report also contains eight recommendations which the committee believes are essential to the further development of more than twenty million adults across the United States. Among the latter are that: (1) Federal responsibility for education of adults be centered in the Office of Education; (2) present regulations governing state program operations be amended to provide for an annual work plan setting forth the population to be served, the procedures for developing state teacher-training capability, priorities for experimental and demonstration projects, and the relationship of the work plan to the total educational program of the state; and (3) that \$300 million per year for the fiscal years 1971-75 be appropriated for adult basic education. Appendices include distribution of enrollment in national teacher-training programs, description of special experimental demonstration projects, and the Federal programs surveyed with adult basic education components. (DM)

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SECOND ANNUAL REPORT
OF THE
NATIONAL ADVISORY COMMITTEE
ON ADULT BASIC EDUCATION



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

August 28, 1969

Dear Mr. President:

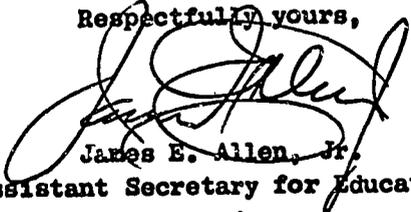
As Chairman of the National Advisory Committee on Adult Basic Education, I am privileged to submit the Second Annual Report of the Committee.

The Committee was created by the Adult Education Act of 1966 to review the administration and effectiveness of the Adult Basic Education Program and other federally supported adult education programs as they relate to adult basic education.

The report contains eight recommendations which the Committee believes are addressed to significant issues for the education of adults.

The Committee members are prepared to discuss their findings and recommendations with anyone you may designate.

Respectfully yours,


James E. Allen, Jr.
Assistant Secretary for Education
and
U.S. Commissioner of Education

The President
The White House
Washington, D.C.



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

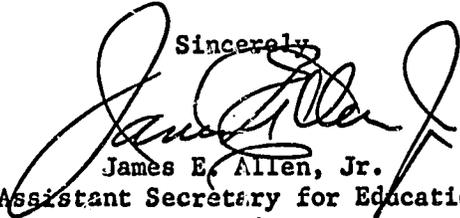
August 28, 1969

Dear Mr. Secretary:

As Chairman of the President's National Advisory Committee on Adult Basic Education, authorized by Public Law 89-750, I am privileged to submit its second annual report.

The report describes the current Adult Basic Education Program and summarizes a study of selected Federal programs with adult basic education components. The report also contains eight recommendations which the Committee believes are essential to the further development of more than twenty million adults across the Nation.

Sincerely,


James E. Allen, Jr.
Assistant Secretary for Education
and
U.S. Commissioner of Education

Honorable Robert Finch
Secretary of Health,
Education, and Welfare
Washington, D.C.

THE PRESIDENT'S NATIONAL ADVISORY COMMITTEE
ON ADULT BASIC EDUCATION

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This report complies with Section 310(d) of the Adult Education Act of 1966 (Public Law 89-750), which states that the National Advisory Committee on Adult Basic Education "... shall review the administration and effectiveness of the adult basic education program and other federally supported adult education programs as they relate to adult basic education, make recommendations with respect thereto, and make annual reports to the President of its findings and recommendations (including recommendations for changes in this title or other Federal laws relating to adult education activities and services)..."

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INTRODUCTION

At a time when philosophies of education are being debated and many educational and training programs are striving for attention and support, the National Advisory Committee on Adult Basic Education feels that it is useful to review the role of Adult Basic Education in our society.

The Congress established a program to help undereducated adults through the Economic Opportunity Act of 1964 and the Adult Education Act of 1966 (P.L. 89-750, Title III, ESEA Amendments of 1966). The purpose of this legislation has been defined by Congress as the encouragement and expansion of "basic educational programs for adults to enable them to overcome English language limitations, to improve their basic education in preparation for occupational training and more profitable employment, and to become more productive and responsible citizens."

Since 1965, the Adult Basic Education Program has provided an opportunity for schooling up to the 8th grade level for persons 18 years of age and older. This age limit was reduced to 16 years after June 30, 1969.

Our evaluation of current needs and attainable goals leads us to conclude that teaching the adult to read, write, speak well, and compute leads to:

- Getting a job or moving to a better job;
- Enhancing self-esteem;
- Increasing civic responsibility and participation in community, State and national affairs;
- Active self-development through continuing education and further sharpening of job skills.

The attainment of functional literacy is necessary to the attainment of personal and national goals. Therefore, the Adult Basic Education Program plays a vital role in making our democratic society viable and rewarding to all of its members.

In a sense, Adult Basic Education is a bootstrap operation which can affect generations: the ugly fact is that most illiterate parents tend to rear illiterate or functionally illiterate children; but the more education an adult has, the more likely he is to encourage and inspire his children to profit from education. Our experience in America clearly indicates that a step ahead for parents is likely to mean four or five steps ahead for the children--a great and rewarding increase in upward mobility.

As we examine the enormity of the illiteracy problem and the slow progress made across the land, it is easy to become overwhelmed, to see existing programs as small brooms seeking to sweep back a surging tide.

However, thousands of unschooled and undereducated adults have completed basic education courses without a promise of "instant happiness" or "instant utopia." Instead, they discovered that the program opens the doorway to self-development and to achievements which so many fellow Americans take for granted. In 1968*, for example:

- 62,000 adults learned to read and write for the first time;
- 28,000 registered and voted for the first time;
- 3,500 used their public libraries;
- 87,000 found jobs, received raises, or were promoted;
- 48,000 entered job-training programs;
- 25,000 opened bank accounts for the first time;
- 27,000 became subscribers to newspapers or magazines;
- 8,000 left the welfare rolls and became self-supporting;
- 5,000 helped their children with school assignments.

These results show that the program of Adult Basic Education has become one of the Nation's positive investments in human resources and quite a bargain compared to costlier negative investments in public welfare and in the rehabilitation of wasted lives. In addition to being a sound investment in people, Adult Basic Education is an economic investment because it lowers unemployment, decreases welfare rolls, and increases national production and the tax base. Moreover, money previously used to support the needy can be invested in teaching adults the skills required for the occupations of today and the future.

*Estimates based on 1968 Annual Report of Adult Basic Education Programs provided by the State Departments of Education.

PART I

RECOMMENDATIONS OF THE COMMITTEE

The recommendations which follow focus on the resources and arrangements in Adult Basic Education that are essential for the further development of over 20 million adult Americans.

1. THIS COMMITTEE RECOMMENDS THAT THE FEDERAL RESPONSIBILITY FOR EDUCATION IN GENERAL AND THE EDUCATION OF ADULTS IN PARTICULAR BE CENTERED IN THE OFFICE OF EDUCATION

The fragmentation of Federal educational efforts has been well documented. The need ". . . to reduce the multiplicity of points of contact which educational agencies and institutions must maintain with the Federal system" was emphasized by the Special Subcommittee on Education in its report to the 89th Congress.

More recently, a study by the Educational Systems Corporation (see Part III of this report) points out that, "There are today a multiplicity of programs with basic education components. There is however very little unity and many of these programs are working at cross purposes resulting in scattered and isolated approaches to the problem."

2. THIS COMMITTEE RECOMMENDS THAT PRESENT REGULATIONS GOVERNING STATE PROGRAM OPERATIONS BE AMENDED TO PROVIDE FOR AN ANNUAL WORK PLAN SETTING FORTH: (1) THE POPULATIONS TO BE SERVED, THEIR GEOGRAPHIC LOCATION AND ECONOMIC CHARACTERISTICS, (2) PROCEDURES FOR DEVELOPING STATE TEACHER-TRAINING CAPABILITY, (3) PRIORITIES FOR EXPERIMENTAL AND DEMONSTRATION ACTIVITIES WITHIN THE STATE, AND (4) HOW THE WORK PLAN SET FORTH IN ITEMS 1, 2 AND 3 RELATES TO THE TOTAL EDUCATIONAL PROGRAM OF THE STATE.

The committee suggests that States begin to assume greater responsibility for meeting the continuing education needs of teachers in Adult Basic Education and that relationships between State educational programs and colleges and universities be strengthened. The development of annual work plans will assure maximum cooperation with other Federal programs related to the educationally disadvantaged and will avoid overlaps and duplication.

3. THIS COMMITTEE RECOMMENDS THAT THE LEGISLATION (P.L. 89-750) BE AMENDED TO AUTHORIZE AN APPROPRIATION OF \$300 MILLION PER YEAR FOR THE FISCAL YEARS 1971 THROUGH 1975 AND THAT FUNDS BE APPROPRIATED TO THE FULL AMOUNT OF THE AUTHORIZATION.

The Adult Basic Education Program will function more effectively only when sufficient funds are available to enable the States to mount full-time programs and improve learning centers that permit highly motivated adults to more rapidly achieve literacy. The present piecemeal or part-time approach is not fair either to the participant or to the instructor. The \$300 million appropriation represents the minimum requirement to meet demonstrated needs.

4. THIS COMMITTEE RECOMMENDS THAT APPROPRIATIONS FOR THE ADULT BASIC EDUCATION PROGRAM BE INCLUDED IN THE APPROPRIATIONS ACT FOR THE FISCAL YEAR PRECEDING THAT FOR WHICH SUCH FUNDS ARE AVAILABLE FOR OBLIGATION.

The committee urges the President and Congress to make earlier commitments for the support of educational programs.

State and local school systems require continuing and well-timed funding for effective operations. Efficient resource allocation and development are not possible in the annual cycle of uncertain Federal support.

5. THIS COMMITTEE RECOMMENDS THAT WITH AN INCREASED APPROPRIATION, THE OFFICE OF EDUCATION REQUIRE THOSE STATES WHERE THE MAJORITY OF THE EDUCATIONALLY DISADVANTAGED RESIDE IN URBAN AREAS TO DIRECT A LARGER SHARE OF PROGRAM FUNDS AND EFFORTS TO THE NEEDS MANIFESTED BY THE URBAN CRISIS.

The committee wishes to emphasize that expanded programs of basic education are essential to reach young persons between the ages of 16 and 25. The State education agencies could develop new cooperative programs with both local school systems and private, nonprofit organizations for the unemployed and the underemployed in our metropolitan areas.

6. THIS COMMITTEE RECOMMENDS THAT THE OFFICE OF EDUCATION DEVELOP A FIVE-YEAR NATIONAL PLAN FOR ADULT BASIC EDUCATION TO SERVE AS A GUIDE FOR COORDINATING OR CONSOLIDATING FEDERAL PROGRAMS IN THIS AREA AND THAT \$200,000 OF THE INCREASED APPROPRIATION BE EARMARKED FOR THIS PURPOSE.

The committee here repeats an earlier recommendation since the need for administrative and legislative changes is more evident. We believe that planning and action are necessary to attain maximum benefits for individuals and the Nation. A national policy to guide agencies at all levels is urgently needed to serve the educationally disadvantaged in our society. There are now 33 Federal adult programs with basic education components. An independent survey states that, "There are enough programs in existence now to include every possible category of adult in need of basic education" (for further details see Part III of this report).

7. THIS COMMITTEE RECOMMENDS THAT THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE TAKE IMMEDIATE STEPS TO ENABLE THE COMMITTEE TO CARRY OUT ITS ASSIGNED RESPONSIBILITY. FROM THE INCREASED APPROPRIATION, AN ANNUAL BUDGET OF \$150,000 SHOULD BE EARMARKED FOR THE SUPPORT OF THE COMMITTEE.

The committee believes that the study of national policy and plans, the review of functioning programs and legislative recommendations require an immediate, concentrated effort. Staff resources, data collection services, and publications are necessary to assist the committee in the review of ". . . federally supported adult education programs as they relate to adult basic education. . . ."

8. THIS COMMITTEE RECOMMENDS THAT THE ADULT EDUCATION ACT (P.L. 89-750) BE AMENDED TO PROVIDE FOR THE EXTENSION OF "BASIC EDUCATION" THROUGH THE TWELFTH GRADE AND THAT SEPARATE APPROPRIATIONS BE MADE TO SUPPORT ADULT EDUCATION BEYOND THE EIGHTH-GRADE LEVEL.

The committee believes that the yardstick of elementary school grades is an inappropriate measure for the continuing education of adults. Our rapidly changing society and the responsibilities of adulthood require knowledge and skills beyond the eighth-grade level as a basis for useful and productive lives.

In summary, the committee believes that the major problem of providing basic education for adults stems from a day-to-day, month-to-month, year-to-year operation. The foregoing recommendations, we believe, provide the components for developing a long-range program for national, State and local efforts to meet the challenges of our time.

PART II

REVIEW OF THE ADULT BASIC EDUCATION PROGRAM

STATE PROGRAMS

The 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, Guam and the Trust Territories participated in the Adult Basic Education Program during fiscal year 1968. American Samoa was not involved in the program.

Nearly 456,000 adults were enrolled in the program during fiscal year 1968, an increase of 66,800 (17 percent) over 1967. About half of the total number were new enrollees, as the States report expanded use of public school and community facilities and strengthened recruitment and services.

During the year, 54,177 men and women successfully completed the program at the advanced level (grades seven and eight). These completions represented approximately 12 percent of the total enrollment. The States reported that 51,457 persons completed the intermediate level (sixth grade) and another 47,759 were successful at the beginning level (grade three). (See Appendix A, Tables I and II.)

Through 1968 more than 1,264,000 people had enrolled in ABE programs; and estimates show that about 532,000 additional adults will enroll during fiscal year 1969, increasing the total to more than 1,796,000.

State and local education agencies received \$30.6 million in Federal funds and provided matching funds of \$9.5 million. This is an indication of the need for the program, and of increased State efforts as 60 percent of the States provided more than the Federal requirement of 10 percent in matching funds (see Appendix A, Table III). Despite the overmatch by many States, others reported difficulty in raising State and local funds.

This difficulty is encountered in States with the greatest need for the program. The most frequent problem reported in the ongoing State programs is inadequate funds to meet the identified need. The second problem identified by the State agencies is the uncertainty and delay in Federal appropriations. Planning and resource allocation are made extremely difficult when appropriations are made some months after the beginning of the fiscal year. The effectiveness and efficiency of the State programs are seriously impaired by the present system of Federal fund distribution. Most States report mutual assistance relations with other public and private organizations, although it is evident that more lateral cooperation and communication are needed.

Fifty-one percent of the adults enrolled in 1968 were between 24 and 44 years old. Persons aged 18-24 accounted for 21 percent and the group 45 and over totaled 29 percent. Although there are wide variations among the States in the populations served, the committee feels that the program is making the greatest investment in those areas where the expected returns are greatest.

The States reported 50 percent of the students as white, 43 percent as Negro, and 7 percent as "other nonwhites." Some States are unable to report enrollments on the basis of race and there is some indication that the "nonwhite" population served is larger than present data indicate.

Some States reported difficulty in enrolling "hard-core" students while other States had a backlog of interested and concerned individuals. The committee believes that additional information is needed concerning this disparity between the States.

The States reported that nearly 30,000 adults were prepared by the program to accept jobs and that an additional 8,000 persons went directly into a job-training program. Changes in type of job or in work location curtailed participation for approximately 9,000 individuals. The committee suggests that increased availability and wider distribution of local programs would enable larger numbers of individuals to receive instruction at times and places that match their work schedules.

To illustrate the composite of State programs that make up the national effort, we chose New Hampshire which is most often used as "a microcosm of our national future." These are some of the ways ABE has strengthened the fabric of the society of that State, as revealed in a follow-up survey:

- ° 181 adults registered and 95 voted for the first time.
- ° 268 corresponded with relatives and friends for the first time.
- ° 106 became employed or were promoted on the job.
- ° 70 borrowed books from libraries.
- ° 124 shopped for themselves for the first time.
- ° 204 subscribed for the first time to newspapers or magazines.
- ° 134 learned to read for the first time.
- ° 416 reported increased enjoyment of entertainment and understanding of communication media.

- ° 372 recruited other adults into ABE programs.
- ° 155 operated on a family budget for the first time.
- ° 61 opened their first savings and/or checking accounts.
- ° 102 helped their children with school lessons for the first time.
- ° 73 received citizenship papers.

The following table shows relationship of financial support to participation during the past two years.

| <u>Fiscal Year</u> | <u>Federal Funds (millions)</u> | <u>Number of Participants</u> |
|--------------------|---------------------------------|-------------------------------|
| 1967 | \$ 26.3 | 388,933 |
| 1968 | 30.6 | 455,730 |

In summary, the Adult Basic Education program has directed new attention to a fundamental need of our society. Each State has developed its own plan and procedures for developing programs and making decisions. The State programs vary in the allocation of resources relative to demonstrated need; the degree of coordination with other Federal programs and services provided to the educationally disadvantaged.

The committee believes that national policy and plans are necessary to assist the States in attaining maximum benefits for individuals and the Nation.

TEACHER TRAINING

During four years of operation with Federal funding, the Adult Basic Education program has trained 4,348 teachers, teacher-trainers, administrators and counselors in a series of national institutes.

When the program began, there was an immediate need for trained personnel to work in newly developing State programs, and the national training program was established to aid in meeting this need.

The training program has grown from 3 institutes with 165 participants (under a Ford Foundation grant) in 1965 to 32 institutes with 2,004 participants in 1968 (see Appendix A, Table IV).

A 1967 survey showed these results: Pre-service and in-service training programs were conducted by 54 percent of the institute participants; 93 percent of the participants reported that their attendance at the institute materially altered their approach to ABE; 85 percent reported they would like to attend a more advanced institute in the future.

This study presented a profile of the "average" program participant as achieving a fairly high level of sophistication with regard to modern educational technology, modifying his attitude toward ABE problems, and maintaining contact with colleague-leaders met at the institute.

Institute attendees suggested that more sessions should be devoted to demonstrations and that additional experience be provided with programmed or computer assisted instruction and in the development of training materials. It was also suggested that human relations should be emphasized and that the institutes should be opened to such ancillary groups as VISTA volunteers, social workers and church leaders. It was also suggested that the training programs be divided into beginning and advanced groups.

In most cases, the 1968 institutes followed the pattern of previous years, offering general, basic training with little emphasis upon levels of training, special population or specific needs. At least two institutes were conducted in each Department of Health, Education, and Welfare region, one for administrators and one for teachers. Support was continued for a University Resource Specialist at one university in each HEW region. (See Appendix B.)

Evaluations of the 1967 and 1968 teacher-training institutes and discussions with State and local leaders suggest changes in emphasis for the program.

The broad, generalized basic training needs for teachers of adults can best be met through State and local programs. With the development of State and local capabilities, both program needs and personnel can best be determined locally. Recruitment and actual training can be most effectively handled within the ongoing State program.

The committee believes that the major objectives for the national training program, as established for fiscal year 1969, reflect current conditions and needs.

These objectives are:

1. To provide opportunities for specialized training to upgrade specific skills; to develop effective techniques for working with special populations (minority groups, bicultural groups, etc.); and developing capability in special program areas.

2. To provide assistance to institutions of higher education in establishing and developing teacher preparation programs in adult education. The long-term objective is to increase the number of colleges and universities with a teacher-training capability in adult education.

In summary, the selection of teacher-training proposals in fiscal year 1969 was made on the basis of program content and potential for the further development of professional training in adult education. A large number of the institutes are multiregional or national in scope, and personnel from all States are eligible to participate based on particular needs and interests. The committee commends the efforts of the Office of Education in the establishment of a participant referral service. The service should provide the flexibility in participant selection necessary for institutes specialized as to curriculum level, curriculum type and target populations.

SPECIAL PROJECTS

The central purpose of Special Experimental Demonstration Projects is to increase the effectiveness of the Adult Basic Education program.

The Office of Education, in planning and selecting proposed projects, seeks to help the infantry of Adult Basic Education--the teacher who is in direct contact with the student--whether this help comes directly to the teacher or through administrators and teacher-trainers.

Special projects involve testing ideas and programs on a pilot basis in such areas as educational technology, instructional materials, experimental curriculum designs and administrative systems.

Although 1968 was only the second year of special projects operations, useful findings have been disseminated to the field through the Educational Research Information Center and in special reports. Many projects were designed to have an immediate impact through demonstrating the effectiveness of a particular approach. However, other projects, such as the development of adult oriented materials at Harvard and experiments in Computer Assisted Instruction at North Carolina State University, will take longer to develop and validate.

In fiscal year 1968, 21 special projects were awarded grants totaling \$6,550,000 in these experimental categories: Urban, Rural Migrant, Special Population and Resource Development. (See Appendix C.)

Eight grants were made to new organizations and 13 projects were continued to validate preliminary findings or to explore additional objectives.

Effort was made in urban projects to support model city proposals by providing remedial education in model city neighborhoods.

Development of instructional materials for the Spanish-speaking population was a major thrust of the Southwestern Cooperative Educational Laboratory.

The committee views the program of experimental and demonstration projects as an investment for the continuing improvement of basic education for adults.

Despite the short experience of the program, evidence is being collected that could materially affect the curriculum, methodology and program administration at local, State, and national levels. But until these innovative projects have been completed and comparative evaluations conducted, it is not possible for the committee to judge the effectiveness of these activities.

PART III

REVIEW OF ADULT BASIC EDUCATION
IN OTHER FEDERAL AGENCIES

In its deliberations, this committee has used its own information and observation along with data provided by the Division of Adult Education Programs.

One such source is a report prepared by Educational Systems Corporation (ESC). The committee has chosen to include portions of the preliminary findings of that study which show the need for national leadership and coordination as recommended by the committee in Part I of this report.

Briefly, this interim report makes these points in summation:

Adult Basic Education in the United States has not increased significantly since the Inventory of Federally Supported Adult Education Programs was published in January 1968.

There are today a multiplicity of programs with basic education components. There is, however, very little unity and many of these programs are working at cross purposes resulting in scattered and isolated approaches to the problem.

Philosophies and goals of ABE, where found, were greatly divergent--even the definition of ABE is as varied as the number of programs.

These deficiencies are the result of the lack of communication and cooperation between programs at all levels of administration.

There are, however, new creative and efficient ideas, methods and materials working now. Many isolated projects can be shown to be highly innovative and successful in providing basic education to disadvantaged adults. These methods and experiences require the broadest possible distribution for Adult Basic Education to begin to alleviate the educational deficiencies and inequities that widely exist among adult citizens today.

Time is of essence; many of these programs and projects are still in the formative stages and are actively looking for guidance and direction in this new and, as yet, little understood field of education.

What follows is a highly condensed version of the preliminary findings.

The purpose of this special study was to provide the necessary information with which the Federal government could begin the design and development of an innovative system of interagency cooperation in Adult Basic Education. Sixteen federally supported programs were selected as a representative sample of programs with high priorities that could lend themselves to the design of an interagency cooperative system. (See Appendix D.)

Several of the programs contain the beginnings or interagency cooperation on the Federal level, e.g. Department of Labor and Department of Health, Education, and Welfare jointly operate programs, such as: Work Incentive Program, MDTA Institutional, etc., and programs that, although administered by one Federal agency, bring together and coordinate services provided by other agencies, e.g. Cuban Refugee Program.

For the purpose of the study, Adult Basic Education was defined as: those areas of instruction meant to provide adults with proficiency in the fundamental ability to comprehend, to communicate, and to compute.

The Educational Systems Corporation made the following recommendations in its preliminary report and supported them with operational and administrative details which will be published when the study is completed. These are:

- ° STRENGTHEN PRESENT RESOURCES TO PROVIDE NATIONAL LEADERSHIP IN THE FIELD OF ADULT BASIC EDUCATION.

The development and dissemination of a clear national policy for Adult Basic Education is urgently needed to guide the allocation of Federal resources.

The President's National Advisory Committee in cooperation with the Office of Education, Division of Adult Education, is in the best position to provide direction and leadership.

- ° CREATE COMPLETE, TWO-WAY CHANNELS OF COMMUNICATION BETWEEN PROGRAMS AT ALL LEVELS.

One hinderance to the provision of required services to the disadvantaged is the severe lack of communication between programs at lower levels of administration.

While there are in those programs operated jointly by the Department of Health, Education, and Welfare and the Department of Labor, some formal understanding and clarification of responsibility and even jointly conceived and implemented policies at the Federal level, this cooperation tends to break down at the project level. An example of breakdown at the project level would be the Work Incentive Program (WIN). This program was conceived to coordinate employment services, training, education and social services to public assistance recipients in order to make them productive citizens in as efficient manner as possible.

At the Federal level, these policies and objectives are arrived at cooperatively by the Department of Health, Education, and Welfare and the Department of Labor.

Each of these departments then delegates administrative responsibility to State Welfare Departments and Bureaus of Employment Services, respectively. There is at this level some evidence of interagency cooperation; this, however, is limited to placing a WIN Coordinator at the Bureau of Employment Security to aid in selection and referral of clients and appointing Welfare Department Social Workers to handle WIN clients exclusively.

- DEVELOP AND ESTABLISH A NATIONAL RESOURCE IN ABE.

There are programs experimenting with and developing new methods, techniques and curricula. However, these programs operate in isolation and no vehicle exists for distributing the valuable knowledge gained in these programs.

A national and well-staffed center collecting and distributing information, and initiating new research designs, would aid communication between programs and permit the degree of decentralization and autonomy at the project level which has proved to be a significant factor in the development of programs that meet specific and relevant needs of disadvantaged adults.

- DEVELOP STANDARD REPORTING PROCEDURES.

One of the major difficulties encountered throughout the duration of this study was the collection of comparable data.

Each program, of course, has a unique reporting system, generated by the uniqueness of the program itself. This has made it extremely difficult to grasp the full scope of Adult Basic Education. The problem is not so much failure to report but the diversity of ways in which program components are accounted for.

The development of a national policy for ABE and of universal definitions and terms would be the major aid toward creating standard reporting procedures.

CONCLUSION

"We do not know what education could do for us because we have never tried it," the distinguished educator Robert Maynard Hutchins wrote some years ago. He was talking about such things as teaching solely by rote, outmoded curricula, and disinterested pedagogues when he made this bitter commentary upon our society but. . .

The fact is that millions of Americans have never really tried education. Moreover, it is almost impossible for the person who takes for granted whatever level of skills he possesses in communicating, comprehending and computing to imagine the dark and stifling world of the functional illiterate.

If middle class Americans cannot understand the argot or dialect of the ghetto, how much understanding do we think those who use this "other language" have of the language used in the middle stream of America?

Anyone who has traveled in a country whose language he does not speak or into areas where there is no common language can imagine the feeling of frustration and helplessness which illiteracy creates.

Adult Basic Education may have suffered from the snobbish indifference of a few educators who prefer the conversation of their fellow Ph.D's to helping the disadvantaged, but the basic problem is that it seems like such a simple and easy thing to teach the three R's. Even those of us who did not have a smooth passage through elementary and secondary schools and the halls of college ivy are inclined in later years to regard literacy as a primitive skill easily learned.

That is why Basic Adult Education is a sort of sleeper in the growing catalog of aid to the disadvantaged. It is just taken for granted, without thought, that ABE should be an easy project.

This committee suggests that basic education of adults is not that simple. It is a difficult and complicated task to motivate and educate the dropouts and never-ins of our society, and it is not easy to train and motivate ABE teachers so that they become the "good teacher." The "good teacher" cared about us personally, and each planned bit knowledge seemed to be something exciting we had discovered. This is what ABE leaders must do.

The United States has the most elaborate and sophisticated communications complex in the world and yet perhaps nothing plagues us more than the failure to communicate successfully among ourselves and with other nations.

Adult Basic Education is not an instant solution for all of our problems, but we believe that leaders cannot lead very far and followers cannot follow very far unless all of us have the ability to comprehend and communicate.

The circumstances of our environment in the closing years of the twentieth century indicate that what we call Adult Basic Education should not only be universal, but also should be upgraded to go beyond the three R's.

More than four centuries ago, Francis Bacon wrote that "knowledge is power." The phrase has become well-worn, but it has also worn well. Never has it been more true than today, when new information rains upon us like hail and man seeks desperately to turn this raw information into knowledge and wisdom.

Living in an open society in a half-closed world (we know more about space than we do about Red China) can we afford not to give every American the ability to comprehend and communicate?

Can we afford to limit our ABE program as horizons expand at other levels of education?

Shall we leave millions of our fellow citizens doomed to the darkness of illiteracy while the rest of us enjoy the light?

This committee insists that the single answer is "No!"

APPENDIX A

TABLE I*
DISTRIBUTION OF NUMBER OF STUDENTS
ENROLLED IN ADULT BASIC EDUCATION BY STATE
(FISCAL YEARS 1967 AND 1968)

| | <u>1967</u> | <u>1968</u> |
|----------------------|-------------|-------------|
| U. S. Totals | 388,935 | 455,730 |
| Alabama | 9,647 | 11,164 |
| Alaska | 379 | 629 |
| Arizona | 3,263 | 3,928 |
| Arkansas | 5,503 | 6,000 |
| California | 28,795 | 34,386 |
| Colorado | 2,599 | 2,868 |
| Connecticut | 8,008 | 8,326 |
| Delaware | 611 | 892 |
| District of Columbia | 1,114 | 1,785 |
| Florida | 32,771 | 24,473 |
| Georgia | 12,997 | 21,964 |
| Hawaii | 3,899 | 5,125 |
| Idaho | 335 | 626 |
| Illinois | 17,597 | 24,070 |
| Indiana | 4,833 | 3,827 |
| Iowa | 2,834 | 3,260 |
| Kansas | 1,592 | 1,322 |
| Kentucky | 9,142 | 8,308 |
| Louisiana | 11,436 | 11,137 |
| Maine | 573 | 1,190 |
| Maryland | 3,973 | 4,232 |
| Massachusetts | 6,301 | 12,867 |
| Michigan | 13,898 | 13,040 |
| Minnesota | 1,440 | 1,911 |
| Mississippi | 9,813 | 9,470 |
| Missouri | 4,266 | 5,159 |
| Montana | 72 | 396 |
| Nebraska | 703 | 967 |
| Nevada | 776 | 1,348 |
| New Hampshire | 657 | 1,004 |
| New Jersey | 10,038 | 9,623 |
| New Mexico | 2,974 | 2,875 |
| New York | 11,551 | 25,666 |
| North Carolina | 27,106 | 43,634 |
| North Dakota | 162 | 321 |
| Ohio | 8,526 | 10,227 |
| Oklahoma | 4,961 | 5,472 |
| Oregon | 1,149 | 1,889 |
| Pennsylvania | 9,003 | 10,853 |
| Rhode Island | 1,161 | 1,315 |
| South Carolina | 17,406 | 13,232 |
| South Dakota | 106 | 672 |
| Tennessee | 16,200 | 15,183 |
| Texas | 31,675 | 44,772 |
| Utah | 1,140 | 1,625 |
| Vermont | 1,026 | 1,317 |
| Virginia | 6,674 | 12,885 |
| Washington | 3,316 | 3,772 |
| West Virginia | 16,374 | 13,422 |
| Wisconsin | 1,563 | 1,774 |
| Wyoming | 473 | 703 |
| American Samoa | -0- | -0- |
| Guam | 572 | 446 |
| Puerto Rico | 15,624 | 7,970 |
| Virgin Islands | 328 | 338 |

*Reflects only those students enrolled in ABE Program under the Adult Education Act of 1966.

TABLE II
DISTRIBUTION OF NUMBER OF STUDENTS
BY LEVEL OF COMPLETION AND BY STATE
(FISCAL YEAR 1968)

| | Total | Completed Beginning Level (Grade 1-3) | | Completed Intermediate Level (Grade 4-6) | | Completed Advanced Level (Grade 7-8) | |
|----------------------|---------|---|------|--|------|--|------|
| | | Number | Pct. | Number | Pct. | Number | Pct. |
| U. S. Totals | 153,303 | 47,759 | 31 | 51,457 | 33 | 54,177 | 35 |
| Alabama | 4,824 | 1,230 | 25 | 1,880 | 39 | 1,714 | 35 |
| Alaska | 82 | 32 | 39 | 23 | 28 | 27 | 32 |
| Arizona | 1,290 | 363 | 28 | 412 | 32 | 515 | 39 |
| Arkansas | 2,791 | 579 | 21 | 1,050 | 30 | 1,162 | 41 |
| California | 9,783 | 4,523 | 46 | 3,802 | 39 | 1,458 | 15 |
| Colorado | 1,349 | 178 | 13 | 592 | 44 | 579 | 43 |
| Connecticut | 5,226 | 1,817 | 35 | 1,488 | 29 | 1,921 | 38 |
| Delaware | 121 | 18 | 15 | 38 | 31 | 65 | 55 |
| District of Columbia | 610 | 174 | 29 | 254 | 42 | 182 | 30 |
| Florida | 11,775 | 3,764 | 32 | 4,672 | 40 | 3,339 | 29 |
| Georgia | 7,259 | 1,675 | 23 | 3,392 | 46 | 2,192 | 30 |
| Hawaii | 1,802 | 739 | 41 | 598 | 33 | 465 | 25 |
| Idaho | 128 | N/A | N/A | --- | --- | 128 | 100 |
| Illinois | 14,489 | 7,145 | 49 | 3,140 | 22 | 4,204 | 30 |
| Indiana | 417 | N/A | N/A | --- | --- | 417 | 100 |
| Iowa | 2,340 | 324 | 14 | 1,022 | 43 | 994 | 43 |
| Kansas | 1,238 | 280 | 23 | 350 | 28 | 608 | 49 |
| Kentucky | 1,722 | 329 | 19 | 558 | 32 | 835 | 98 |
| Louisiana | 3,151 | 631 | 20 | 1,142 | 36 | 1,378 | 44 |
| Maine | 770 | 96 | 12 | 270 | 35 | 404 | 52 |
| Maryland | 2,244 | 1,151 | 51 | 492 | 22 | 601 | 27 |
| Massachusetts | 5,899 | 2,531 | 43 | 2,350 | 40 | 1,018 | 17 |
| Michigan | 5,734 | 1,775 | 31 | 2,451 | 43 | 1,508 | 26 |
| Minnesota | 501 | 47 | 9 | 115 | 23 | 339 | 67 |
| Mississippi | 2,992 | 1,623 | 54 | 917 | 31 | 452 | 16 |
| Missouri | 2,124 | 358 | 17 | 861 | 40 | 905 | 43 |
| Montana | 254 | 31 | 12 | 79 | 31 | 144 | 56 |
| Nebraska | 350 | 82 | 23 | 145 | 42 | 123 | 35 |
| Nevada | 636 | 182 | 29 | 385 | 60 | 69 | 12 |
| New Hampshire | 246 | 156 | 63 | 80 | 33 | 10 | 4 |
| New Jersey | 4,639 | 2,211 | 48 | 1,452 | 31 | 976 | 21 |
| New Mexico | 1,768 | 338 | 19 | 534 | 30 | 896 | 51 |
| New York | 816 | -0- | -0- | -0- | -0- | 816 | 100 |
| North Carolina | N/A | N/A | N/A | --- | --- | --- | --- |
| North Dakota | 115 | 17 | 15 | 40 | 35 | 58 | 51 |
| Ohio | 4,219 | 1,137 | 27 | 1,749 | 41 | 1,333 | 32 |
| Oklahoma | 798 | 798 | 100 | N/A | --- | N/A | --- |
| Oregon | 746 | 200 | 27 | 308 | 42 | 238 | 32 |
| Pennsylvania | 5,150 | 1,177 | 23 | 1,888 | 36 | 2,085 | 41 |
| Rhode Island | 262 | 76 | 29 | 78 | 30 | 108 | 41 |
| South Carolina | 6,366 | 1,909 | 30 | 2,154 | 34 | 2,303 | 36 |
| South Dakota | 214 | 46 | 21 | 129 | 60 | 39 | 18 |
| Tennessee | 4,812 | 1,207 | 25 | 1,947 | 40 | 1,658 | 34 |
| Texas | 7,953 | 2,250 | 28 | 1,017 | 13 | 4,686 | 59 |
| Utah | 1,078 | 131 | 12 | 160 | 15 | 787 | 74 |
| Vermont | 379 | 78 | 21 | 135 | 36 | 166 | 45 |
| Virginia | 3,751 | 820 | 22 | 1,534 | 41 | 1,397 | 37 |
| Washington | 2,175 | 432 | 20 | 661 | 30 | 1,082 | 50 |
| West Virginia | 8,692 | 1,324 | 15 | 3,017 | 34 | 4,351 | 50 |
| Wisconsin | 928 | 281 | 30 | 300 | 32 | 437 | 37 |
| Wyoming | 667 | 113 | 17 | 248 | 38 | 306 | 46 |
| American Samoa | --- | --- | --- | --- | --- | --- | --- |
| Trust Territories | --- | --- | --- | --- | --- | --- | --- |
| Guam | 215 | 32 | 15 | 99 | 46 | 84 | 38 |
| Puerto Rico | 5,179 | 1,294 | 25 | 1,329 | 26 | 2,556 | 49 |
| Virgin Islands | 234 | 55 | 24 | 120 | 51 | 59 | 25 |

TABLE III
 DISTRIBUTION OF EXPENDITURES FOR ADULT BASIC EDUCATION **
 BY SOURCE OF FUNDS AND BY STATE
 (FISCAL YEAR 1968)

| | <u>Expenditures by Source</u> | | | |
|----------------------|---|----------------|---------------|--------------------------|
| | <u>All Sources</u> | <u>Federal</u> | <u>Amount</u> | <u>Per Cent Matching</u> |
| | <u>State and Local (Thousands of Dollars)</u> | | | |
| U. S. Totals | 38,908 | 29,337 | 9,569 | 24.6 |
| Alabama | 978 | 880 | 98 | 10.0 |
| Alaska | 133 | 120 | 13 | 10.0 |
| Arizona | 321 | 283 | 38 | 11.9 |
| Arkansas | 613 | 538 | 75 | 12.3 |
| California | 2,812 | 1,591 | 1,221 | 43.4 |
| Colorado | 225 | 197 | 28 | 12.4 |
| Connecticut | 821 | 395 | 426 | 51.9 |
| Delaware | 151 | 134 | 17 | 11.2 |
| District of Columbia | 286 | 196 | 90 | 31.4 |
| Florida | 1,082 | 841 | 241 | 22.3 |
| Georgia | *1,258 | *1,132 | *126 | *10.0 |
| Hawaii | 400 | 207 | 193 | 48.3 |
| Idaho | 134 | 120 | 14 | 10.5 |
| Illinois | 1,566 | 1,221 | 345 | 22.0 |
| Indiana | 599 | 462 | 136 | 22.8 |
| Iowa | 383 | 252 | 131 | 34.2 |
| Kansas | 236 | 213 | 24 | 10.0 |
| Kentucky | 931 | 768 | 163 | 17.5 |
| Louisiana | 1,184 | 1,026 | 158 | 13.4 |
| Maine | 182 | 162 | 21 | 11.4 |
| Maryland | 565 | 483 | 82 | 14.5 |
| Massachusetts | 929 | 634 | 295 | 31.7 |
| Michigan | 1,305 | 835 | 470 | 36.0 |
| Minnesota | 324 | 285 | 39 | 12.2 |
| Mississippi | 731 | 658 | 73 | 10.0 |
| Missouri | 692 | 623 | 69 | 10.0 |
| Montana | 96 | 86 | 10 | 10.1 |
| Nebraska | 160 | 144 | 16 | 10.0 |
| Nevada | 126 | 112 | 13 | 10.5 |
| New Hampshire | 133 | 119 | 13 | 10.0 |
| New Jersey | 1,021 | 868 | 153 | 15.0 |
| New Mexico | 281 | 194 | 87 | 31.0 |
| New York | 4,382 | 2,446 | 1,935 | 44.2 |
| North Carolina | 1,404 | 1,251 | 153 | 10.9 |
| North Dakota | 165 | 149 | 17 | 10.0 |
| Ohio | 1,115 | 877 | 238 | 21.3 |
| Oklahoma | 475 | 413 | 62 | 13.1 |
| Oregon | 243 | 202 | 41 | 16.8 |
| Pennsylvania | 1,452 | 1,319 | 133 | 9.1 |
| Rhode Island | 160 | 144 | 16 | 10.0 |
| South Carolina | *1,542 | *791 | *751 | *48.7 |
| South Dakota | 149 | 134 | 15 | 10.1 |
| Tennessee | 1,037 | 818 | 219 | 21.1 |
| Texas | 2,366 | 2,056 | 310 | 13.1 |
| Utah | 130 | 115 | 15 | 11.9 |
| Vermont | 143 | 126 | 17 | 12.2 |
| Virginia | 1,045 | 940 | 104 | 10.0 |
| Washington | 301 | 259 | 41 | 13.8 |
| West Virginia | 495 | 428 | 67 | 13.7 |
| Wisconsin | 459 | 413 | 46 | 10.0 |
| Wyoming | 141 | 119 | 22 | 15.9 |
| Trust Territories | 1 | 1 | -0- | N/A |
| American Samoa | N/A | N/A | N/A | N/A |
| Guam | 76 | 37 | 39 | 51.6 |
| Puerto Rico | 929 | 496 | 434 | 46.7 |
| Virgin Islands | 40 | 24 | 16 | 38.8 |

*Estimated

**State Grant Program only.

TABLE IV
DISTRIBUTION OF ENROLLMENT IN
NATIONAL TEACHER-TRAINING PROGRAM BY STATE OF RESIDENCE
(FISCAL YEAR 1968)

| | <u>Teachers of</u> <u>Teacher-Trainees</u> | <u>Administrators</u> | <u>Leadership</u> <u>Development</u> |
|----------------------|---|-----------------------|---|
| U. S. Totals | 1347 | 545 | 86 |
| Alabama | 29 | 17 | 1 |
| Alaska | 10 | 4 | 1 |
| Arizona | 19 | 9 | 1 |
| Arkansas | 10 | 12 | 2 |
| California | 14 | 13 | 4 |
| Colorado | 33 | 20 | 3 |
| Connecticut | 19 | 6 | 2 |
| Delaware | 7 | 2 | 1 |
| District of Columbia | 8 | 25 | --- |
| Florida | 11 | 1 | 1 |
| Georgia | 20 | --- | --- |
| Hawaii | 36 | 2 | 1 |
| Idaho | 12 | 2 | 1 |
| Illinois | 18 | 35 | 4 |
| Indiana | 19 | 10 | 1 |
| Iowa | *12 | --- | 1 |
| Kansas | 56 | --- | 1 |
| Kentucky | 11 | 11 | 1 |
| Louisiana | 15 | 15 | 2 |
| Maine | 8 | 25 | 2 |
| Maryland | 9 | 8 | 2 |
| Massachusetts | 17 | 17 | 2 |
| Michigan | 56 | 19 | 3 |
| Minnesota | 31 | --- | 1 |
| Mississippi | 46 | 13 | 1 |
| Missouri | 41 | --- | 3 |
| Montana | 13 | 10 | 1 |
| Nebraska | 39 | --- | 1 |
| Nevada | 4 | 3 | 1 |
| New Hampshire | 5 | 4 | 1 |
| New Jersey | 22 | 13 | 3 |
| New Mexico | 7 | 8 | 1 |
| New York | 47 | 20 | 1 |
| North Carolina | 19 | 10 | 3 |
| North Dakota | 26 | --- | --- |
| Ohio | 9 | 4 | --- |
| Oklahoma | 10 | 11 | 2 |
| Oregon | 33 | 10 | 3 |
| Pennsylvania | 64 | 9 | 2 |
| Rhode Island | 9 | 5 | 1 |
| South Carolina | 14 | 24 | 2 |
| South Dakota | 30 | --- | 1 |
| Tennessee | 24 | 21 | 1 |
| Texas | 25 | 23 | 1 |
| Utah | 16 | 9 | 2 |
| Vermont | 2 | 5 | 1 |
| Virginia | 73 | 11 | 1 |
| Washington | 33 | 12 | 1 |
| West Virginia | 6 | 9 | 1 |
| Wisconsin | 20 | 4 | 3 |
| Wyoming | 14 | 15 | 2 |
| Trust Territories | 1 | --- | --- |
| Guam | 2 | --- | --- |
| Puerto Rico | 11 | 9 | --- |
| Virgin Islands | 2 | 1 | --- |
| Unknown | --- | 8 | 8 |

*Plus 200 part-time

APPENDIX B

APPENDIX B

**DISTRIBUTION OF ENROLLMENT IN NATIONAL TEACHER-TRAINING PROGRAM
BY TYPE OF INSTITUTE
(Fiscal Year 1968)**

| <u>Institution</u> | <u>Enrollment</u> |
|--|-------------------|
| <u>Teachers, Teacher-Trainers</u> | |
| University of Colorado | 91 |
| University of Connecticut | 65 |
| Florida State University | 72 |
| University of Hawaii | 40 |
| University of Iowa | 12 |
| Kansas State Teachers College | 56 |
| Marywood College | 35 |
| University of Minnesota | 31 |
| Univ. of Missouri at Kansas City | 40 |
| University of Nebraska | 38 |
| University of North Dakota | 26 |
| North Carolina State University | 77 |
| Oregon College of Education | 38 |
| Portland State College | 73 |
| Richmond Public Schools | 60 |
| Rust College | 42 |
| South Dakota State University | 30 |
| State University of N.Y. at Albany | 97 |
| University of Texas | 65 |
| Tuskegee Institute | 36 |
| Wayne State University | 97 |
| University of Missouri at Columbia | 26 |
| Total | 1,147 |
| (Part-time participants, University of Iowa) | 200 |
| | 1,347 |
| <u>Administrator</u> | |
| University of Calif. at L.A. | 58 |
| George Washington University | 62 |
| University of Maine | 84 |
| Montclair State College | 44 |
| Northern Illinois University | 72 |
| University of Oklahoma | 67 |
| University of South Carolina | 100 |
| University of Wyoming | 58 |
| Total | 545 |
| <u>Counselor</u> | |
| Ball State University | 26 |
| <u>Leadership Development</u> | |
| University of Chicago | 86 |
| Total (all categories) | 2,004 |

APPENDIX C

**Description of
SPECIAL EXPERIMENTAL DEMONSTRATION PROJECTS**

Fiscal Year 1968

WASHINGTON, D.C. PROJECT "GO"

The District of Columbia Board of Education, Washington, D.C.

1. To provide innovative adult basic education in such areas as communication skills, computational skills, citizenship education, consumer education, health, hygiene, safety, and family life education.
2. To provide instruction that helps enrollees to cope in many words - at home, in the neighborhood, and on the job.
3. To cooperate with agencies in the development of specialty or generic curricula.
4. To cooperate with different agencies in providing counseling, job placement, and job development.
5. To provide overall staff development for ABE teachers and counselors.

DEMONSTRATION AND EVALUATION OF PROGRAMMED LEARNING IN ABE LEARNING CENTERS

Department of Education, Office of Education, Trenton, New Jersey

1. To reach, involve, and motivate undereducated, non-contributing members of society through innovative ABE.
2. To use innovative methods and materials in connection with existing ABE resources to provide a comprehensive program with MDT Multi-Skill Centers.
3. To develop, demonstrate, and evaluate innovative approaches to ABE through programmed materials, individualized instruction, one-to-one tutorials, and TV tapes.

THE URBAN ADULT EDUCATION INSTITUTE

The Detroit Public Schools, Detroit, Michigan

To identify ways to broaden and increase educational and employment opportunities for uneducated and undereducated adults through multimedia approaches using the latest in educational technology, including programmed instruction and other forms of self-directed learning experiences.

OPERATION WORDPOWER

Chicago Committee on Urban Opportunity, Chicago, Illinois

To equip four Urban Progress Centers with the means to give wordpower training to area residents. The proposal is based on two premises:

The education of the functionally illiterate youth and adult must be an educational and social experience which prepares the enrollee to cope with the world of work in an urban environment.

The Urban Progress Center, with its unique meshing of human and environmental development services, is a setting in which this process may occur with the greater effectiveness.

A MULTI-AGENCY DEVELOPMENTAL ADULT BASIC EDUCATION PROGRAM

The Massachusetts State Department of Education, Boston, Massachusetts

To coordinate with Harvard University, Boston University, the University of Connecticut, and Action for Boston Community Development, Inc., in planning a multi-agency developmental Adult Basic Education Program combining innovative curriculum design and computer assisted instruction.

PROJECT COOPERATION (THE MARTIN LUTHER KING, JR., PROJECT)

The Berkeley (California) Unified School District, Berkeley, California

1. To provide jobs for the undereducated and underemployed.
2. To improve basic competencies for continuing employment.
3. To enlist labor unions, community agencies, the public schools, and industry in these efforts.
4. To provide activities necessary for developing participants' social skills.

NEW CAREERS AND INDUSTRIAL EDUCATION CENTER

The University of the State of New York, New York, New York

1. To demonstrate a new system for bringing the unemployed and unemployables and the partially employed into jobs. The job is the major goal.
2. To demonstrate a partnership between a leading State educational agency and private business.

AN EXPERIMENT IN TRADE-RELATED ADULT BASIC EDUCATION

Laborers' International Union of North America, Local #423
in cooperation with Leo Kramer, Inc.

1. To expand knowledge of teaching techniques and methods for stimulating and motivating disadvantaged adults.
2. To train local union leadership in the use of instructional techniques and materials (including audio-visual equipment) relevant to program.
3. To develop and produce materials from the world of work for building reading and computational skills.
4. To mesh the project with ongoing pre-vocational skills program in union.
5. To join with other community resources in upgrading the skills of the hard-core unemployed. To take ABE to the Community and to work with Model Cities, CEP, WIN, The National Alliance of Businessmen, and others.

COORDINATION OF THE ADULT BASIC EDUCATION COMPONENTS OF FOUR FEDERALLY FUNDED AGENCIES IN THE KANSAS CITY (MISSOURI) METROPOLITAN AREA

The School District of Kansas City, Kansas City, Missouri

1. To combine the resources of the ABE program funded by the Office of Education and the ABE components of the MDTA, CAP, and Work Experience programs for a more concentrated and effective program.
2. Reach the hard-core undereducated who have not been reached by on-going programs, using pertinent techniques of recruitment and location of educational facilities.
3. To collect data on the functions of the different techniques and services used in the project. To analyze the data and to determine which techniques and services -- singly and in combination -- best promote student participation and learning as measured by standardized tests.

QUITMAN COUNTY MISSISSIPPI ADULT LITERACY PROGRAM

Mary Holmes Junior College, West Point, Mississippi

1. To identify and select existing adult education materials adapted to the specific needs of the rural Negro community in the deep South and develop new materials.
2. To develop a student-centered curriculum and student developed materials.
3. To identify new strategies for educating the illiterate and semi-illiterate adults.
4. To identify guidelines for the establishment and administration of community-based adult education programs.

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

Morehead State University, Morehead, Kentucky

1. To develop a demonstration and research center within the Appalachian Region to focus increased attention on the unemployed or underemployed, undereducated populus from poverty-ridden families in an area with a predominately rural clientele.
2. To mobilize all resources in the area, such as educational programs administered by the State Department of Education, Community Action Agencies, Regional Educational Laboratories, Vocational Rehabilitation, Economic Security, Public Health Departments, and other agencies serving the same population.

THE DESIGN AND DEMONSTRATION OF A LEARNING-CENTER INDUSTRIAL SITE CONCEPT IN ADULT BASIC EDUCATION INCLUDING AN EVALUATION OF THE EFFICACY OF THE SYSTEM IN A RURAL STATE

The University of Arkansas, Fayetteville, Arkansas

1. To work with industry and the community to provide ABE for persons in locations across the State where the growing industries are creating jobs.
2. To develop methods of recruitment, teaching skills, materials, and supporting services that will assist project participants in the transition from rural life in newly industrialized areas.

3. To define and coordinate the roles of the University and the State Department of Education and other community agencies to support the ABE program, particularly in establishing programs for the disadvantaged adult.
4. To provide a base for continuance of the programs initiated by the project after discontinuance of federal funding, drawing on State, industrial, and local service agencies and organizations.

EXPERIMENT IN MOTIVATING FUNCTIONAL ILLITERATES TO LEARN

Tuskegee Institute, Tuskegee, Alabama

1. To carry out experimentation and validation of techniques used in teaching rural functional illiterate adults, giving them limited stipends prorated on performance to motivate them.
2. To give meaningful counseling and guidance to the participants and their families, (b) to identify among the participants those who can benefit from further academic or skill training and to make the necessary referrals, and (c) to initiate self-help programs in economic improvement with those involved in the experimental program.

INDIVIDUALIZED EDUCATION CENTER FOR MEXICAN-AMERICAN AND PUBLIC AID RECIPIENTS

McMinnville Public School, District No. 40, McMinnville, Oregon

To develop a programmed learning educational center oriented to the needs of the Spanish-surnamed American.

A TOTAL SYSTEMS APPROACH ATTACKING THE EDUCATIONAL PROBLEMS OF THE ILLITERATE SPANISH SURNAMED ADULTS

Southwestern Cooperative Educational Laboratory, Inc. (SWCEL)
Albuquerque, New Mexico

To help the illiterate Spanish surnamed adult

1. To develop English skills.
2. To develop culturally appropriate behavior patterns through TV, films, instructional materials, etc.

A CENTER FOR ADULT BASIC EDUCATION LEARNING (PROJECT CABEL)

Fairfax and Arlington Counties, City of Alexandria, Virginia,
Baileys Cross Roads

1. To develop a national evaluation center for Adult Basic Education instructional materials. Materials will be collected from State Directors of Adult Basic Education, publishers, testing services, and other Government agencies to be validated with the varied populations of the greater metropolitan area.
2. To develop evaluation models to determine the applicability of specific materials for particular sub-groups within the general population.

DIAGNOSTIC DEVELOPMENT DEMONSTRATION PROJECT IN THE PROCESSES OF EDUCATING ADULT MIGRANTS

National Educational Associates for Research and Development, Inc.
Fort Lauderdale, Florida

To develop a prototype system to demonstrate how many problems related to educating a group of mobile persons may be overcome at a reasonable cost.

A DEVELOPMENTAL AND DEMONSTRATION PROJECT IN THE USE OF MODERN EDUCATIONAL TECHNOLOGY FOR THE INSTRUCTION OF UNDEREDUCATED ADULTS

North Carolina State University, Raleigh, North Carolina

To identify, develop, and evaluate innovative materials and instructional systems that will accelerate and enhance learning for under educated adults through the use of educational technology, and media.

THE EVALUATING OF GUIDANCE-COUNSELING SERVICES IN THE OFFICE OF EDUCATION REGION VII AND THE DEVELOPMENT OF AN EFFECTIVE GUIDANCE COUNSELING PROGRAM FOR ADULT BASIC EDUCATION STUDENTS

The University of Texas at Austin

1. To evaluate current ABE guidance counseling practices and procedures.
2. To develop an educational model for local school districts.
3. To produce a teacher-training and counselor training in-service package.

APPENDIX D

LIST OF FEDERAL PROGRAMS SURVEYED WITH ABE COMPONENTS

| <u>Name of Program</u> | <u>Administrative Agency</u> |
|--|--|
| The Cuban Refugee Program | Department of Health, Education, and Welfare |
| Grants for Community Planning, Services and Training for Older Persons | Department of Health, Education and Welfare |
| Social Services in Support of Adults with Potential for Self-Support | Department of Health, Education and Welfare |
| Vocational Rehabilitation | Department of Health, Education and Welfare |
| Vocational & Technical Education | Department of Health, Education and Welfare |
| Work Incentive Program | Department of Labor and Department of Health, Education, and Welfare |
| Concentrated Employment Program | Department of Labor |
| Manpower Development and Training Act | Department of Labor and Department of Health, Education, and Welfare |
| Neighborhood Youth Corps | Office of Economic Opportunity |
| Operation Mainstream | Department of Labor |
| New Careers | Department of Labor |
| Job Corps | Office of Economic Opportunity |
| Programs for Migrant and Seasonal Farm Workers | Office of Economic Opportunity |
| Education & Vocational Training for Federal Prisoners | Department of Justice |
| Adult Basic Education Program | Department of Health, Education, and Welfare |
| Project 100,000 | Department of Defense |

ERIC Clearinghouse

FEB 1 1971

on Adult Education