DOCUMENT RESUME

ED 116 022 95 CE 005 933

| | |
|---|---|
| TITLE | A Handbook for ETV Utilization in Adult Education: Final Report: Volume 3. |
| INSTITUTION | Morehead State Univ., Ky. Appalachian Adult Education Center. |
| SPONS AGENCY | Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. |
| BUREAU NO | V0007VA |
| PUB DATE | 1 Jul 75 |
| GRANT | OEG-0-73-5212 |
| NOTE | 43p.; Not available in hard copy due to marginal reproducibility |
| EDRS PRICE | MF-$0.76 Plus Postage. HC Not Available from EDRS. |
| DESCRIPTORS | *Administrator Guides; Adult Education; *Adult Education Programs; Critical Path Method; Data Collection; Decision Making; Demonstration Projects; Educational Finance; *Educational Television; Open Circuit Television; *Program Administration; Program Descriptions; Program Design; Program Effectiveness; Program Guides; *Program Planning; Success Factors; Systems Approach; Systems Development; Use Studies |
| IDENTIFIERS | AAEC; Appalachian Adult Education Center |

ABSTRACT

The document is a handbook designed to aid program administrators in planning, managing, and assessing adult educational television (ETV), to assure adult viewers the maximum instructional/learning benefit possible. The handbook includes four types of information; (1) an introduction to the Appalachian Adult Education Center (AAEC) experience, (2) justification for ETV utilization in open broadcast, (3) a management planning system for adult ETV, and (4) ETV utilization data collection forms, and figures illustrating analysis systems. The discussion and the systems design are based upon the AAEC experience in a comprehensive demonstration study of an adult educational television series, Kentucky Educational Television's General Education Development Preparation Series (KET/GED), a high school equivalency examination preparation series. The study was conducted in Kentucky as part of an AAEC project entitled Community Education: Comparative GED Strategies. The handbook identifies even the most nominal person-to-person contact as the critical element in the successful utilization of ETV, critical to student involvement, retention, perseverence, and successful achievement. The administrator is advised that, since the goal of the adult education program is the adults achievement, not the maintenance of the program or class, monies invested to ensure the maximum numbers of adults achieving are appropriate. (Author/AJ)

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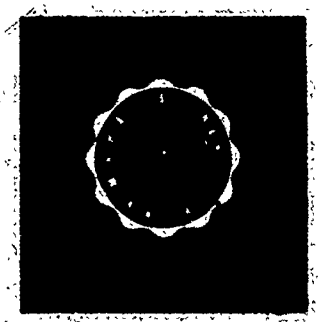

# 309(b) FINAL REPORT

# Volume III - 1975

Appalachian Adult Education Center

# A Handbook for ETV Utilization in Adult Education

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# FINAL REPORT 1975 - VOLUME III

Project No. V0007VA

Grant No. OEG-0-73-5212

# A Handbook for ETV Utilization in Adult Education

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The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education

Bureau of Adult, Vocational and Technical Education

July 1, 1975

## INTRODUCTION

The Appalachian Adult Education Center herein transmits a portion of a final report, COMMUNITY EDUCATION: COMPARATIVE GED STRATEGIES, covering a scope of work for the period July 1, 1973, through June 30, 1975, conducted under the auspices of the U.S. Office of Education, Bureau of Adult, Vocational, and Technical Education, Grant Award: OEG-0-73-5272, P. L. 92-230, Adult Education Act of 1966 (as amended).

The multi-project activity is reported in four distinct volumes:

| | |
|---|---|
| Volume I: | COMPARATIVE GED STRATEGIES |
| Volume II: | RURAL COMMUNITY EDUCATION |
| Volume III: | A HANDBOOK FOR ETV UTILIZATION IN ADULT EDUCATION |
| Volume IV: | KET/GED SKILLS PACKET |

Volume III

ADMINISTRATORS' UTILIZATION HANDBOOK, is herein presented as a generalized planning, management, and assessment guide to aid program administrators of adult ETV.

TABLE OF CONTENTS


Why GED? . . . . . 1
Scope of the Problem . . . . . 2
The AAEC Involvement . . . . . 4
The AAEC Involvement in KET/GED . . . . . 4
Why Adult ETV? . . . . . 4
ETV . . . . . 5
Why Not Adult ETV? . . . . . 5
Past Experience . . . . . 6
The Literature . . . . . 6
The Key to Successful Adult ETV--Person-to-Person Contact . . . 7
Support Conditions . . . . . 7
Critical Program Decisions . . . . . 8
Planning and Management . . . . . 10
Promotion and Equipment . . . . . 11
Manpower Development . . . . . 12
  Staff Development . . . . . 12
Manpower Development . . . . . 13
  Collaborating Groups, Agencies, and Individuals . . . . . 13
Materials and Curricula. . . . . 13
Student Needs . . . . . 13
PERT for the Utilization of Adult ETV . . . . . 15
Figure 1: (1) A Planning and Management Systems Critical Decisions . . . . . 16
Figure 2: (1) B Planning and Management Systems Overall Planning and Management . . . . . 17
Figure 3: (1) C Planning and Management Systems Evaluation: Data Collection and Assessment System . . . . . 18
Figure 4: (2) Promotion and Recruitment System . . . . . 20
Figure 5: (3) Manpower Development System . . . . . 21
Figure 6: (4) Materials Development and Distribution System . . . . . 23
Figure 7: (5) Student In-Take System . . . . . 25
ETV Utilization Data Collection Forms and Analysis Systems . . . . . 27

# A Handbook for ETV Utilization in Adult Education

*ETV Utilization in Adult Education* is a handbook designed to aid program administrators in planning, managing, and assessing adult ETV—to assure adult viewers the maximum instructional/learning benefit possible.

The handbook is divided into four sections:

(1) Introduction—the Appalachian Adult Education Center Experience

(2) Justification for ETV Utilization in Open Broadcast

(3) A Management Planning System for Adult ETV

(4) ETV Utilization Data Collection Forms and Analysis Systems

The discussion and the systems design are based upon the AAEC experience in a comprehensive demonstration study of an adult educational television series. In this case the ETV was Kentucky Educational Television's General Educational Development Preparation Series (KET/GED), a high school equivalency examination preparation series.

The study was conducted in Kentucky, in collaboration with the Kentucky Educational Television Authority, the Adult Education Unit of the Commonwealth of Kentucky, State Department of Education, and the Bureau of Adult, Vocational, and Technical Education, as part of an AAEC project entitled "Community Education: Comparative GED Strategies."

## WHY GED?

The GED focus of the AAEC study was a deliberate decision in response to the increasing concern of AAEC and the national adult education field with adult secondary education.

In its early work, the AAEC was concerned about the functional literacy of adults (adult basic education or ABE). At that time, functional literacy was considered less than eighth grade skills as measured on common standardized tests. However, the term *functional* indicates usefulness. The Adult Performance Level Study at the University of Texas has found that fifty-five percent of the adults in the United States cannot comprehend, i.e., they cannot function in relation to the print they meet in everyday life. The AAEC then settled on the tested tenth grade level as nearer functional literacy.

The AAEC, therefore, in its second phase, changed its focus from ABE to ABE/GED. The GED is the high school equivalency examination. It is mostly a critical reading test with the addition of grammar and computation. It tests high school level skills, not content. In terms

of the "economic man" the absence of these skills and/or certification of high school equivalency may prevent him from all-but a dead-end survival job.

The concern was also apparent in the priorities which listed models for adult secondary education as the number one priority in 1973. Adult secondary education received further emphasis in the statements of the President's National Advisory Council on Adult Education and in the wording of new legislation, P.L. 93 380, Title VI, Section 603.

For those adults who left school without high school completion, several avenues to completion exist:

(1) *academic course work with or without credits for work experience and through examination as determined by local regulations.* This avenue stresses content and is somewhat time-consuming, although in many states that time is being shortened.

(2) *entering technical and higher education institutions, by passing high school completion in those locations where one is allowed to do so.*

(3) *preparing to pass the GED or high school equivalency examination.* This avenue is generally less time-consuming than traditional academic course work (depending upon the starting point of the adult student.) The AAEC, HumRRO, and other researchers have demonstrated that the high level of critical reading and math skills needed to pass the GED (about 10.5) is also necessary for flexibility in the market place.

For many adults, not all of these avenues are open. Adult high schools are few in rural areas and accumulating Carnegie units through evening schools takes many years. Although area vocational-technical schools exist, many of their training programs have requirements of minimum levels of schooling which many adults do not have. Consequently, the GED route to high school completion is extremely attractive to adults who know about it, and who can participate—many cannot.

## SCOPE OF THE PROBLEM

Raw statistics cannot give a full picture of the depth and urgency of educational needs in America. Yet statistics are an index. The reprint below, taken from the *1975 Recommendations* of the National Advisory Council on Adult Education, clearly shows the scope of the problem and the needs:

## 1975 Recommendations

**1**

As the decade of the 1970's began, America found in its midst a total of 54-1/3 million persons of labor force age not enrolled in school and with less than a high school education.

The potential beneficiaries from programs in adult education will continue to be very large, comprising a significant proportion of all Americans. Even though a bigger percentage of the population is finishing high school and beyond, the population is also going up, still leaving America with large numbers of those below the norm in school attainment.

In 1970, there were more than 27 million workers 16 years of age and over with less than 12 years of school.

Projections for 1980 show that about the same number of workers will also not have completed high school by that year.

Projections for 1990 show there will still be about 22 million workers with less than a high school education.

The proportion of workers who have not finished high school will keep going down, but that declining percentage keeps being applied to an increasing number of workers, leaving the adult education target population still large.

THE RESOURCES FOR ADULT EDUCATION, THEREFORE, MUST CONTINUE TO BE PROVIDED AT LEVELS WHICH WILL TAKE INTO ACCOUNT THAT A LARGE GROUP OF AMERICANS WITHOUT 12 YEARS IN SCHOOL ARE GOING TO FIND IT EVEN HARDER THAN NOW TO COPE IN THE ECONOMY OF THE NEAR FUTURE.

Since as early as 1964, a national (federal) effort has been underway to resolve adult literacy needs. But legislation and appropriations have been only token, as reflected in a recent General Accounting Office review of adult education programs in *Education Daily*, June 16, 1975:

Page 4 Education Daily June 16, 1975

ADULT-ED PROGRAMS FAILED TO REDUCE ILLITERACY, GAO SAYS Adult education programs are reaching only one percent of the 57 million Americans with less than a high school education and have had little overall impact on reducing illiteracy since Federal support began in 1965, a report from the General Accounting Office charges.

Although some participants obtained U.S. citizenship and registered to vote by attending adult education programs, Congress' watchdog agency said that Office of Education statistics "show that the program has had little impact on reducing illiteracy among adults. And these statistics overstated program accomplishments. Only about 1 percent of the Adult Education program's estimated target population of 57 million adults and 4 percent of the 15 million adults with less than eight years of school have participated in any given year."

The problem is particularly acute among adults with the least amount of education. "Only 17 percent of the program's 3.5 million enrollees at or below the eighth grade achieved an eighth grade equivalency education in fiscal years 1965-72--the only years for which completion data was available," the report said.

But the biggest obstacle preventing adult-ed programs from being more effective is inadequate funding, GAO said. "If Congress determines that the program should better meet its objectives, additional funding will likely be required.

The adult population to be served has widely varied learning needs, which limited, traditional programs cannot hope to serve. But even with limited funding, programs can be and must be diversified in many ways to reach greater numbers.

## THE AAEC INVOLVEMENT

To encourage such diversification, the AAEC deliberately designed a series of studies to determine the relative importance of a variety of adult education support systems in strengthening student achievement and success. Having already demonstrated improved practices in differentiating adult education programs, the AAEC set out to incorporate all possible systems under one general program effort in Community Education demonstration projects.

Adults differ—in achievement levels, in life experiences, in cognitive styles of learning, in physical and social isolation, in available time, in rates of learning. Adult education programs must be prepared to differentiate every component of their programs to fit the student. Adult ETV is one of the potential program diversifications to be considered.

## THE AAEC INVOLVEMENT IN KET/GED

For a number of years the AAEC had cooperated with the KET to investigate adult ETV potentials in Kentucky. The Kentucky Educational Television Authority was successful in obtaining resources for program production and a KET/GED feasibility study, and invited Center representatives to the planning Task Force. The AAEC and others pressed for several major concepts in the KET/GED series, placing emphasis upon:

1. reading skills in the GED Preparation Series,
2. "coping skills"—life, job, and family problem-solving content, and
3. the provision of instructional support systems—formal and informal assistance to persons engaged in ETV/GED preparation.

Items (1) and (2) above were implemented to varying degrees by those responsible for curricula and production content. Item (3) became a central theme of an AAEC proposal, "Community Education: Comparative GED Strategies," with ETV being one strategy.

## WHY ADULT ETV?

Adult Education Television teaches. It works. Adult ETV teaches as effectively as any other method or mode of instruction. ETV offers several new modes or dimensions of adult

education. It can bring life, action, and relevance to content; it can repeat in new forms, emphasize, motivate, and create favorable new conditions for learning. In short, it is capable of all the basic ingredients for instruction. For a large segment of the educationally disadvantaged population, particularly those close to mastery who are motivated but for many reasons cannot or will not participate in formal adult education programs. ETV on open broadcast provides for them the only convenient opportunity to achieve. ETV may be the only practical, realistic delivery of instruction for thousands of adults in the United States.

ETV

ETV has the capability of reaching into virtually every home, school, and building in America—the greatest potential of reaching the greatest number of unserved adults in their homes or wherever they are. ETV can serve and reach those people who (1) cannot or will not participate in formal programs, (2) are home-, job-, or family-bound, (3) are fearful of failure, and of other people, or (4) are reluctant to publicly admit not having a high school diploma.

ETV has proven to be an effective, efficient means of presenting information and/or instruction.

ETV programs can be designed for inter-active use by adult students. This interaction is facilitated by means of student study guides corresponding with subject areas covered by the broadcast.

ETV can be individualized in individually prescribed instruction (an AAEC demonstrated system).

ETV can be adapted to VTR and utilized within the local classroom/learning center—a highly effective added dimension to the scope of curricula materials and teaching techniques. As curricula, it might stand alone, but it can also be enriched by the multiplicity of curriculum materials available. VTR systems, however, are limited in the number of receivers and subsequently in the number of students served. This tends to make their use relatively expensive.

WHY NOT ADULT ETV?

If adult educational television has such broad-reaching potentials and can incorporate all the necessary elements of a teaching/learning system, why, in America, has adult ETV not been employed broadly and successfully? No one seems to know why, nor why ETV has all too

often been prematurely abandoned as a major delivery system. Many adult education programs have not attempted replication of ETV broadcasts for adults as a result of inconclusive evidence of success, or failure, elsewhere.

## PAST EXPERIENCE

Most adult ETV programs have met with only limited success. At least one state mounted a remarkable adult student recruitment campaign, obtained a phenomenal number of adult commitments (as measured by the purchase of related study guides), and broadcast a comprehensive adult instructional series. The results (measured by persons attempting a certification test) were dismal, and represented less than two percent of the total number of the committed adults.

Results are generally unavailable and unreported. One can only assume that results are not known, or represented exceedingly low levels of success and were not reported.

## THE LITERATURE

A review of the literature[1] related to the use of instructional television in adult education revealed that radio, television—any medium—can teach virtually all age groups anywhere in the world. The review also confirmed the AAEC assumption that *nowhere had television (or radio) been utilized effectively for instructional purposes alone or without a variety of, differentiated support systems for different clients under differing circumstances.*

---

[1]Major references were:

W. Schramm, "Learning from Instructional Television," *Review of Educational Research*, Vol. 32, 1962.

Godwin, C. Chu and W. Schramm, *Learning from Television: What the Research Says*. Prepared and issued by ERIC at Stanford, Calif., The Clearinghouse of Educational Media and Technology, Institute for Communication Research, Stanford University, August, 1968.

John Scupham, "Broadcasting and the Open University," *Journal of Educational Technology* (Now, *British Journal of Educational Technology*), Vol. 1, No. 1 (Jan., 1970), 44-51.

Carnegie Commission on Educational Television, *Public Television* (New York: Harper and Row, 1967).

International Institute for Educational Planners (IIEP), *The New Media in Action*, Volumes I, II, III (Paris, UNESCO and International Institute for Educational Planners, 1967). See also W. Schramm, P.J. Coombs, F. Kahnert and J. Lyle, *The New Media: Memo to Educational Planners* (Paris, UNESCO and International Institute for Educational Planning, 1967).

R.J. Blakely, "Use of Instructional Television in Adult Education. A Review of Some Recent Developments," an Occasional Paper: Syracuse University.

Select papers prepared by the Corporation for Public Broadcasting, e.g., ALPS and Strive.

Presentations by representatives of Honduras and Columbia, the Multi National Workshop on Basic Education and Functional Literacy, Washington, DC, January 4-10, 1975.

The real questions that must be raised are: Under what conditions and for whom is the use of television or radio (as opposed to more traditional systems) a necessary or optimum delivery system? Under what circumstances is it necessary to link ETV or radio to existing traditional teaching/learning systems for needed support? How, under a variety of conditions, are ETV delivery systems to be planned, managed, and evaluated to prove to decision-makers their effectiveness?

## THE KEY TO SUCCESSFUL ADULT ETV—PERSON-TO-PERSON CONTACT

THE AAEC IS ABSOLUTELY CONVINCED THAT EVEN THE MOST NOMINAL PERSON-TO-PERSON CONTACT IS THE CRITICAL ELEMENT IN THE SUCCESSFUL UTILIZATION OF ETV—CRITICAL TO STUDENT INVOLVEMENT, STUDENT RETENTION, STUDENT PERSEVERANCE, AND STUDENT SUCCESSFUL ACHIEVEMENT.

Persons close to mastery often choose and are able to work with ETV alone, but are prone to disengage out of boredom unless specific knowledge needs are prescribed and met in broadcast viewing and study guide review.

The AAEC found in its sampled populations that a pre-test and prescription provided needed person-to-person contact and resulted in a commitment on the part of the adults to complete THEIR programs. A single monitoring call, in person or by telephone, seemed to further encourage the client. The final offer of a post-test screening for the certification test (GED) and prediction of success brought the client closer to the testing situation, helped to eliminate fears, and encouraged them to schedule for testing. However, many "ready" clients were discouraged for a variety of reasons, including lack of transportation, lack of needed service (baby-sitting), delays of local authorities in authorization, employers' release from jobs, delays in waiting rooms—simple but discouraging and frustrating problems experienced continuously by the disadvantaged. Whenever possible, AAEC and support personnel tried to intervene. The person-to-person contact and readiness to intervene and support clients with materials and services were not necessarily time-consuming or expensive. Person-to-person contact, however, was essential to the success of most clients. The lack of even minimal human contact appears to reduce the chance of success (in the AAEC experience among those clients engaging independently and in other ETV programs studied).

## SUPPORT CONDITIONS

Although large segments of the ETV population are able and willing to engage in ETV as a primary instruction/learning system and require only minimal support, there are many recruited and/or motivated by ETV who want or need direct, continuous instructional support.

Many support systems already exist in most state adult education programs. Others may need development but all should be strongly structured and coordinated to support clients in an ETV broadcast series.

Some of the possible major support systems are:

(1) traditional classes

(2) learning centers

(3) volunteers and paraprofessional home instructors

(4) industrial

(5) telephone services

(6) public library services

(7) Right to Read programs

(8) community education programs

## CRITICAL PROGRAM DECISIONS

The relationship between average daily attendance formulas for the maintenance of official program units (which permeate adult education) and local program support of persons independently engaged in ETV—those who may require only periodic help—is the most important administrative decision to be resolved.

Since the end goal of the national-(state) adult education program is the achievement of the adult, not the maintenance of the program or the class, then monies invested to assure the maximum number of adults achieving are appropriate. Unless local program directors receive credit in new formulas for support of ETV students, they will continue to advance average daily attendance and the ETV client needing, at the very least, a person-to-person contact in pre-/post-testing, and IPI will be neglected and will probably disengage from the ETV educational/learning system and opportunity.

The AAEC study has clearly demonstrated the value and impact of support systems for ETV, requiring minimal funding and yielding high levels of achievement and success.

The ETV can be considered a new piece of curricula—a more interesting, dynamic, and sometimes colorful and entertaining piece of curricula. It can and has been added to the multiplicity of materials of traditional adult education classes, learning centers, and libraries

in cassette form. When teacher-dominated, as in one AAEC demonstration site, ETV in cassette form provides a neat framework for teaching/learning—a system within itself, sequenced in structure, out of which a teacher can pace instruction and learning.

ETV in cassette form is a valuable classroom tool—but a tool among many. ETV in open broadcast reaches far more people than one or twenty classroom/learning center students. Were the time of the teacher/instruction applied to recruitment and to minimal support of adults engaged independently in ETV open broadcast in their homes, the population served might be ten-fold, involving many persons who might not otherwise participate in either ETV or formal programs.

Educational Television is expensive. It is expensive (1) in planning for production; (2) in production; (3) in broadcast time; (4) in management and assessment, and (5) in viewer time. Fortunately, the problems posed in planning and production are generally the problems of the producer/director. (It is, however, important that adult leadership and curriculum experts be a part of the planning, validation and assessment teams.)

Once "canned"—produced—the ETV program is similar to print—fixed and difficult to change but always available. Assuming that the ETV production package is sequenced and contains the content and instructional elements to insure learning, it becomes the task of the adult educator to collaboratively plan the broadcast schedule; to organize and train all professional staff in varied support systems; to coordinate promotional campaigns; to provide for student recruitment and intake systems; to diagnose; to then prescribe from the diagnosis (the individualization of knowledge needs within the ETV package); and to assess the results.

Careful planning, although subject to special difficulties with media, will directly reflect increased adult participation, therefore increasing the cost/effectiveness. Without a comprehensive, coordinated plan and management system, adult ETV is most likely to fail or to result in a prohibitive cost/effective analysis.

This handbook suggests a comprehensive plan of action and provides examples of tools required for the successful use of ETV in adult education. The suggestions are based upon the experiences of the AAEC in demonstrating, planning, and managing ETV utilization systems which were highly productive in terms of student achievement and success.

The utilization of ETV in adult education must be considered and created in terms of five major components:

(1) PLANNING AND MANAGEMENT
- Decisions
- Operations
- Evaluation - Assessment System

(2) PROMOTION AND RECRUITMENT
- Recruitment
- Inter-agency Collaboration
- Citizen Involvement

(3) MANPOWER DEVELOPMENT
- Community Resources
- Staff Development
- In-Service Training
- Support Services

(4) MATERIALS AND CURRICULA
- Selection or Preparation
- Distribution

(5) STUDENT NEEDS AND INTAKE SYSTEMS
- Diagnosis
- Prescription and Counseling
- Instructional Support
- Assessment
- Follow-up Support

PLANNING AND MANAGEMENT

A comprehensive plan of action is essential to the successful utilization of adult ETV. All components noted below must be considered in terms of the necessary decisions and sanctions to insure success of operational procedures and assessment techniques which must be made an integral part of the system beginning with planning stages.

The coordination of all community educational forces, particularly the broadcast component and the state department of education, is essential.

Planning, orientation, and involvement of many state agencies will help to insure sanction and accepted responsibility at the local level. Although state agencies vary, some of those to be urged to participate are:

Office of Adult Education, Bureau of Vocational Education, State Department of Education

Educational Television

Department of Economic Security

Department of Corrections

Area Development Councils, Appalachian Regional Commission

Department of Mental Health

Department of Personnel

Program Development Offices

Department of Libraries

Kentucky Training and Development Foundation

Associated Industries of Kentucky

Special Commissions

Governing and Advisory Councils

Although broadcast and support programs may be state or region wide, local control and planning is the basic structure--since success seems to be dependent upon personal contact, the local program must assume the guided responsibility. The critical personality in local planning is the school superintendent, since it is usually this person who is most capable of mobilizing and organizing the educational community including the public school, its staff, and its facilities. Adult education is often a major activity of the local community school program and community education council.

The superintendent of the public school can bring together representatives of the community from: public libraries, service clubs, Chamber of Commerce, churches, recreational agencies, extension divisions of nearby universities and colleges, city health, social, and service agencies, farm bureaus, and area development offices--the list could be and should be all-inclusive to maximize enthusiasm and the learning experience.

## PROMOTION AND RECRUITMENT

The planning must identify existing channels of communications and create new channels to reach and inform the different populations of adults of the ETV opportunity and the procedures and alternatives for involvement.

ALL possible methods and media for promotion and recruitment need to be employed.

Individuals, agencies, and community groups of every conceivable kind should be involved in the planning, promotion, and recruitment of prospective adult students. Planning phases may require state and local level sanctions. At least two levels of promotion are necessary: (1) action and referrals of a variety of agencies and community groups, and (2) individual agency involvement to provide creditability to all other promotional efforts—personal contact is essential to success.

## MANPOWER DEVELOPMENT

### Staff Development

All existing adult education program personnel should be employed in an adult ETV effort. Often explicit decisions, authorizations, and directives are necessary. Time and scope of work will vary but can be defined and are often minimal or simply a strengthening of existing formal programs. Requirements may be: (1) In-service training which can be designed to coincide with existing in-service training schedules; (2) Local community planning and interagency contact and collaboration for ETV recruitment and promotion campaigns; (3) Personal contact following response to recruitment efforts; (4) Counseling and pre-testing potential adult students; (5) Diagnosing and prescribing learning needs in ETV systems; (6) Providing needed formal and informal support; (7) Post-testing, when appropriate, with counseling into further activity; and (8) Often limited support of the student to insure success of his enrollment in the new activity, e.g., a GED examination.

The scope of work outlined above is already a part of the job descriptions of most adult educators in formal programs. Additional work requirements occur in ETV promotional activity in the weeks prior to broadcast, and in addition, the individualization needed by students in response to recruitment campaigns—a time period of approximately three weeks.

A second phase of staff development will require explicit in-service orientation and training including: orientation to promotion and recruitment materials, and scheduling; orientation to use and content of ETV production and related soft-ware (study guides); agreement on demographic data and testing (diagnostic) instruments and procedures, understanding of roles in intake and support of adult students, including referral; assessment (student post-testing or screening) and follow-up; and the maintenance of data collection systems. Obviously, certain staff roles will require more intensive training than others, but all need to know about and support the ETV effort, and an analysis should be made of their respective roles.

A program might also include the training of the professional staff as trainers of paraprofessionals and volunteers.

## MANPOWER DEVELOPMENT

### Collaborating Groups, Agencies, and Individuals

The mobilization of all of the educational and other leadership forces of the community is essential to the support of promotion, recruitment, and ETV utilization by students. The number of support agents and the degree of involvement and service to adults will vary from one community to another. All potential agents need to be acquainted with and involved in a total community ETV effort. Local adult leadership trained as trainers can make the task of manpower development regularly available, efficient, and effective.

## MATERIALS AND CURRICULA

Adult ETV will most usually be accompanied or supported with study guides. All persons involved in instructional support systems should be familar with both the broadcast and study guide content.

The adult student will need to be carefully oriented to the use of the reference manuals and, further, the use of the entire system should be individualized with careful counseling, diagnosis, and specific prescriptions.

The acquisition and distribution of all related materials requires careful planning and scheduling. A program decision regarding the student materials cost is essential. The AAEC believes free soft-ware strengthens potential client support and reinforces client commitment.

Materials and curricula need to be a focal part of all ETV in-service training and staff development activity. Existing materials placement systems should be linked with the ETV to fill additional knowledge needs not satisfied by the ETV content.

## STUDENT NEEDS

Assuming recruitment procedures are successful and <u>needed</u> personal contact has been made, programs must be flexible and be prepared to offer students all possible alternatives.

Diagnostic instruments should be used to assess student learning knowledge needs. These initial assessments should be non-threatening and understood by the student in counseling, prescriptions, and material/curricula orientation.

Alternatives for program support can be clearly defined and a program/client agreement developed; e.g., telephone, classes, informal learning center, libraries, home instruction, and study alone with periodic two-way contact.

Instructional support as agreed upon should be provided as scheduled and changed as appropriate.

Post-broadcast assessments should be a part of the program/client agreement and schedule, and when completed, interpreted to the client with appropriate counseling into further activity.

Program staff should be prepared to support the client in engaging in the recommended activity. Next steps are often difficult for clients and many times inhibited by personal, social, economic, and authoritarian constraints which, with minimal program assistance, can be overcome.

Care must be taken to impersonalize and authenticate all data for total program assessment and evaluation.

Each of the five major component systems will be outlined in detail in terms of: (1) the scope and sequence of work, and (2) a planning and management schedule.

The AAEC has utilized the network method known as PERT (Program Evaluation and Review Technique) to plan, schedule, and control its activities—to expedite completion of tasks. PERT/time and PERT/cost the cost control function—will not be considered in the AAEC model since an analysis must be situation specific and dependent upon program, its resources, time, capabilities, and size, e.g., state-wide, regional, or local; and upon circumstance of delivery in open broadcast, cable or VTR.

The PERT systems which follow, pages 16 through 26 , can be adapted along the critical paths of planning and operation to fit most adult programs. Program managers should be able to assess each event suggested in terms of (1) its necessity, (2) the time required, (3) a cost analysis (4) the resources available, (5) training requirement (staff development), and (6) responsibilities to be assigned.

Careful notation of these assessment areas related to essential events or activities will yield a complete, effective and efficient, situation specific adult ETV utilization management system: will avoid costly errors of omission; and will yield greater success in serving the educational needs and desires of adults.

This handbook recommends PERT or a similar concept of a network diagram as economically applicable to virtually all projects and valuable to the initiation of adult ETV.

## PERT For The Utilization Of Adult ETV

The PERT network for the utilization of adult ETV has been described in a planning sequence and separated into major systems corresponding to the five components:

(1.) Planning and Management System
   A. Critical Decisions
   B. Overall Planning and Management
   C. Evaluation—Data Collection and Assessment System

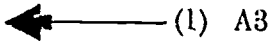
(2.) Promotional and Recruitment System

(3.) Manpower Development System

(4.) Materials Development and Distribution System

(5.) Student In-take System

It must be recognized that the systems are interrelated and inter-dependent. Dependency and constraint impacting upon the system being described by another event in another system have been noted in the right-hand margin, for example:




In the illustration, the first figure "(1)" represents the specific system; the second figure, "A" represents the sub-system and the numeral "3" represents the specific event.

The broken arrow ( ) indicates a constraint upon the event being described by another event in another system. The broken arrow ( ) indicates a constraint upon an event in another system by the event being described. The unbroken arrows ( ) indicate direct linkages between activities in each system.

Figure 1.

# (1) PLANNING and MANAGEMENT SYSTEMS

## A - CRITICAL DECISIONS

1. *Begin major decisions.*
2. *Develop ETV support formulas.*
3. *Average daily attendance formula*
4. *ETV varied support formula*
5. *New formula for personal contact in ETV*
6. *Define manpower responsibilities.*
7. *Central coordinating authority*
8. *ETV authority*
9. *Define local support conditions*
10. *Set time schedules.*
11. *Plan staff development.*
12. *Pre-service and in-service training*
13. *Initiate materials acquisition/development.*
14. *Development (who, how, numbers)*
15. *Purchases and distribution (central or local)*
16. *Client study guides*
17. *Purchased by client*
18. *Free with Pre-/Post-test commitment*
19. *Agree upon uniform data collection.*
20. *Demographic (what and why)*
21. *Testing (which)*
22. *Records*
23. *Collation of data*
24. *Analysis of data (what and why)*
25. *Reports of data (to whom, why)*
26. *Describe agency resources and support needs (who).*
27. *Agre upon promotion and materials distribution.*
28. *Describe referrals, support systems, and monitoring.*
29. *Complete major decisions.*

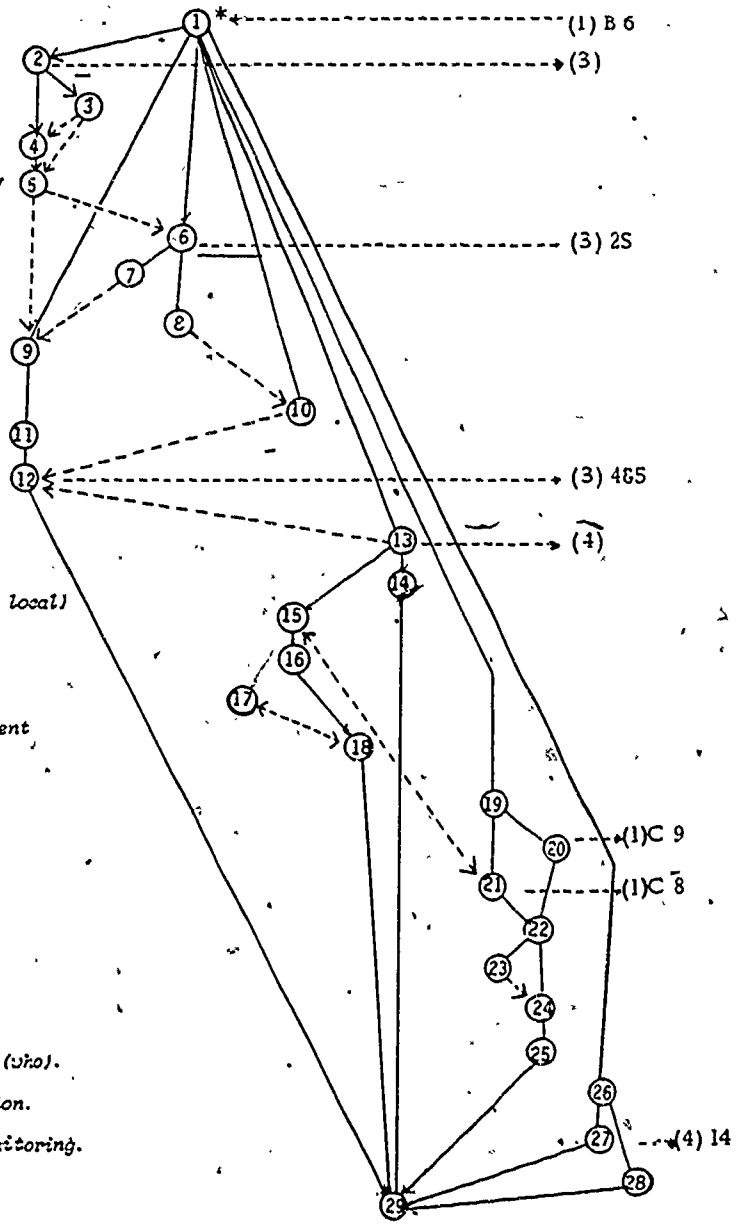


Figure 2.

# (1) · PLANNING and MANAGEMENT SYSTEMS

## B - OVERVALL PLANNING and MANAGEMENT

1. *SDE review ETV production*
2. *Investigate utilization potentials*
3. *Advisory Board*
4. *Budget*
5. *TV stations (state-wide/local)*
6. *Decide upon ETV utilization*
7. *Negate system*
8. *Begin comprehensive planning*
9. *Initiate materials acquisition*
10. *Provide orientation*
11. *State level orientation*
12. *Local level orientation*
13. *Complete state level orientation, sanctions, and support plans*
14. *Complete local level orientation (administrators)*
15. *Begin major planning, management, and operational phases*
16. *Begin planning for promotion and recruitment phases*
17. *Begin materials development systems*
18. *Begin site manpower development systems*
19. *Begin student intake procedures, system, and materials*
20. *Begin planning data collection system*
21. *State supported promotion and recruitment plans*
22. *Local supported promotion and recruitment plans*
23. *Complete promotion and recruitment plans and materials*
24. *Conduct local staff orientation*
25. *Conduct local staff development and training*
26. *Begin community orientation and support plans*
27. *Complete manpower and site development*
28. *Initiate promotion and recruitment procedures*
29. *Activate student intake system and*
30. *Activate data collection system*
31. *Begin broadcast*
32. *Support or monitor students*
33. *Begin plotting data*
34. *Complete broadcast*
35. *Obtain student assessment*
36. *Make student referrals*
37. *Complete data collection*
38. *Analyze data*
39. *Report*

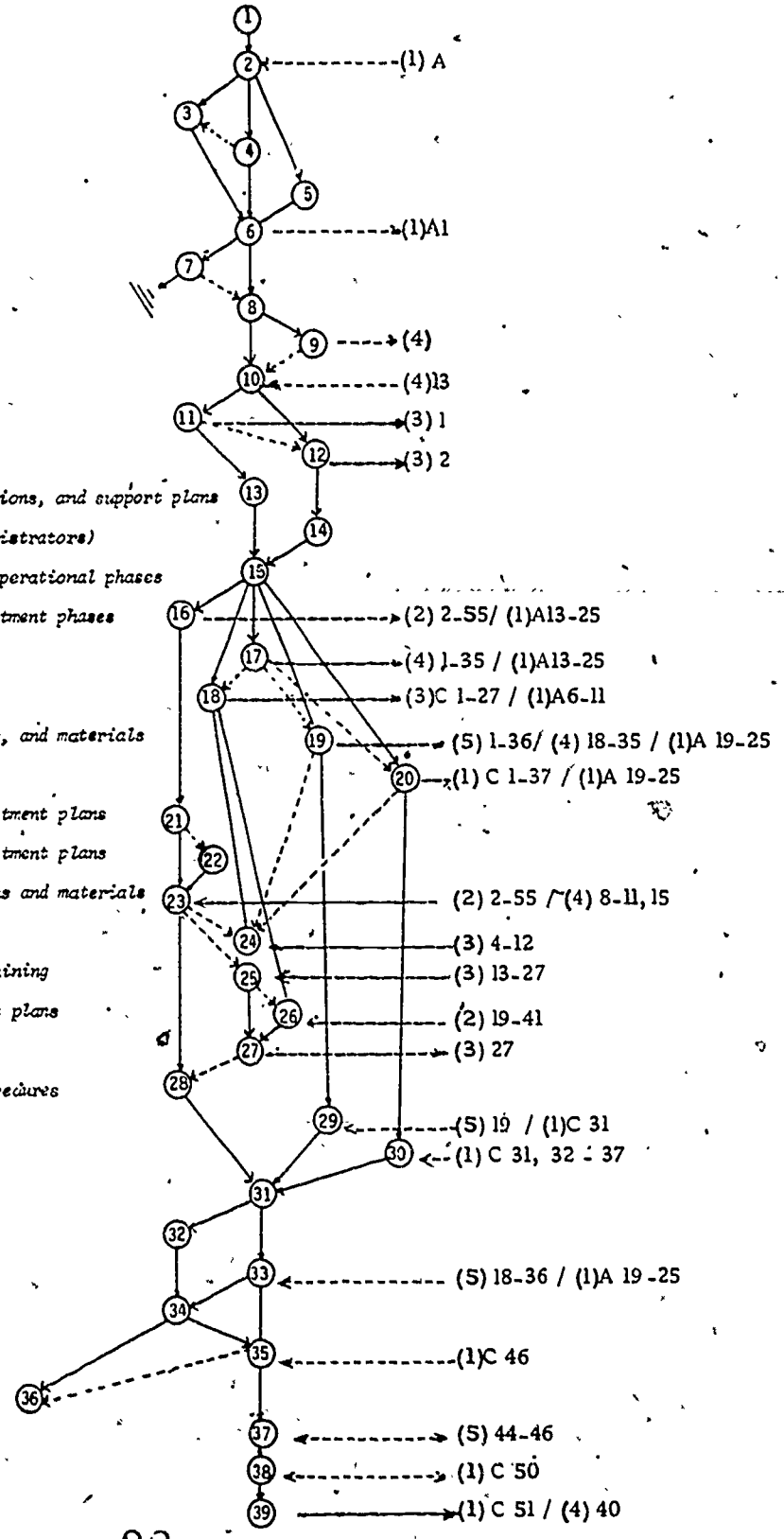


Figure 3.

# (1) PLANNING and MANAGEMENT SYSTEMS

## C - EVALUATION: DATA COLLECTION and ASSESSMENT SYSTEM

1. *Begin data collection system*
2. *Begin planning of demographic data*
3. *Consider diagnostic testing devices*
4. *Consider demographic data and the law*
5. *Consider existing demographic information collection*
6. *Consider existing testing instruments*
7. *Consider new instruments*
8. *Agree upon diagnostic testing instructions*
9. *Agree upon demographic information*
10. *Begin IPI Systems Development*
11. *Design new IPI for ETV*
12. *Adopt existing IPI for ETV*
13. *Complete IPI system*
14. *Print demographic forms and instruction*
15. *Order/print diagnostic forms and instruction*
16. *Order/print IPI forms and instruction*
17. *Complete demographic and diagnostic prescription planning*
18. *Begin analysis sub-system*
19. *Develop plotting sheets*
20. *Order plotting sheets*
21. *Decide upon analysis responsibility*
    *Central offices or local*
22. *Complete instructions for plotting*
23. *Begin staff in-service training in data collection sub-system*
24. *Interview techniques and records*
25. *Demographic data collection*
26. *Pre-test data collection*
27. *IPI techniques*
28. *Monitoring records*
29. *Plotting system and coding*
30. *Student ETV viewing and program assessment records*
31. *Complete local staff training in data collection*
32. *Begin student intake systems*
33. *Interview for demographic information*
34. *Administer pre-test*
35. *Diagnose learning needs*
36. *Prescribe broadcast and software*
37. *Complete student intake data collection*
38. *Begin broadcast*

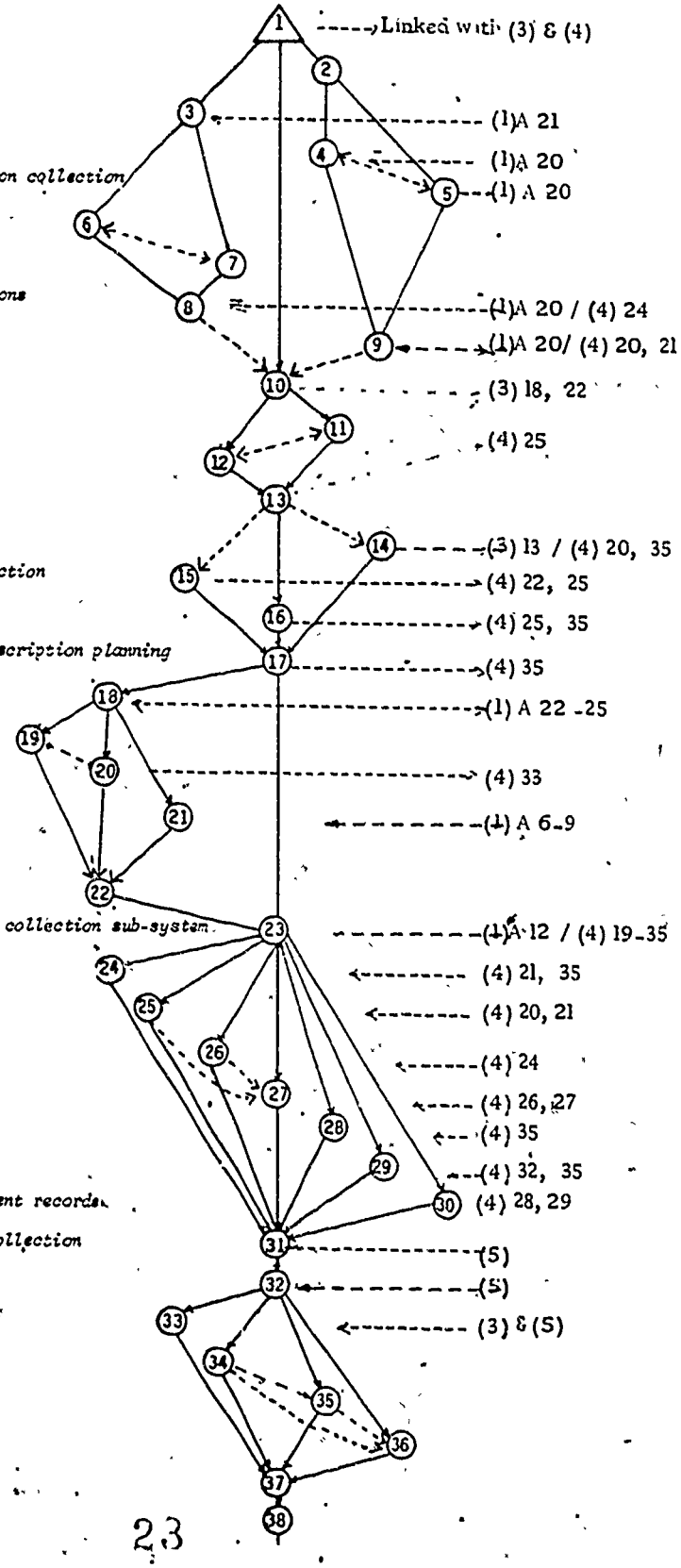


Figure 3. (cont.)

39. *Record monitoring and support activities*
40. *Record, code, and analyze all intake data*
41. *Complete broadcast*
42. *Collect end of broadcast data*
43. *Post-test data*
44. *Exit data*
45. *Referral data*
46. *Student viewing records and assessments*
47. *Complete data collection*
48. *Begin final data analysis*
49. *Record, code, and plot data*
50. *Central analysis of complete data*
51. *Report findings and recommendations*
52. *SDE*
53. *Advisory committees (local and state)*
54. *Media*
55. *Local staff*
56. *Complete reporting and dissemination*
57. *Begin recommended changes in data collection systems necessitated by*
58. *analysis and*
59. *changes in related sub-systems*
60. *Complete changes in data*
61. *Reactivate data collection system, second broadcast*

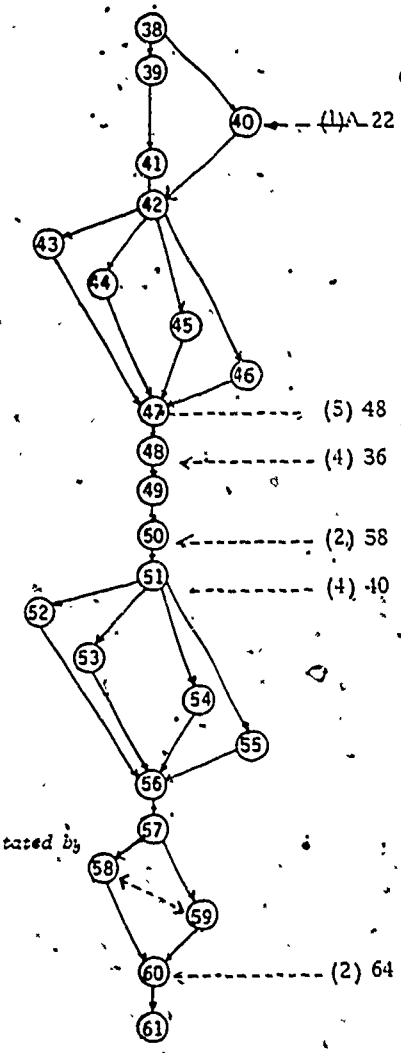


Figure 4.

# (2) PROMOTION and RECRUITMENT SYSTEM

1. Begin pre-campaign promotion
2. Begin SDE Planning State Level Advisory Committee
3. Send invitations and material to:
4. Governor's Office
5. Vocational Education
6. State Librarian
7. Chief State School Officer
8. Broadcast Associations
9. Representatives of State Association of School Administrators
10. State Inter-agency representatives
11. Conduct Advisory Committee Meeting
12. Orientation
13. Obtain Advisory Committee sanction, cooperation, and support
14. Governor's Office (press release) personal endorsement
15. Chief State School Officer endorsement
16. Interpretation of support to local administrators
17. Complete state level pre-campaign promotion
18. Begin state level promotion
19. Begin local level pre-campaign promotion
20. Orientation of local adult education program administrators
21. Begin planning local level advisory committee meeting
    Begin community assessment (survey)
22. Send invitations to:
23. Local school personnel
24. Local radio, TV, newspapers
25. Local service agencies
26. Service clubs
27. City officials
28. Vocational and higher education
29. Chamber of Commerce
30. Recreation agencies
31. Public library
32. Volunteer organizations
33. Other
34. Begin local level advisory committee
35. Conduct orientation
36. Review community survey (status)
37. Develop objectives
38. Determine needed resources
39. Plan campaign schedule, collaborative promotion, and recruitment
40. Distribute or plan distribution of promotion and recruitment materials
41. Complete local promotion and recruitment planning

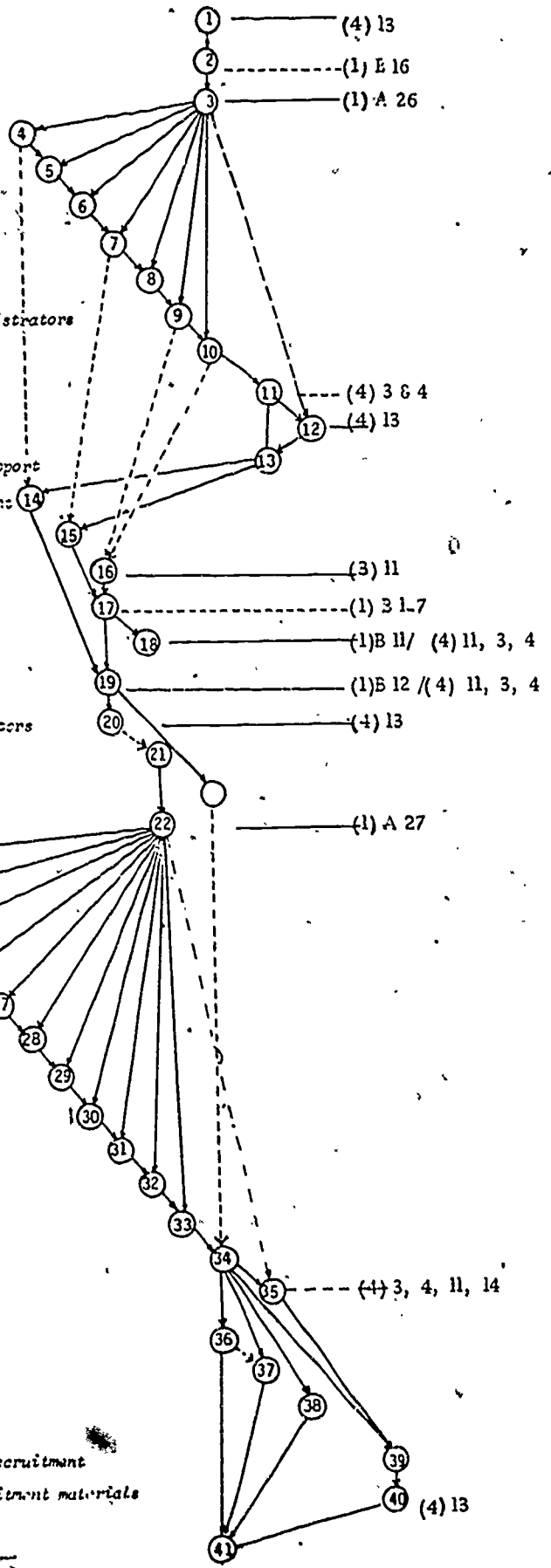


Figure 4. (cont)

42. *Begin promotional campaign*
43. *Press releases*
44. *Ads*
45. *Radio and TV spots, talk programs (orientation*
46. *Posters*
47. *Flyers, brochures, registration forms*
48. *In schools--home delivery*
49. *Adult education/community education classes*
50. *Recreation programs*
51. *Paycheck enclosures*
52. *Agency enclosures, publications and referrals*
53. *Magazines*
54. *Other--Reference: AAEC Alabama Adult Education recruiting publications*
55. *Follow-up campaign*
56. *Continue promotional campaign*
57. *Enlist participants as recruiters*
58. *Evaluate materials used in promotion and recruitment*
59. *Coordination*
60. *Distribution*
61. *Populations reached/not reached (served)*
62. *Effectiveness*
63. *Complete evaluation*
64. *Revise promotion and recruitment materials and activities*
65. *Energize PR system in second cycle*

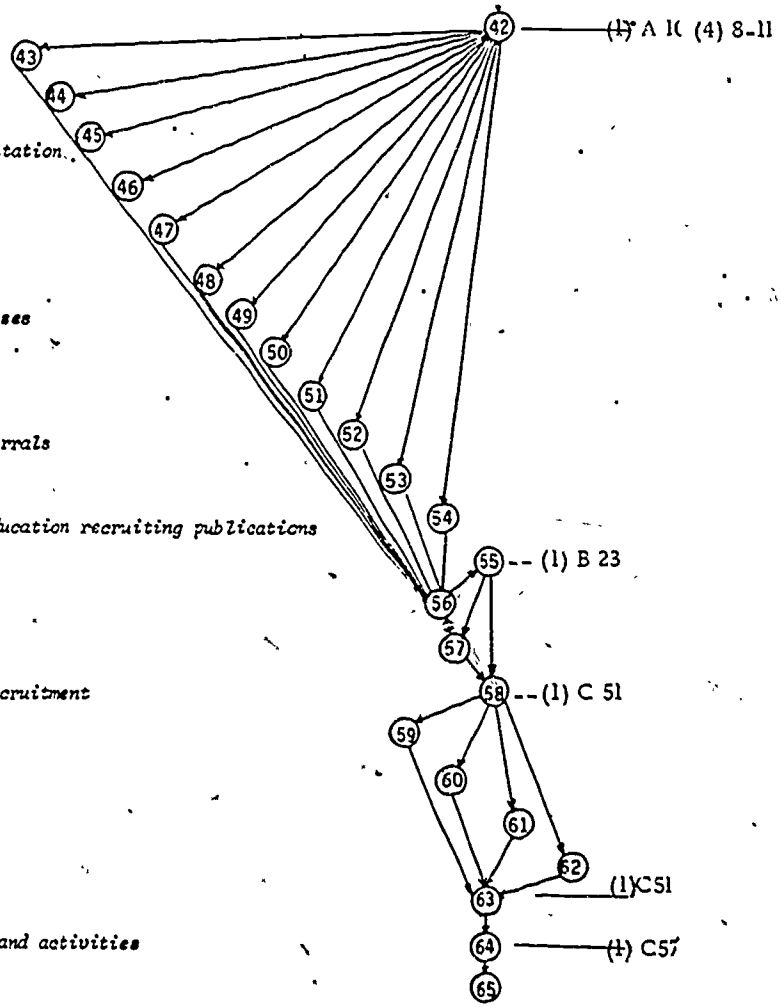


Figure 5.

# (3) MANPOWER DEVELOPMENT SYSTEM

1. *Begin SDE staff orientation and training.*
2. *Begin local administrators orientation and training.*
3. *Begin Local staff orientation.*
4. *Administrators in-service training and orientation to:*
5. *Local promotion*
6. *Interagency involvement*

   *Promotional materials and responsibilities*
7. *Student intake procedures*
8. *Monitoring systems*
9. *Data collection systems*
10. *Materials distribution and utilization*
11. *Local staff roles*
12. *Complete administrative training*
13. *Begin local staff training in:*
14. *Local promotional activity and roles*
15. *Student intake procedures (standardized)*
16. *Interview techniques*
17. *Testing techniques (alternatives)*
18. *IPI*
19. *Equipment usage*
20. *Data collection and coding procedures*
21. *Instructional systems and techniques*
22. *Teacher dominated ETV (VTR)*
23. *ETV support (on site)*
24. *ETV no-support (monitor)*
25. *Assign specific roles and responsibilities.*
26. *Develop schedules and scope of work.*
27. *Complete in-service training.*
28. *Initiate Broadcast Systems*

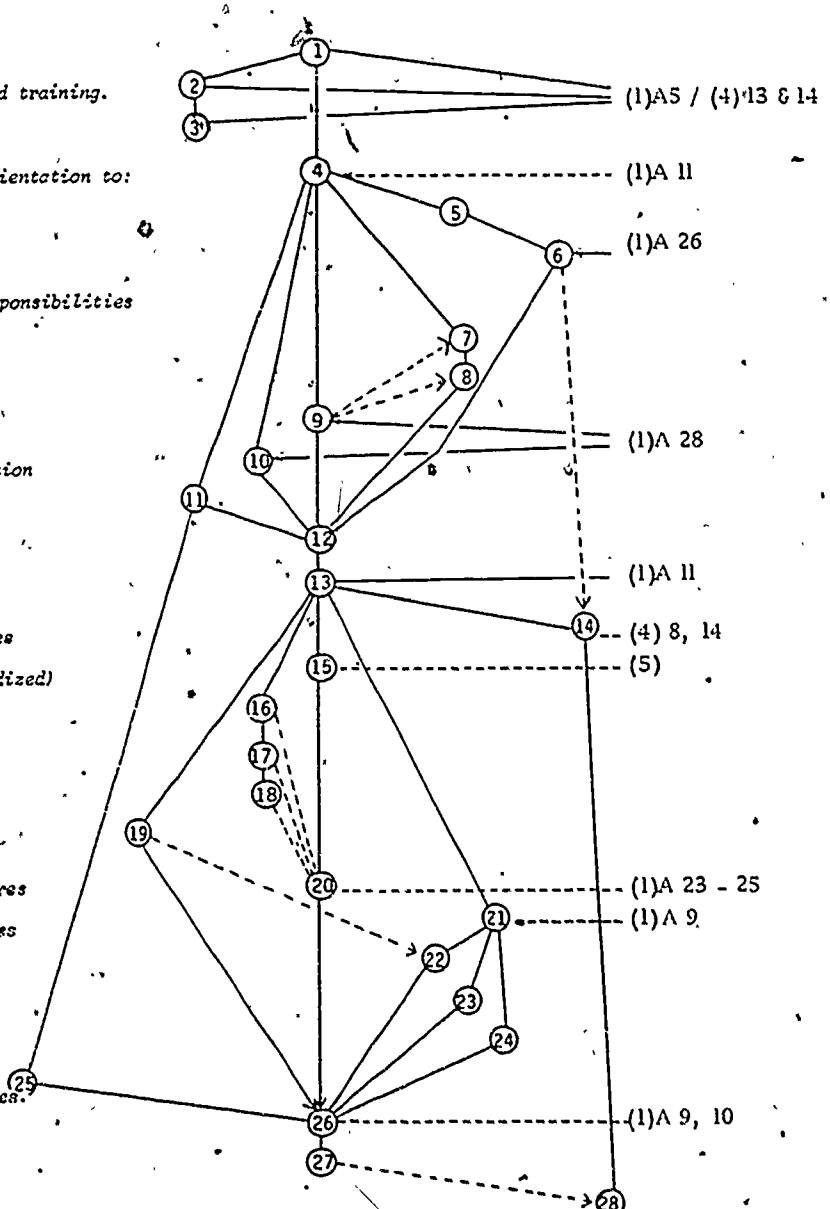
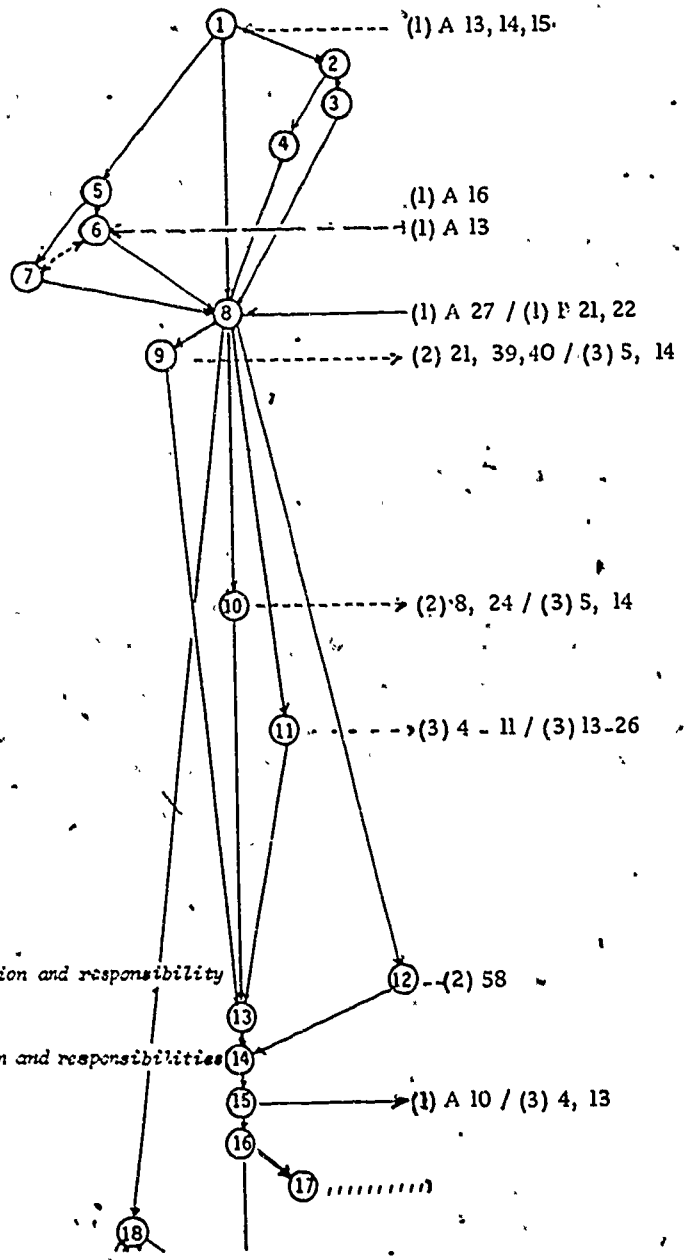


Figure 6.

# (4) MATERIALS DEVELOPMENT and DISTRIBUTION SYSTEM

1. *Begin materials development*
2. *Order ETV films*
3. *Receive orientation films*
4. *Receive ETV films*
5. *Order software (study guides)*
6. *Plan storage*
7. *Plan distribution and accounting*
8. *Begin promotional materials development for:*
9. *Local community use*
   - *Rosters*
   - *Flyers*
   - *Registration card*
   - *Form letters*
   - *Information sheets*
10. *Media*
    - *News releases*
    - *TV and radio spots*
11. *Training*
    - *Orientation packets*
    - *Promotional packets*
      - *Agencies*
      - *Local programs*
    - *Role directives*
12. *Begin plans for promotional materials distribution and responsibility*
13. *Complete promotional materials*
14. *Complete promotional materials distribution plan and responsibilities*
15. *Begin distribution of promotional materials*
16. *Begin promotion (massive effort)*
17. *Continue promotion*






23

Figure 6. (cont)

18. *Begin student intake materials development*
19. *Plan demographic forms (standardized)*
20. *Print demographic forms*
21. *Distribute demographic forms*
22. *Plan pre/post-testing (standardized)*
23. *Order testing/answer sheets and teacher manuals*
24. *Receive testing materials*
25. *Plan ETV/IPI system*
26. *Order/print IPI materials*
27. *Distribute materials*
28. *Plan and print ETV broadcast schedule*
29. *Plan student viewing sheets*
30. *Complete printing viewing log sheets (schedule)*
31. *Begin data analysis system*
32. *Plan and develop computer program and coding*
33. *Order code sheets and*
34. *Clear and verify with computer center*
35. *Print definitions and instructions*
36. *Begin Final Report planning*
37. *Consider audience for dissemination*
38. *Consider content and layout analysis*
39. *Prepare dissemination and distribution plan*
40. *Prepare and print Final Report*
41. *Distribute Final Report*

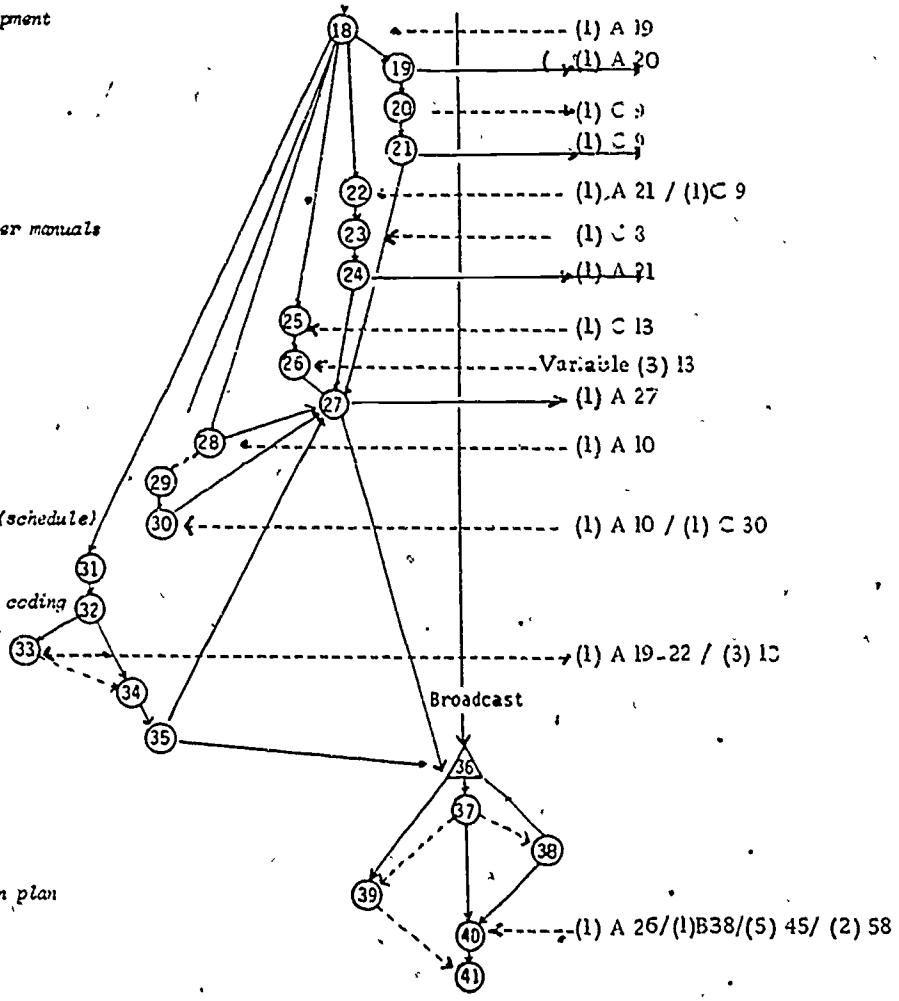


Figure 7.

# (5) STUDENT IN-TAKE SYSTEM

1. *Begin student intake system (response to promotion/recruitment)*
2. *Received: Central control (mail/telephone)*
3. *Received: Local control (mail/telephone)*
4. *Record all responses centrally*
5. *Distribute responses to local AE service area*
6. *Immediate follow-up (personal, telephone, mail)*
7. *Confirm client interest and offer alternatives*
8. *Arrange interview and testing (alternatives)*
9. *at Center*
10. *at Home*
11. *Other (Library)*
12. *By mail (last resort)*
13. *Begin interview and pre-testing*
14. *Alternative programs--establish type*
15. *Center direct support: classes, learning center, home instruction*
16. *Alone with telephone*
17. *Alone--no support, periodic monitoring*
18. *Complete demographic data forms*
19. *Being counselling and pre-testing*
20. *Caution--completion elsewhere with counseling*
21. *Complete pre-test*
22. *Begin diagnosis and individualization*
23. *Determine learning needs*
24. *Prepare student prescription*
25. *Broadcast*
26. *Software*
27. *Supplemental*
28. *Introduce viewing and study record sheets*
29. *Complete prescription with student (or self-prescription)*
30. *Arrange student schedules*
31. *ETV viewing schedule*
32. *Support schedules*
33. *No-support monitoring*
34. *Post-test Schedule*
35. *Complete scheduling*
36. *Complete student intake system*

36-a. *Distribute materials. -b. study guides (free or cost). -c. viewing schedules. -d. prescriptions*

37. *Begin broadcast support system*

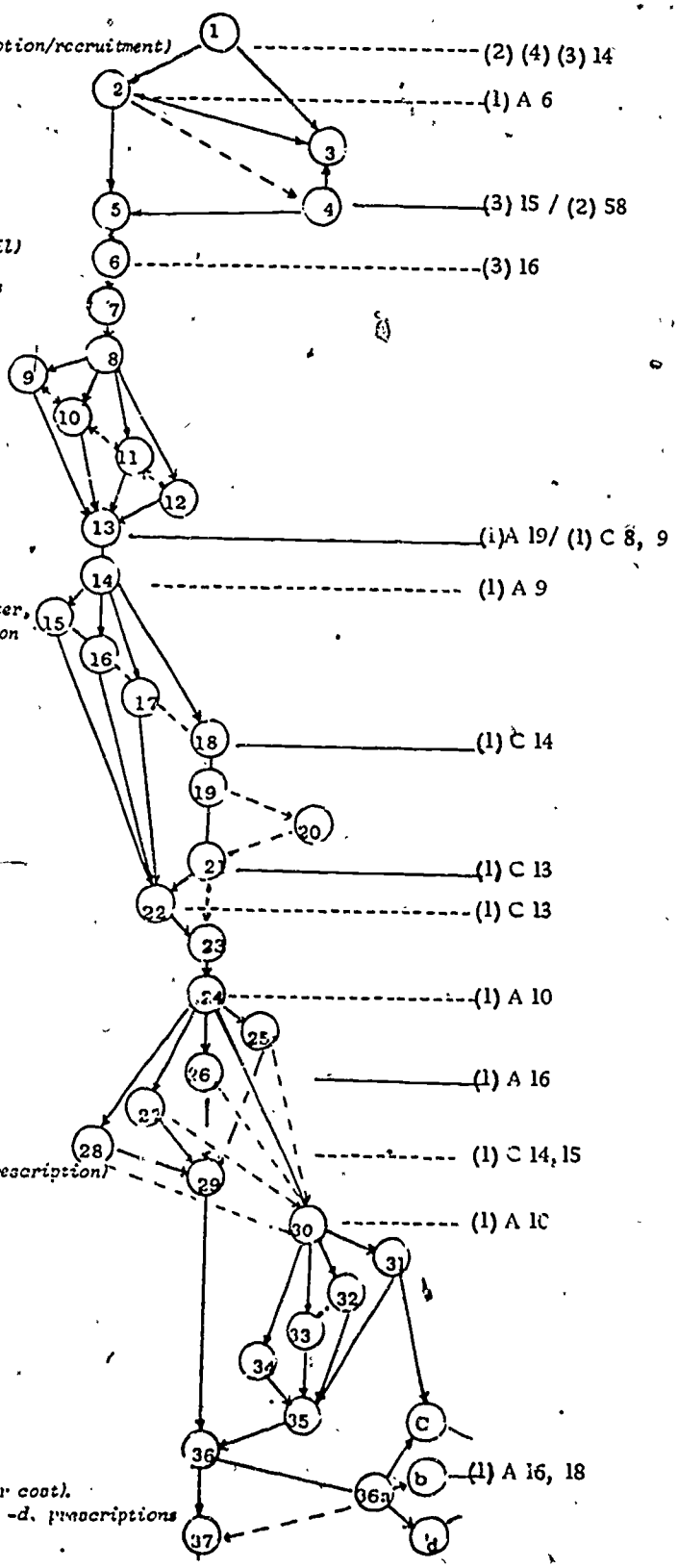
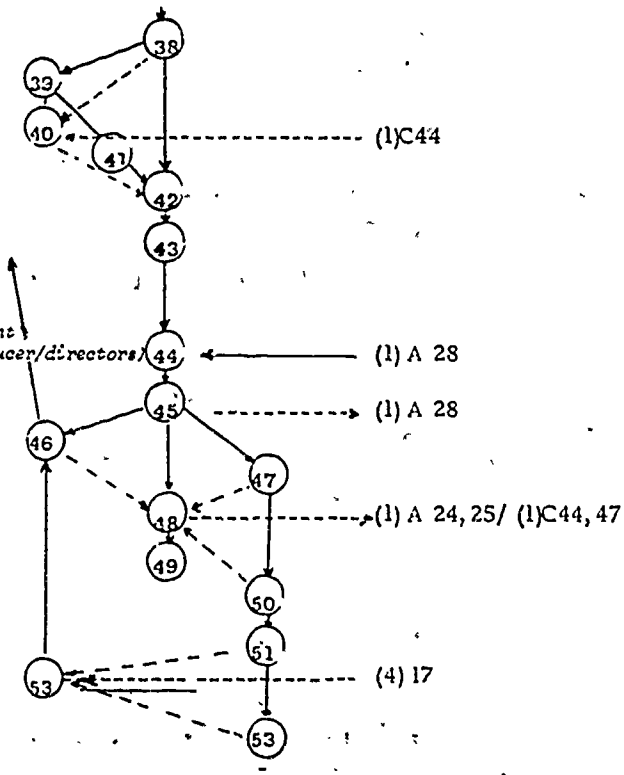


Figure 7. (cont)

38. Maintain support
39. Monitor no-support as scheduled
40. Obtain exit information on dropouts
41. Second monitoring call
42. Schedule post-test
43. Complete broadcast
44. Post-test and interview

Annotate student responses to ETV programs and content (useful information for curriculum writers and producer/directors)

45. Refer and prescribe into
46. Second ETV cycle
47. Refer to new system (e.g. GED examination)
48. Obtain all exit information
49. Support referrals where necessary
50. Qualification/certification testing, e.g. GED
51. Obtain assessment, e.g. GED
52. Referrals to ETV second cycle or support
53. Follow-up and support



## ETV UTILIZATION DATA COLLECTION FORMS AND ANALYSIS SYSTEMS

Careful preplanning and agreement regarding needed data collection and related forms are critical to both program and CLIENT success. All instruments should be field tested. Periodic monitoring related to data collection serves two important functions: (1) clients are more likely to be contacted on a periodic, person-to-person basis which seems to strengthen retention and achievement; and (2) administrators have the capability of continuous assessment and evaluation of program progress.

Predetermined data coding systems, regular entries (hand tabulations and or computerized coding), and preconceived questions for analysis are essential to guarantee continuous and comprehensive evaluation.

The AAEC has found that the maintenance of *personal logs* by program administrators, teachers, and CLIENTS provide a level of assessment and evaluation otherwise lost in the statistical analysis. Often this informal evaluation confirms "trends" indicated by formal evaluation analysis. Logs reveal the human problems and pit-falls encountered but often forgotten unless noted. The collation of the logs provides tremendous support to evaluation power.

The AAEC deliberately sought computer program language and analysis systems that could be applied universally. Such universality will enable agencies engaged in similar ETV utilization to apply related assessments to new data. The gradual building of base-line data and analysis would: (1) provide individual programs with comparative analysis and evaluation of their respective efforts; and (2) provide a data collection and analysis system for national ETV and future generations of adult ETV.

The analysis used by the AAEC and recommended as a potential adult ETV analysis system is the SPSS (Statistical Package for Social Sciences). SPSS, developed over the past eight years by C. Hadlai Hull and others at the University of Chicago, is in wide use at many universities and other computer installations through the United States, and is published by McGraw-Hill.

The AAEC data are preserved in BCD (punched card form) and on a data tape volume associated with AAEC demonstration. AAEC data can be recalled for further analysis or can be combined with similar data from other programs. The AAEC urges a national computerized data base bank utilizing identical language, coding and analysis systems for all education programs including adult ETV components. The recommendation could be an appropriate function of the proposed adult education clearinghouse authorized under the current Adult Education Act, P.L. 93-380, Section 309 A.

The concluding pages of this handbook provide specific illustrations and examples of data collection forms and analysis systems for use in adult ETV. All AAEC materials are related, directly or indirectly, to the KET/GED Preparation Series.

Major Promotional Materials and Recruitment
Master Demographic Data Form
Student Viewing Log Sheet
KET Questionnaires
Data Coding
Analysis Questions

# There are some things best done in the privacy of your own home.

Finishing your high school education may be one of them.

Now, an exciting new TV show helps you do it. It's called G.E.D.

By watching this show regularly, and following along with a study guide we'll send you (at a small charge), you should learn the skills needed to pass the high school equivalency test (also called the G.E.D.).

Maybe it's difficult for you to get out of the house, or adjust your schedule to regular adult education classes.

No problem any longer. Now you have the convenience of your home. That's where you can finish your high school education.

And you know what that means: Better jobs. Better pay. A better feeling about yourself.

Interested? Call us (we'll pay the charge) or write us (use the attached card). We'd like to tell you more about it.

Call collect and ask for "GED INFORMATION."

ket

Phone: (606) 233-0666

I'd like to know more about this new television show. Which can help me prepare for the high school equivalency test (called the G.E.D.)

NAME

ADDRESS

TOWN ZIP

PHONE NUMBER

# MASTER DEMOGRAPHIC DATA FORM
## Adult Education Comparative Analysis
## Morehead State University

Interview Information

Site Location: _____ Interviewer: _____ Date: _____

Student's Name: _____ Age: ____ Sex: M☐ F☐ Race: W☐ B☐ O☐

Address: _____ Phone: _____ (area code)
Street City State Zip Code

Marital Status: Single☐ Married☐ Size of Household: 1 2 3 4 5 6 7 8 9 10+

Employment Status: Employed☐ Unemployed☐ Housewife☐

Family Income: Less than $4500☐ $4500–$6500☐ More than $6500☐ Public Assistance: Yes☐ No☐

Recruitment: Radio☐ TV☐ Newspaper☐ Person☐ Other☐ _____

Student's Goal: GED☐ Job☐ Other☐ _____

Last Grade Completed: 0 1 2 3 4 5 6 7 8 9 10 11 12 13+

| TABE Level: | | Reading | Math | Language | Total |
|---|---|---|---|---|---|
| Pre-test | Date | | | | |
| Post-test | Date | | | | |
| Gains: | | | | | |

Total Student Study Hours _____ Total Instructional Hours _____

GED Test: Not Attempted☐ Attempted☐ Passed☐ Failed☐

Location of Testing Center _____

| Scores | English | Soc. Studies | Science | Literature | Math | Average |
|---|---|---|---|---|---|---|
| | | | | | | |

Exit Information:

- ☐ Continuing in Program
- ☐ GED
- ☐ Job
- ☐ Health
- ☐ Lost Interest
- ☐ Moved
- ☐ Other
- ☐ Missing



34

# general educational development

Thank you for your interest in the Kentucky Educational Television GED series. To help us with future program plans, we'd like to ask for some information whether you have watched the series or not. Please take a moment to answer the questions below and return the form to us: postage is not necessary. Thank you for taking the time to help us with this study.

I live in _____
(name of town or city)

I live in the city ☐ in the country ☐

I am married ☐ divorced ☐ separated ☐ single ☐ widowed ☐

Number of people living in my home: (circle one) 1 2 3 4 5 6 7 8 9 10+

Number of adults in my home 18 and over _____
(please write out)

Household income: less than $4500 ☐ $4500-$6500 ☐ $6500-$8500 ☐ more than $8500 ☐

Public assistance: yes ☐ no ☐ (foodstamps, AFDC, etc.)

I did ☐/did not ☐ know there were other ways to finish my High School education.

I am interested in the GED-TV series because: (check as many as apply)

☐ I can not travel to study centers because of health problems.

☐ I can not travel to study centers because it is too far away.

☐ I can not travel to study centers because I have no way to get there.

☐ I can not spend the necessary time in a study center.

☐ I cannot spend the time away from my children.

☐ I cannot spend the time away from home.

☐ I cannot spend the time away from my job.

☐ I am more relaxed studying at home than in a class.

☐ I feel I am too old to be in a study class.

☐ I don't want people at work to know I didn't finish high school.

☐ I don't want anyone to know I'm studying for my certificate.

☐ I can study at my own speed.

Thank you for your interest in the Kentucky Educational Television GED series. To help us with future program plans, we'd like to ask for some information. Please take a moment to answer the questions below and return the form to us: postage is not necessary. Thank you for taking the time to help us with this study.

My Name: _____ Age: _____

My Address: _____ Phone No: _____
street city state zip

Race: Black ☐ White ☐ Other ☐ Sex: Male ☐ Female ☐

I am: Married ☐ Single ☐ Divorced ☐ Separated ☐ Widowed ☐

Number of people in my home: (circle one) 1 2 3 4 5 6 7 8 9 10+

Household income: less than $4500 ☐ $4500-$6500 ☐ $6500-$8500 ☐
more than $8500 ☐ Public Assistance, AFDC, Foodstamps, etc: yes ☐ no ☐

I am employed ☐ unemployed ☐ housewife ☐ retired ☐
Please describe the types of things you do in your job: _____

I am interested in the series because: better job better pay personal satisfaction
other: _____
(please write out)

Last grade completed in school (circle one) 0 1 2 3 4 5 6 7 8 9 10 11 12+

---

KET wants to find out how you felt about the parts of the GED series listed below. Please respond only to questions pertaining to parts of the GED series that you have actually watched.

Did the program elements listed below make you want to watch the programs because they were:

1) interesting, informative, useful?
2) entertaining, fun to watch, enjoyable?

| PROGRAM ELEMENTS | 1 interesting, informative, useful | | | 2 entertaining, fun to watch, enjoyable | | |
|---|---|---|---|---|---|---|
| | Yes | No | I don't know | Yes | No | I don't know |
| Reading: | | | | | | |
| Girl with flat tire | | | | | | |
| Man in Dept. Store | | | | | | |
| Program Host | | | | | | |
| Written Passage on TV Screen | | | | | | |
| Social Studies: | | | | | | |
| Cartoon (mouse trap factory) | | | | | | |
| Film of W.W. II | | | | | | |
| Program Host | | | | | | |
| Graphs & Charts | | | | | | |
| Science: | | | | | | |
| Program Host | | | | | | |
| Displays: model of Heart, etc. | | | | | | |
| Interview: sickle cell anemia | | | | | | |
| Heart-Lung-Heart Express (train) | | | | | | |

| Program Elements cont'd. | 1 interesting, informative, useful | | | 2 entertaining, fun to watch, enjoyable. | | |
|---|---|---|---|---|---|---|
| | Yes | No | I don't know | Yes | No | I don't know |
| Literature: Pete Rose: baseball game | | | | | | |
| Program Host | | | | | | |
| Dream Scene: brickwall | | | | | | |
| Students working in Workbooks | | | | | | |
| Harry Reasoner: 5 yr. old girls & fathers | | | | | | |
| Grammar: program-host | | | | | | |
| Stanley the Gorilla | | | | | | |
| French girl with Gramaphone | | | | | | |
| Senator Phil A. Buster | | | | | | |
| Black couple on Park Bench | | | | | | |
| Math: Program Host | | | | | | |
| Husband & Wife | | | | | | |

Did the elements listed above make you feel easier about taking the GED tests? yes ☐ no ☐
If yes, please list which elements were helpful:_____

In what ways did the elements you listed contribute to your feelings of confidence about taking the tests? (mastery of the content, familiarity with testing procedures, practice exercises, etc.)

What time of day is it best for you to watch? (be sure to specify a.m. or p.m.)_____

KET would like your suggestions on ways to make the GED series more helpful to you_____

Thank you.

Thank you for your interest in the Kentucky Educational Television GED series. To help us with future program plans, we'd like to ask for some information whether you have watched the series or not. Please take a moment to answer the questions below and return the form to us: postage is not necessary. Thank you for taking the time to help us with this study.

My Name: _____ Age: _____

My Address: _____ Phone No.: _____
street city state zip

Race: Black ☐ White ☐ Other ☐ Sex: Male ☐ Female ☐

I am: Married ☐ Single ☐ Divorced ☐ Separated ☐ Widowed ☐

Number of people in my home; (circle one) 1 2 3 4 5 6 7 8 9 10+

Household income: less than $4500 ☐ $4500-$6500 ☐ $6500-$8500 ☐
more than $8500 ☐ Public Assistance, AFDC, Foodstamps, etc.: yes ☐ no ☐

I am employed, ☐ unemployed ☐ housewife ☐ retired ☐
Please describe the types of things you do in your job: _____

I am interested in the series because: better job ☐ better pay ☐ personal satisfaction ☐ other _____
(please write out)

---

In questions 1-4 below, please mark the space for the appropriate answer for each section of the series that you have watched. Do not mark spaces for sections you have not watched.

1. The ideas in the programs were:

| | Reading | Soc. Studies | Science | Lit. | Grammar | Math |
|---|---|---|---|---|---|---|
| easy to understand | | | | | | |
| kind of easy to understand | | | | | | |
| kind of hard to understand | | | | | | |
| hard to understand | | | | | | |
| no opinion | | | | | | |

Comments:

2. Keeping in mind your reason for watching the series, how helpful were the ideas discussed in the programs in satisfying those reasons?

| | Reading | Soc. Studies | Science | Lit. | Grammar | Math |
|---|---|---|---|---|---|---|
| very helpful | | | | | | |
| kind of helpful | | | | | | |
| not very helpful | | | | | | |
| no help at all | | | | | | |

Comments:

3. How helpful were the program examples? (Stanley the gorilla, the mouse-trap factory, the Heart-Lung-Heart Express, the husband and wife team, the baseball game, dept. store complaint desk, etc.)

| | Reading | Soc. Studies | Science | Lit. | Grammar | Math |
|---|---|---|---|---|---|---|
| very helpful | | | | | | |
| somewhat helpful | | | | | | |
| not very helpful | | | | | | |
| no help at all | | | | | | |

Comments:

4. In your opinion, what is necessary to make the program ideas clear?

| | Reading | Soc. Studies | Science | Lit. | Grammar | Math |
|---|---|---|---|---|---|---|
| the programs alone explained it well | | | | | | |
| the programs + previous knowledge | | | | | | |
| the programs + previous knowledge + extra study | | | | | | |
| the programs + previous knowledge + extra study + help from another person | | | | | | |

5. Have you taken the GED tests? yes ☐ no ☐ If not, why not? _____
(please write out)

PLEASE DO NOT ANSV. ER QUESTIONS ON THIS SIDE UNLESS YOU HAVE TAKEN THE GED TESTS. THANK YOU FOR YOUR HELP WITH THIS SURVEY.

Which elements of the GED programs would you consider to be major strengths or weaknesses in helping you prepare to take the GED test? (check all appropriate spaces.)

| Major Weakness | | Major Strength |
|---|---|---|
| ☐ | Level of content (hardness or easiness of information) | ☐ |
| ☐ | Stopping to do exercises during a program | ☐ |
| ☐ | Having additional workbook exercises to do after the programs | ☐ |
| ☐ | Test-taking hints in the workbooks | ☐ |
| ☐ | Orientation and test-taking skills program | ☐ |
| ☐ | Use of television teacher | ☐ |
| ☐ | Use of humorous examples (Stanley the gorilla; spelling game show; Pete Rose and Cincinnati Reds) | ☐ |
| ☐ | Use of actors in real-life situations (husband and wife in math programs, etc.) | ☐ |
| ☐ | Use of film clip examples (films of World War II in Social Studies Programs, etc.) | ☐ |

Comments: _____

_____

In what ways do you believe the KET/GED programs were MOST helpful to you in passing the GED exam? The LEAST helpful?

MOST helpful _____

_____

_____

LEAST helpful _____

_____

_____

Is there some way that Kentucky Educational Television could make the GED series more helpful to you in preparing for the GED tests? (Workbook unit tests; additional programs in certain areas, etc.) _____

_____

KENTUCKY EDUCATIONAL TV
600 Cooper Drive
Lexington, Kentucky 40502

FIRST CLASS
PERMIT NO.
1131
LEXINGTON,
KENTUCKY

GED
KENTUCKY EDUCATIONAL TV
600 COOPER DR.
LEXINGTON, KY. 40502

33

## CARD # 1

| COLUMNS | ITEM | CODE |
|---|---|---|
| 1-3 | Name[1] | 001-999 |
| 4-5 | Treatment Condition | 01-99 |
| | ETV Alone Urban | 01 |
| | ETV Alone Rural | 02 |
| | ETV Learning Center | 03 |
| | ETV Home Instruction Urban | 04 |
| | ETV Home Instruction Rural | 05 |
| | ETV Library | 06 |
| | ETV Traditional Class | 07 |
| | ETV Telephone | 08 |
| | No Treatment Urban | 09 |
| | No Treatment Rural | 10 |
| | Learning Center Only | 11 |
| | Home Instruction Only | 12 |
| | Traditional Class Only | 13 |
| | Library Only | 14 |
| | WIN Only | 15 |
| 6-7 | Site Location | 01-99 |
| 8-9 | Age | 01-99 |
| 10 | Sex | |
| | Male | 1 |
| | Female | 2 |
| 11 | Race | |
| | White | 1 |
| | Black | 2 |
| | Other | 3 |
| 12 | Marital Status | |
| | Single | 1 |
| | Married | 2 |
| 13-14 | Size of Household | 01-10+ |
| 15 | Employment Status | |
| | Employed | 1 |
| | Unemployed | 2 |
| | Housewife | 3 |
| 16 | Family Income | |
| | Less than $4,500 | 1 |
| | $4,500 - $6,500 | 2 |
| | More than $6,500 | 3 |
| 17 | Public Assistance | |
| | Yes | 1 |
| | No | 2 |
| 18 | Recruitment | |
| | Radio | 1 |
| | Television | 2 |
| | Newspaper | 3 |
| | Person | 4 |
| | Flyer | 5 |
| | Other | 6 |
| 19 | Student's Goal | |
| | GED | 1 |
| | Job | 2 |
| | Other | 3 |
| 20-21 | Last Grade Completed | 01-99 |
| 22-25 | Pretest Date - Month and Year | 0000 |
| 26-28 | Reading | 00.0 |
| 29-31 | Math | 00.0 |
| 32-34 | Language | 00.0 |
| 35-37 | Total Battery | 00.0 |
| 80 | Card Number | 1 |

## CARD # 2

Columns, Items and Code are identical to notations on Card # 1, Columns 1-3, 4-5 and 8-9.

| | | |
|---|---|---|
| 8-11 | Posttest Date-Month & Year | 0000 |
| 12 | Test Form | |
| | CAT | 1 |
| | TABE | 2 |
| 13-15 | Reading | 00.0 |
| 16-18 | Math | 00.0 |
| 19-21 | Language | 00.0 |
| 22-24 | Total Battery | 00.0 |
| 25-27 | Gain-Reading | 00.0, -0.0 |
| 28-30 | Gain-Math | 00.0, -0.0 |
| 31-33 | Gain-Language | 00.0, -0.0 |
| 34-36 | Gain-Total Battery | 00.0, -0.0 |
| 37-38 | Lessons Viewed | 00-99 |
| 39-41 | Instructional Hours[2] | 000-999 |
| 42-44 | Independent Study Hours[2] | 000-999 |
| 45 | GED Attempted | Yes 1<br>No 2 |
| 46 | GED Attempted & Passed | 1 |
| | GED Attempted & Failed | 2 |
| 47-48 | GED Testing Center | 01-99 |

| COLUMNS | ITEM | CODE |
|---|---|---|
| 49-51 ..... | GED Score English ..... | 00.0 |
| 52-54 ..... | GED Score Social Studies ..... | 00.0 |
| 55-57 ..... | GED Score Science ..... | 00.0 |
| 58-60 ..... | GED Score Literature ..... | 00.0 |
| 61-63 ..... | GED Score Math ..... | 00.0 |
| 64-66 ..... | GED Average Score ..... | 00.0 |
| 67 ..... | Exit Information ..... | |
| | Continuing in Program[3] ..... | 1 |
| | GED ..... | 2 |
| | Job ..... | 3 |
| | Health ..... | 4 |
| | Lost Interest ..... | 5 |
| | Moved ..... | 6 |
| | Other ..... | 7 |
| 68 ..... | Study Alone ..... | |
| | Yes ..... | 1 |
| | No ..... | 2 |
| 69 ..... | If No, Help Received From ..... | |
| | Other Student ..... | 1 |
| | Member of Family ..... | 2 |
| | Learning Center ..... | 3 |
| | ABE Night Class ..... | 4 |
| | Telephone ..... | 5 |
| | Library ..... | 6 |
| 70 ..... | Reception ..... | |
| | Good ..... | 1 |
| | Other ..... | 2 |
| 80 ..... | Card Number ..... | 2 |

CARD# 3

Columns, Items and Code are identical to notations on Card # 1, Columns 1-3, 4-5 and 8-9

| | | |
|---|---|---|
| 8-9 ..... | Television Lesson Number[4] ..... | 01-34 |
| 10-13 ..... | Broadcast Time[5] ..... | Yes=1 |
| 14 ..... | Viewer Rating[6] ..... | 1-5 |
| 15-16 ..... | Hours of Independent Study ..... | 0.0 |
| 17-18 ..... | Television Lesson Number ..... | 01-34 |
| 19-22 ..... | Broadcast Time ..... | Yes=1 |
| 23 ..... | Viewer Rating ..... | 1-5 |
| 24-25 ..... | Hours of Independent Study ..... | 0.0 |
| 26-27 ..... | Television Lesson Number ..... | 01-34 |
| 28-31 ..... | Broadcast Time ..... | Yes=1 |
| 32 ..... | Viewer Rating ..... | 1-5 |
| 33-34 ..... | Hours of Independent Study ..... | 0.0 |
| 35-36 ..... | Television Lesson Number ..... | 01-34 |
| 37-40 ..... | Broadcast Time ..... | Yes=1 |
| 41 ..... | Viewer Rating ..... | 1-5 |
| 42-43 ..... | Hours of Independent Study ..... | 0.0 |
| 44-45 ..... | Television Lesson Number ..... | 01-34 |
| 46-49 ..... | Broadcast Time ..... | Yes=1 |
| 50 ..... | Viewer Rating ..... | 1-5 |
| 51-52 ..... | Hours of Independent Study ..... | 0.0 |
| 53-54 ..... | Television Lesson Number ..... | 01-34 |
| 55-58 ..... | Broadcast Time ..... | Yes=1 |
| 59 ..... | Viewer Rating ..... | 1-5 |
| 60-61 ..... | Hours of Independent Study ..... | 0.0 |
| 62-63 ..... | Television Lesson Number ..... | 01-34 |
| 64-67 ..... | Broadcast Time ..... | Yes=1 |
| 68 ..... | Viewer Rating ..... | 1-5 |
| 69-70 ..... | Hours of Independent Study ..... | 0.0 |
| 71-72 ..... | Television Lesson Number ..... | 01-34 |
| 73-76 ..... | Broadcast Time ..... | Yes=1 |
| 77 ..... | Viewer Rating ..... | 1-5 |
| 78-79 ..... | Hours of Independent Study ..... | 0.0 |
| 80 ..... | Card Number ..... | 3 |

## OBJECTIVE QUESTIONS TO SPSS—STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES

1. To determine the difference in characteristics of each group, analyze by treatment condition (4-5), site location (6-7), and total population the following demographic characteristics:
   - Age—report in median
   - Employment—report in percentage
   - Sex—report in percentage
   - Family Income—report in percentage
   - Recruitment—report in percentage
   - Student's Goal—report in percentage
   - Last Grade Completed—report in median

2. To determine the entry skill level of each group, analyze by treatment condition (4-5), site location (6-7), and total population the pretest scores based on TABE.
   - Reading Grade Level—median
   - Math Grade Level—median
   - Language Grade Level—median
   - Total Battery Grade Level—median

3. To determine poverty level, analyze/correlate the percentage of size of household with family income to determine the size of household in each family income category by treatment condition, site location, and total population.

4. To determine the retention of each treatment condition, site location, and the total population, analyze exit information and report each category in percentages. Dropout is defined as all those who leave for reasons other than GED or continuing in program.

5. To analyze the last grade completed for each treatment condition, site location, and total population.

6. To determine what programs were viewed most, determine how many times each person watched each program, determine the rating of each program. Do this according to treatment condition, site location, and total population. (Do also for groups using materials/skills packet.)

7. To determine, for persons using skills packet, which programs were self-contained and sufficient by themselves for GED preparation, and which programs require additional suppurt and materials.

8. To determine how many persons passed the GED in each treatment condition, site location, and total population according to specific pretest (entry) grade levels (7-13) for reading, math, language, and total battery.

9. To determine the median gain of each treatment condition, site location, and total population according to reading, math, language, and total battery. Gains computed with CAT posttest should be noted and reported separately.

10. To determine the gain of persons at entry grade level of 7-14 in reading, math, language, and total battery according to treatment condition, site location, and total population.

11. To determine the relationship of last grade completed and pretest scores in reading, math language, and total battery for treatment condition, site location, and total population by age at intervals of five years.

12. To determine which treatment condition, site location, produced the greatest total battery gain.

13. To determine the correlation between programs watched and gains in reading, math, language, and total battery for treatment condition, site location, and total population.

14. To determine which recruiting method was used most according to treatment condition, site location, and total population.

15. To determine the number of programs viewed the the following categories, reading (programs 1 through 13), language (programs 14 through 23), and math (programs 24 through 34), and correlate them with the gains of reading, math, language, and total battery for each treatment condition, site location, and total population.

16. To determine the average rating per program for the total population.

17. To determine the median number of instruction hours according to treatment condition, site location, and total population.

18. To determine the median number of independent study hours according to treatment condition, site location, and total population.

19. To determine the average number of times each program was viewed according to treatment condition, site location, and total population.

20. To determine the relationship between pretest scores of reading, math. language, and total battery with the following GED scores: English, reading (social studies, science, and literature), math, and total average score. Correlation done reading with reading, math with math, etc.

21. To determine the relationship between posttest scores of reading, math, language and total battery with the following GED scores: English, reading (social studies, science, and literature), math and total average score. Correlation done reading with reading, math with math, etc.

22. To determine the relationship between CAT posttest scores with GED using the same categories in doing correlations.

23. To determine the correlation between TABE gain scores and CAT gain scores.

24. To determine the difference in gain scores of persons who used ETV alone, and received no help and those who used ETV alone and received help.

25. To determine the percentage of those who had good television reception according to treatment condition, site location, and total population.

26. To determine the number of times each program rated exellent, good, fair, or bad according to treatment condition, site location, and total population.

27. To determine the most popular viewing time according to treatment condition, site location, and total battery.

28. To determine pretest scores, TABE ONLY, by treatment condition and by ETV help and ETV no help on all scores, reading, language, math, and total battery (1) by treatment condition, mean, median, and ANOVA between treatment conditions: and (2) by ETV help and ETV no help, mean, median, and ANOVA between ETV help and no help.

29. To determine posttest scores, TABE ONLY, by treatment condition and by ETV help and ETV no help on all scores, reading, language, math, and total battery: (1) by treatment condition, mean, median, and ANOVA between treatment conditions; and (2) by ETV help and ETV no help, mean, median, and ANOVA between ETV help and ETV no help.

30. To determine gain scores, TABE ONLY, by treatment condition and by ETV help and ETV no help on all scores, reading, language, math, and total battery: (1) By treatment condition, mean, median, and ANOVA between treatment conditions; and (2) by ETV help and ETV no help, mean, median, and ANOVA between ETV help and ETV no help.

31. To determine GED scores by pass/fail for treatment condition and for ETV help and ETV no help.

32. To determine GED scores by treatment condition, mean, median and ANOVA between treatment conditions. Use all GED scores, all tests.

Appalachian Adult Education Center

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The work presented in this document was performed pursuant to a grant from the Department of Health, Education, and Welfare, Office of Education, Bureau of Adult, Vocational and Technical Education [OEG-0-73-5212]. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, but are the sole responsibility of the Appalachian Adult Education Center.