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ABSTRACT

In the 1985-86 academic year, progress was made in increasing the availability of adult basic education (ABE) programs throughout Pennsylvania and in reducing both the overall rate of premature program separation and the rate of enrollees who dropped out of the program before meeting their personal objective. Demographic characteristics of the 25,531 students who were enrolled in ABE during the year under examination were similar to those of students in previous years. The student population continued to be young, single, and nearly evenly divided with respect to sex. The most frequent reason for program participation cited was to obtain a diploma, and friends and relatives were students' most frequent source of information about ABE program offerings. Although there was a 1.0 percent decrease from 1984-85, the student-to-staff ratio remained 12 to 1 in 1985-86. In paid positions, female staff barely outnumbered male staff; however, females comprised over three-fourths of ABE volunteers. Significant efforts to cooperate with other agencies, increase student enrollments, and offer programming to meet the needs of various special target groups were also evident for the year under study. (Appendixes include the survey instruments used to gather data, the statistical section of the 1985-86 Federal Adult Education Annual Performance and Evaluation Report, a 1985-86 county-by-county summary of ABE programs in Pennsylvania, and a report on 1985-86 Section 310-funded projects. Twenty-one tables and seven figures are also included.) (MN)

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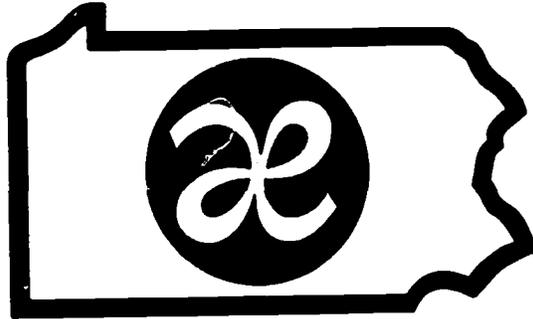
EVALUATION REPORT:
FISCAL YEAR 1985-86 ADULT BASIC EDUCATION PROGRAMS
IN THE COMMONWEALTH OF PENNSYLVANIA

Division of Advisory Services
Bureau of Basic Education Support Services
Pennsylvania Department of Education

November 1986

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November 1986

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ABSTRACT

From 1984-85 to 1985-86, progress was made in increasing the availability of programs throughout the state and in decreasing both the overall rate of premature separations and the rate of enrollees who dropped out of the program before completing 12 hours or meeting their personal objective.

Demographic characteristics this year were similar to past years for the 25,531 students who received 12 or more program contact hours or met their personal objectives in less than 12 hours. The student population continued to be young, single, and nearly equally divided between males and females, with females slightly outnumbering their male counterparts. Although most of the participants were white, minority group members were represented in larger proportions in the student group than in the target population.

Students most often (44.6 percent of reported cases) indicated that obtaining a diploma was the reason they were participating. A student found out about the ABE program more often (31.0 percent) from a friend or relative than from any other source. Human service agencies referred 9.8 percent of the students, while 13.6 percent of the students learned of the program through television, newspapers, or pamphlets. Recruitment relies increasingly on word of mouth and the news/entertainment media and decreasingly on referrals from human service agencies.

Information received from 2,176 staff members in 1985-86 reflected a decrease in staff of 1.0 percent from 1984-85. The ratio of students to staff remained 12 to 1 in 1985-86. For the fourth consecutive year, female staff members outnumbered male staff. Although females represent more than three fourths of the volunteers, females barely outnumber males in paid positions.

The cooperation with other agencies, efforts to increase enrollments and retention, special efforts to serve special target groups, infusion of adult competency curricula into the programs and diversity of special projects suggest that the administrators of the Pennsylvania Adult Basic Education programs are committed to, and are making progress toward, achieving the goals of the Adult Education State Plan. The problems these administrators encountered, most notably insufficient funding, often hampered their ability to provide all the services that were needed, but many administrators indicated that they were seeking innovative ways to overcome these problems. Meeting these challenges has been the program's greatest success.

INTRODUCTION

This annual report summarizes and describes the efforts of the Commonwealth of Pennsylvania in adult education for the period of July 1, 1985 through June 30, 1986. The report is based upon information provided for every program funded under the Adult Education Act of 1966, as amended October 19, 1984 (P.L. 98-511). Funds were provided under Section 306 for Adult Basic Education, including English as a Second Language, and Adult Secondary Education programs. Unless otherwise noted, all will be referred to as Adult Basic Education (ABE) programs. When General Educational Development (GED) programs are indicated, they include external high school diploma programs. Various parts of this report will refer to projects funded under Section 310 of the Act; these projects are funded for special experimental demonstration projects and staff development projects. Some Section 310 projects included direct services to students. This report's statistics and analytical statements about students and/or staff include these students and their projects' staff members unless otherwise noted.

The annual evaluation report is a major product of the management information system for the Division of Adult Basic Education. This system is designed to measure the extent to which the goals and objectives of the Adult Education State Plan, 1986-1988, have been accomplished. The report disseminates information about the statewide ABE program to local ABE staff for their use in program planning. Other formal dissemination mechanisms include Individual Program Summary Reports (analyses of each program's student and staff characteristics) and regional and statewide staff development workshops conducted by the Division of Adult Basic Education.

As in previous years, this report for fiscal year 1985-86 provides a statistical and descriptive profile of ABE programs, staff, and students, and a summary of the narrative descriptions submitted by administrators. Information concerning students (both demographic and impact), staff, and program operation was received from the 218 Section 306 programs that operated during this reporting period; one of the two cancelled programs also submitted useful programmatic data; additionally, student and staff data are included from the 14 Section 310 projects providing direct services to students, although one of these projects neglected to submit student data. The report also contains four appendices: Appendix A contains the data collection instruments; Appendix B contains the statistical section of the federal report; Appendix C lists ABE program information by county; Appendix D provides a list of the projects funded in 1985-86 under Section 310 of the Adult Education Act and abstracts describing their efforts and achievements.

For purposes of this report, the term "community-based" is used to denote all noninstitutional programs.

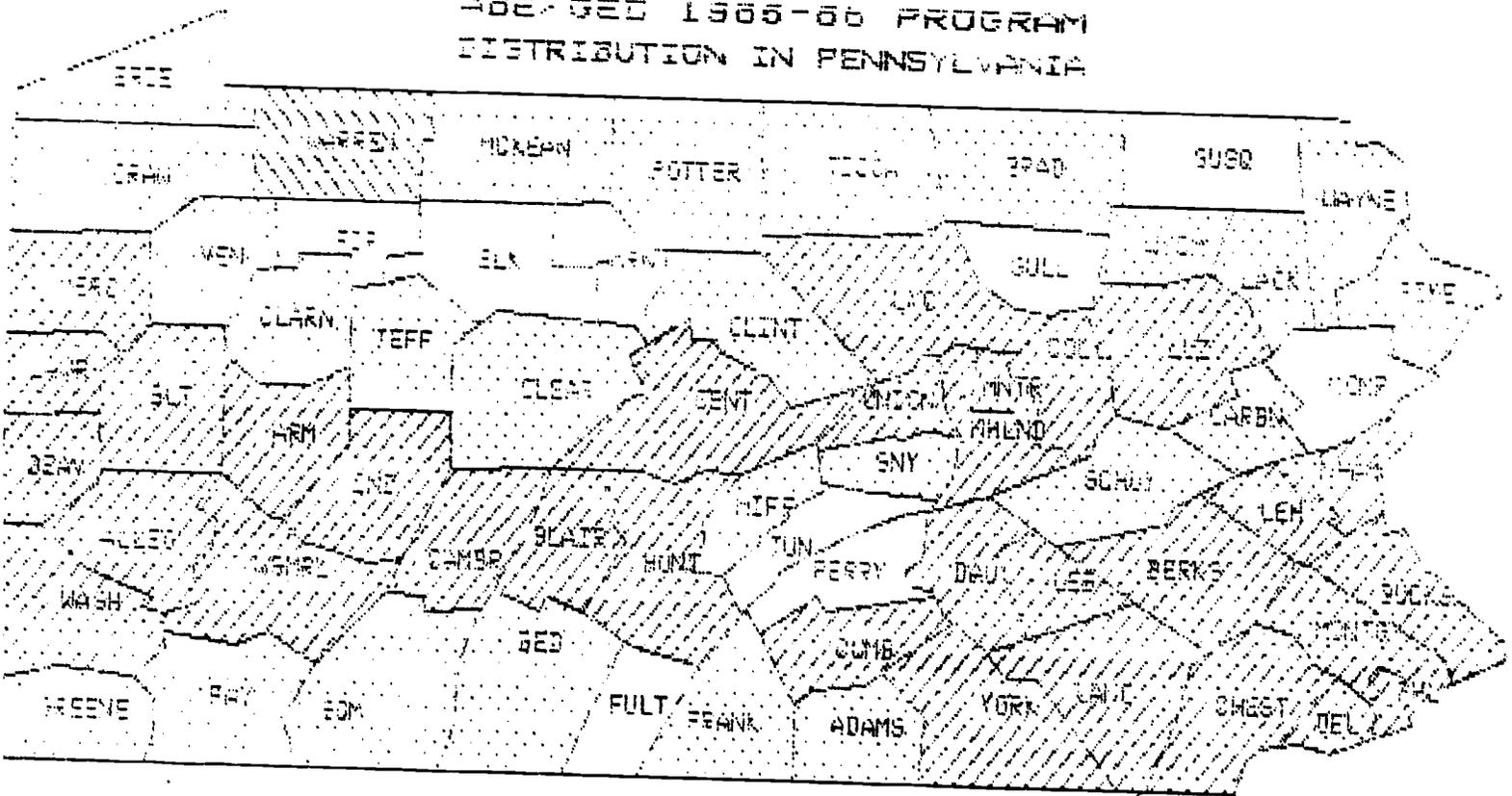
PROGRAM CHARACTERISTICS

During this reporting period, Adult Basic Education programs in the state continued to make progress in providing educational opportunities for undereducated adults in 1985-86. Community-based programs or services, such as those sponsored by local school districts (LEAs), intermediate units (IUs), colleges/universities and public/private agencies, were provided in 57 of Pennsylvania's 67 counties (85.1 percent), including the previously unserved Pike County. Thirty-two of these counties also had institutional ABE/GED programs, such as those at correctional institutions and state hospitals, where the students are residents at the institutions. Warren County had only an institutional program, bringing the total number of counties served in 1985-86 to 58, or 86.6 percent. The community based program which served Fulton County through 1984-85 withdrew from that county in 1985-86. The location of these counties is shown on Figure 1, and Table 1 shows the distribution of the programs serving each county. Other programs added in 1985-86 served previously unserved areas of Luzerne, McKean, and Mifflin counties. Additionally, a new literacy (0-4 level) program was added in Mifflin County, and a new ESL program and an additional GED program began in Philadelphia.

Figure 1 also shows the location of the nine counties that did not have ABE/GED services in 1985-86. Six of these counties are in the sparsely populated northern tier of Pennsylvania. Therefore, although further progress could be made in reaching every county, the vast majority of eligible adults have access to adult basic education. Furthermore, the ABE program is publicized through the Pennsylvania Adult Education Mid-Winter Conference, letters to the Chief Executive Officer of local school districts, colleges, universities and IUs, letters to previously funded ABE program directors, the Pennsylvania Federal Coordinators' Conference and the Pennsylvania Bulletin. Thus, it can be assumed that the Pennsylvania school districts and intermediate units in the unserved areas were aware of the availability of ABE funds but did not choose to apply for funding. Lastly, students from all 67 Pennsylvania counties participated in the 1985-86 ABE program, indicating that many students participate in programs outside the counties in which they reside.

One hundred twenty-five different agencies sponsored Section 306 ABE programs in Pennsylvania in 1985-86. This number represents an increase of seven ABE sponsors from the previous year. Table 2 shows that school districts continued to sponsor over half of the programs. Nonprofit agencies represented approximately one fifth of the sponsors, intermediate units about one sixth. Sponsorship by colleges and universities remained unchanged. For the first time, a private for-profit agency sponsored one of the 1985-86 programs; agencies for profit had previously been excluded from sponsorship. In addition, the Pennsylvania Department of Education sponsored 14 programs in state correctional institutions through its Division of Corrections Education.

FIGURE 1
 ABE/GED 1965-66 PROGRAM
 DISTRIBUTION IN PENNSYLVANIA



-  COUNTIES WITH COMMUNITY ABE/GED PROGRAMS
-  COUNTIES WITH INSTITUTIONAL ABE/GED PROGRAMS
-  COUNTIES WITH BOTH TYPES OF ABE/GED PROGRAMS
-  COUNTIES WITH NO ABE/GED PROGRAMS

Table 1
Distribution of Section 306 Programs Serving Pennsylvania Counties

County	Number of Institutional Programs Providing Classes	Number of Community-Based Programs Providing Classes	County	Number of Institutional Programs Providing Classes	Number of Community-Based Programs Providing Classes
Adams	-	1	Lackawanna	-	3
Allegheny	2	12	Lancaster	1	4
Armstrong	1	5	Lawrence	1	3
Berks	1	1	Lebanon	1	2
Bedford	-	2	Lehigh	2	2
Berks	2	3	Luzerne	1	4
Blair	1	2	Lycoming	2	2
Bradford	-	4	McKean	-	6
Bucks	1	10	Mercer	3	6
Bußer	1	1	Mifflin	-	3
Calderia	2	4	Monroe	-	-
Cameron	-	-	Montgomery	3	11
Carbon	-	1	Montour	1	2
Centre	2	3	Northampton	1	6
Chester	2	5	Northumberland	1	2
Clarion	-	2	Perry	-	-
Clearfield	-	2	Philadelphia	1	12
Clinton	-	2	Pike	-	1
Columbia	1	2	Potter	-	1
Crawford	-	4	Schuylkill	-	2
Cumberland	3	4	Snyder	-	1
Dauphin	4	7	Somerset	-	2
Delaware	4	12	Sullivan	-	-
Elk	-	-	Susquehanna	-	-
Erie	-	8	Tioga	-	1
Fayette	-	3	Union	1	1
Forest	-	-	Venango	-	1
Franklin	-	3	Warren	1	-
Fulton	-	-	Washington	1	5
Greene	-	1	Wayne	-	1
Huntingdon	2	2	Westmoreland	2	3
Indiana	1	2	Wyoming	-	2
Jefferson	-	1	York	1	4
Juniata	-	-			

Table 2
Distribution of Section 306 Program Sponsors

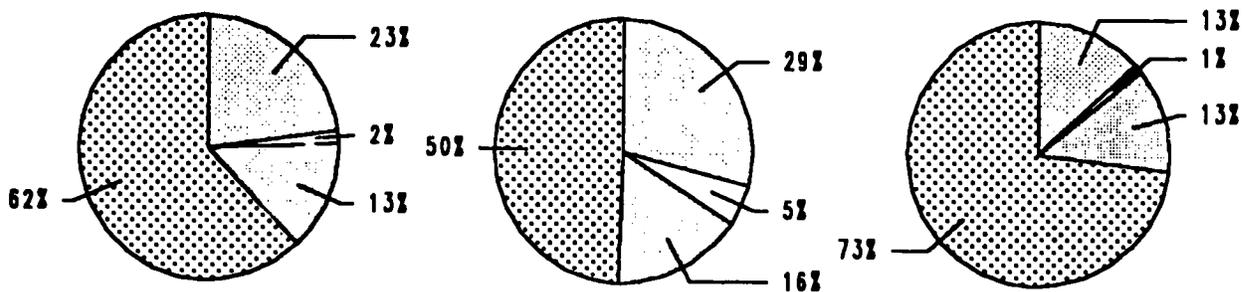
Type of Sponsor	1985-86	1984-85	1983-84	1982-83	1981-82	1980-81
School Districts*	67	69	75	74	73	74
Intermediate Units	21	20	20	22	22	23
Public/Private Nonprofit Agencies	27	21	23	24	20	25
Colleges/Universities	7**	7	6	5	4	
Pennsylvania Department of Education	1	1	1	1	1	1
Private Agency for Profit	1	-	-	-	-	-
TOTAL	125	118	126	127	121	127

* Including Area Vocational-Technical Schools, of which there were 10 in 1983-84, 9 in 1984-85, and 8 in 1985-86.

** The program of one additional college was cancelled.

In 1985-86, the 125 sponsors were funded for a total of 220 Section 306 programs, or 10 programs more than in 1984-85. The greatest proportion of these programs (49.5 percent) were community-based ABE/ESL programs (Figure 2), followed by community-based GED programs (29.1 percent).

Figure 2
ABE/GED 1985-86 Section 306 Programs Funded



25,031 Students

220 Programs

\$4,049,489



Although for several years progress occurred in increasing the distribution of opportunities to participate in adult education programs throughout the state, rising costs resulted in annual reduction of the number of students served until 1985-86 slightly increased the number of students. Table 3 shows that 124 more students (defined by the U.S. Department of Education as enrollees who completed 12 or more program contact hours or met their personal objectives in less time) were served in 1985-86 than in 1984-85. In contrast, Table 5 indicates that the number of classes reported decreased by 27 (2.6 percent) in 1985-86. Although most of this reduction results from actual decrease in the number of classes, part of the reduction also results from tightening of the definition of "class" as "at least 15 students" for some ABE programs basically serving students through individual tutors.

The number of enrollees who dropped out of the program before completing 12 hours or meeting their personal objective in less time decreased from 14.5 percent in 1983-84 to 13.5 percent in 1984-85 and to 13.3 percent in 1985-86. Those students who completed at least 12 hours or met their personal objective in less time in 1985-86 received 1,624,957 hours of service, a decrease of 10.5 percent over the previous year's total hours of service. This decrease runs counter to the 0.6 percent increase in the number of students but conforms with the decrease in the number of classes.

Table 3
Participation in Adult Basic Education Programs

	1985-86	1984-85	1983-84	1982-83
Number of Students enrolled	29,409	29,320	32,745	35,042
Change from previous years	+89	-3,425	-2,297	-1,566
Number of students who completed at least 12 contact hours or met their personal objective in less time	25,531	25,373	27,992	30,284
Change from previous year	+158	-2,619	-2,292	-2,970

Class Sites

ABE sponsors conduct classes in many different locations. Table 4 shows the enrollment for each type of class site for the past four years. As in most recent years, secondary schools served the largest proportion of students (26.5 percent). Learning centers accommodated almost as many students (24.0 percent). Community centers (including outreach sites such as libraries, churches, and YM/YWCAs) and correctional institutions (county, state, and federal) ranked third and fourth, respectively, in numbers of students for the past five years. Percentages of students attending classes at schools (secondary, vocational-technical, and elementary) increased significantly, while a significant decrease occurred at community centers.

Table 4
Enrollment by Class Site

	1985-86		1984-85		1983-84		1982-83	
	Number of Students	%	Number of Students	%	Number of Students	%	Number of Students	%
Junior/Senior High	6,751	26.4	6,226	24.5	7,231	25.8	8,012	26.5
Learning Center	6,133	24.0	6,271	24.7	7,076	25.3	7,210	23.8
Community Center	4,106	16.1	4,630	18.2	4,716	16.8	5,540	18.3
County Prison	1,822	7.1	2,014	7.9	2,141	7.6	1,579	5.2
Vo-Tech School	1,208	4.7	815	3.2	838	3.0	723	2.4
Elementary School	1,127	4.4	846	3.3	584	2.1	1,038	3.4
Institution for Handicapped	1,057	4.1	1,180	4.7	1,078	3.9	1,491	4.9
Federal/State Correctional Institution	669	2.6	634	2.5	1,194	4.3	1,299	4.3
Hospital	579	2.3	670	2.6	841	3.0	589	1.9
Four-Year College	453	1.8	387	1.5	94	0.3	0	0.0
Community College	435	1.7	341	1.3	391	1.4	547	1.8
Business/Work Site	92	0.4	111	0.4	142	0.5	186	0.6
Other*	1,094	4.3	1,247	4.9	1,616	5.8	1,595	5.3
No Response	5	0.0	1	0.0	50	0.2	475	1.6
TOTAL	25,531	100.0**	25,373	100.0**	27,992	100.0	30,284	100.0

* "Other" includes students tutored at homes (188 in 1984-85, 256 in 1985-86).

** Rounding causes percentages to appear to total incorrectly.

As previously mentioned, program administrators reported 27 less classes in 1985-86. This decrease combined with the increase in the number of programs to lower the average number of classes per program from 5.0 in 1984-85 to 4.7 in 1985-86. The distribution of classes shifted toward more daytime classes (42.3 percent in 1985-86, 42.0 percent in 1984-85), more noninstitutional classes (86.4 percent in 1985-86, 86.1 percent in 1984-85), and more GED classes (23.6 percent in 1985-86, 23.5 percent in 1984-85). Table 5, shows that evening classes predominate more heavily in GED programs than at lower levels. The average class accommodated 25 students. This class size is larger than the 24-student average for 1984-85 and equal to the 25-student average for 1982-83. The increasing proportion of volunteers combines with continuing fiscal restraint and declines in the number of full-time staff and in the number of paid staff to produce major changes in some programs' class structure. Also, the policy of open entry and open exit produces a daily class size smaller than the total enrollment.

Table 5
Distribution of Classes

Level of Instruction	<u>Institutional</u>		<u>Noninstitutional</u>		Total
	Day	Night	Day	Night	
ABE	54	65	313	350	782
GED	6	14	60	162	242
TOTAL	60	79	373	512	1,024

Enrollment by Entry Level

Students in basic education classes are enrolled at one of three levels: English as a Second Language (ESL), grades 0 to 4, and grades 5 to 8. Adult secondary programs include grades 9 to 12. Table 6 shows the distribution of enrollment by these entry levels for six years. The figures show that the proportion of students enrolled in secondary education programs is at its highest point during this six-year period. In fact, it is at the highest point since 1974-75, when it was 28.9 percent. The proportion of students enrolled at the 0-4 and ESL levels declined from 1984-85 to 1985-86. The figures also show a trend of declining enrollment at the 0-4 level.

Table 6
Enrollment by Entry Level

Entry Level	Enrollment						
	1985-86		1984-85	1983-84	1982-83	1981-82	1980-81
	Number	Percent	Percent	Percent	Percent	Percent	Percent
ESL	3,201	12.5	12.7	11.0	12.3	13.2	13.4
0-4	4,310	16.9	18.7	19.7	17.7	20.4	20.6
5-8	11,828	46.3	45.1	46.2	47.0	44.7	46.3
9-12	6,187	24.2	23.4	23.1	23.0	19.5	19.7
Not Reported	5	0.0	0.0	0.0	0.0	2.2	0.0
TOTALS	25,531	100.0*	100.0*	100.0	100.0	100.0	100.0

* Rounding causes percentages to appear to sum incorrectly.

Status of Enrollees at End of Program

Table 7 shows improvement in the overall 1985-86 retention/completion rate over that in 1984-85. This rate increased for all levels except ESL. The overall rate reached its highest point of this decade. For the second consecutive year, the highest retention/completion rate occurred for the 0-4 level, although the secondary level had for several years previously had the highest retention/completion rates. Completion rates rose for all levels, including ESL. The rise in the percentage of students who completed their entry level reversed a long-term decline, as the completion rate returned to its highest point since 1980-81.

Table 7
Retention/Completion Rates

Entry Level	Percent Stayed at Entry Level			Percent Passed Entry Level			Total Percent* Retained or Passed		
	85-86	84-85	83-84	85-86	84-85	83-84	85-86	84-85	83-84
ESL	38.0	40.5	45.3	25.2	24.7	20.8	63.3	65.2	66.1
0-4	50.7	50.9	47.5	23.8	22.6	24.6	74.5	73.5	72.1
5-8	30.4	34.1	30.6	38.7	34.5	35.4	69.1	68.6	66.0
9-12	18.4	18.5	21.3	52.7	50.6	50.9	71.1	69.1	72.2
TOTALS	31.9	34.4	33.4	37.9	34.8	35.2	69.8	69.2	68.6

* Rounding causes some percentages to appear to total incorrectly.

Nearly 32 percent of all the students in the ABE programs remained at entry level. This does not necessarily indicate a lack of progress since these students may have progressed within their levels or enrolled in a program near its end. Figure 4, which appears in the Student Characteristics section of this report, addresses this issue of progress. Proportionally more primary students (entry level 0-4) remained at entry level. In contrast, secondary students (entry level 9-12) were most likely to complete their entry level. This trend has been observed for the last several years.

Figure 3
Student Termination Status by Entry Level

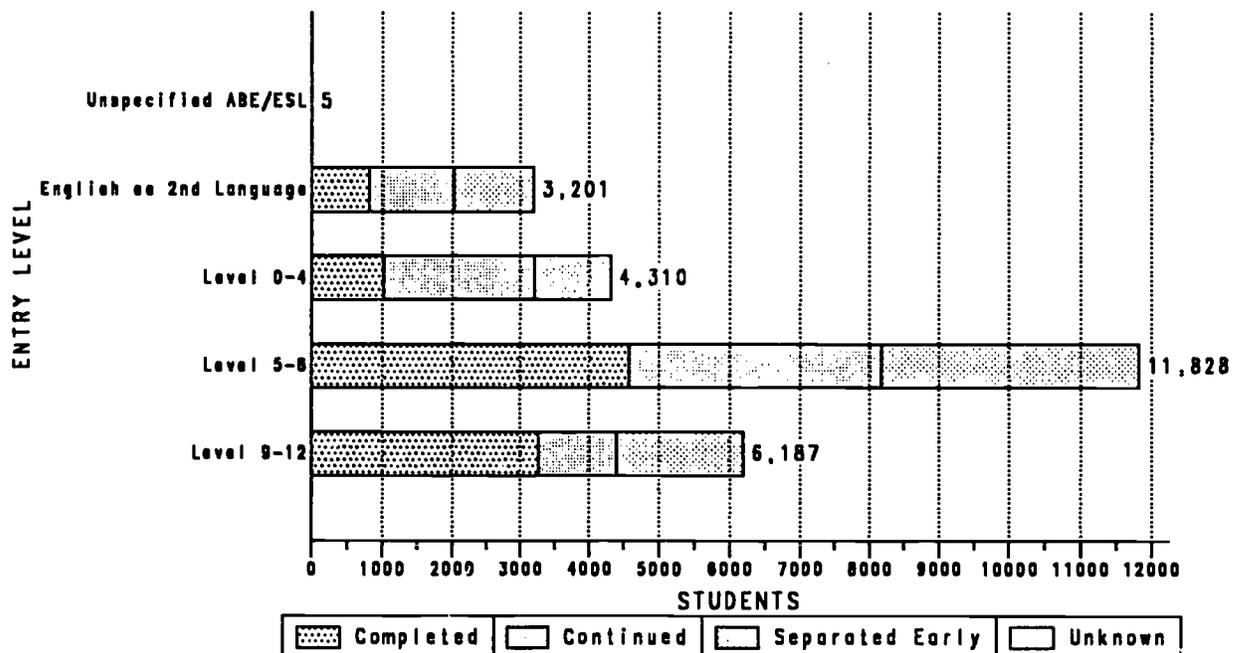


Figure 3 portrays the relative numbers of students represented for 1985-86 in Table 7. Five ABE/ESL students were reported to have completed their entry level, although their entry level was unspecified.

Table 8 shows the distribution of students who completed at least 12 program hours or met their personal objective in less time but left the program without completing the course level requirements (early separations). The figures for 1985-86 show improvement overall and at all levels except ESL. Notice should be taken that many of the students left their programs prematurely for positive reasons such as meeting their personal objective, becoming employed, or accepting a better job. These reasons will be discussed in the Student Characteristics section of this report.

Table 8
Early Separations*

Level	1985-86 Percent	1984-85 Percent	1983-84 Percent	1982-83 Percent	1981-82 Percent	1980-81 Percent
ESL	36.7	34.8	34.0	35.3	28.6	35.6
0-4	25.5	26.5	27.9	37.6	37.1	36.1
5-8	30.9	31.4	34.1	32.7	30.2	37.3
9-12	28.9	30.9	27.8	27.9	26.8	31.6
ALL LEVELS	30.2	30.8	31.4	32.8	30.6	35.6

*Separated after 12 or more program contact hours or after meeting personal objective in less than 12 hours.

Contact Hours

Table 9 shows the average number of instructional, other contact, and total contact hours students in the adult education programs received in 1985-86 and whether the figures given are greater or less than in the preceding year. It should also be noted that the averages for ABE/ESL students are greater than those for GED students since ABE/ESL programs generally operate for 200 hours, whereas GED programs usually operate for 100 hours. A decrease occurred in average hours of service to most groups of students in 1985-86; the average total contact hours for ABE/ESL students fell from 78.2 to 69.0 while the average for GED students declined from 49.8 to 46.8. The actual instructional hours, though, are less than the program length since the programs are open entry/open exit and GED students customarily withdraw from the program when they pass the GED test.

Table 9 shows that ABE/ESL students received an average of 65.7 hours of instruction, a decrease of 9.1 hours from the 1984-85 average but still slightly higher than the average of 65.3 hours in 1981-82. The averages ranged from a low of 25.3 hours of instruction at business/work sites to a high of 134.2 hours at institutions for the handicapped. GED students received an average of 44.1 hours of instruction, which is 2.7 hours less than the average in 1984-85.

Table 9
Average Instructional, Other Contact, and Total Program
Contact Hours and Change from 1984-85*

Class Sites	Level of Instruction	Average Instructional Hours	Average Other Contact Hours	Average Total Program Contact Hours**
Elementary School	ABE	53.0 -	3.5 +	56.5 -
	GED	39.0 -	3.9 +	42.9 -
Junior/Senior High	ABE	63.6 -	3.0 +	66.6 -
	GED	45.9 -	2.8 +	48.6 -
Learning Center	ABE	73.7 -	3.5 -	77.2 -
	GED	44.4 -	2.5 -	46.9 -
State or Federal Correctional Institution	ABE	71.2 -	2.1 +	73.3 -
	GED	55.1 +	1.9 +	57.0 +
County Prison	ABE	41.9 -	1.4 -	43.3 -
	GED	47.3 +	1.3 -	48.7 +
Hospital	ABE	70.8 +	2.6 +	73.4 +
	GED	29.2 -	1.9 -	31.2 -
Institution for Handicapped	ABE	134.2 -	2.8 +	137.0 -
	GED	26.6 -	5.7 +	32.3 -
Vo-Tech School	ABE	39.3 -	5.6 +	44.9 -
	GED	39.4 -	2.2 -	41.6 -
Business/Work Site	ABE	25.3 -	2.7 +	27.9 -
	GED	70.6 -	3.8 -	74.5 -
Community Center	ABE	54.9 -	4.2 +	59.1 -
	GED	33.8 -	2.8 -	36.6 -
Student's Home	ABE	26.2 -	2.4 +	28.6 -
	GED	30.0	0.0	30.0
Tutor's Home*	ABE	43.6	2.2	45.8
	GED	--	--	--
Community College	ABE	47.0 -	3.9 -	50.8 -
	GED	39.0 -	3.9 -	42.9 -
4-Year College	ABE	75.4 +	6.1 +	81.5 +
	GED	--	--	--
Other	ABE	96.2 -	2.8 +	99.0 -
	GED	57.8 -	3.1 -	60.9 -
TOTAL	ABE	65.7 -	3.4 o	69.0 -
	GED	44.1 -	2.7 -	48.6 -
Students Who Separated Prematurely	ABE	39.7 -	2.8 +	42.5 -
	GED	26.6 -	2.4 +	29.0 -
Students Who Remained at Entry Level	ABE	78.2 -	3.1 -	81.3 -
	GED	51.3 +	2.3 -	53.6 +
Students Who Passed One or More Levels	ABE	76.1 -	4.1 -	80.2 -
	GED	51.2 -	3.0 -	54.2 -
Students Who Met Their Objectives in Less Than 12 Program Contact Hours	ABE	5.2 -	1.8 +	7.0 +
	GED	4.4 -	1.6 +	6.0 -

*A "+" beside a number indicates that more time was completed in 1985-86 than in 1984-85; an "o" indicates no change from 1984-85; a "-" indicates that more time was received in 1984-85 than in 1985-86. A new class site category, "Tutor's Home," was added in 1985-86.

**Rounding causes some lines to appear to have errors in totalling.

Nearly 87 percent of all ABE/GED students received services in addition to instruction in the adult education programs. These services included counseling, testing, and other services; they averaged 3.4 hours for ABE/ESL students and 2.7 hours for GED students.

Program Cost

Funding for the adult education programs in Pennsylvania under the Adult Education Act was \$5,003,792 for the reporting period. These funds provide for the operation of the programs funded under Sections 306 and 310 of the Act and the administration of the program. In 1985-86, \$4,049,489 (which includes carry-over monies) were allocated to local agencies/institutions for the operation of the Section 306 programs described in this report. These funds are primarily used for instructional salaries, textbooks, other teaching materials and in-service training. In addition, grantees are required to contribute a minimum of 10 percent of the grant award to the program, which usually included the facilities, maintenance costs, electricity, heat and other services. During the current reporting period, 1,624,957 hours of service (both instructional and other contact hours) were provided to federally reportable students enrolled in ABE programs in Pennsylvania. With the required minimum of 10 percent local match bringing total allocations to at least \$4,499,432, the "accountable" cost per contact hour is estimated to be \$2.77. This computation excludes 19,485 contact hours for 3,060 students who left before accruing 12 contact hours or achieving their personal objectives. The computation also omits consideration of whether any of the allocated monies remained unspent.

Summary

Progress was made in increasing the availability of programs throughout the state. Progress was also made in decreasing the overall rate of premature separations among students who received at least 12 hours of service. The proportion of enrollees who dropped out of the program before completing 12 hours or meeting their personal objective also decreased. Better retention and completion rates increased the program's productivity in terms of service to individual students, although students averaged less hours of service.

Due to rising costs there were fewer classes and fewer service hours. The increasing rate of early separation at the ESL level suggests that special efforts should be considered by local program administrators to analyze the reasons for early separations and noncompletions to determine if this target group can be better served. Also, causes for the declining proportion of 0-4 level students need study to determine whether this continuing decline reflects some shift in the pool of potential students, the effects of current recruitment practices, or fiscal constraints reflecting the generally higher instructional cost of serving students at this level.

STUDENT CHARACTERISTICS

ABE programs provided instruction to 25,531 students during the 1985-86 program year. Students enrolled in the beginning level of instruction (grades 0-4) comprised 16.9 percent of this group; intermediate level (5-8) students, 46.3 percent; advanced level (9-12) students, 24.2 percent; and ESL (English as a Second Language) students, 12.5 percent. Demographic, recruitment, participation, completion, continuation, separation, and impact data presented in this section reflect students who have completed 12 or more program contact hours and students who have met their personal objective in less than 12 hours. Enrollees who separated from their program before completing 12 program contact hours and before they met their personal objective are discussed separately at the end of this section. A copy of the Student Intake/Data Form by which the information was obtained appears in Appendix A.

Demographic Data

The ABE student population continued to be predominantly young, single, and nearly equally divided between males and females. Over half of the ABE students were single (51.8 percent), 32.6 percent were married, 12.3 percent were separated or divorced, and 3.3 percent were widowed. Single parents comprised 19.3 percent of the total student population, an increase over the previous year's 18.9 percent; 30.9 percent of these students were males. Of the single parents, most (53.3 percent) were unmarried, 43.4 percent were separated or divorced, and 3.3 percent were widowed.

The preponderance of females among currently unmarried students with children under age 18 declined to 69.1 percent in 1985-86. In 1984-85 females constituted 70.9 percent of the students who had dependent children but no current spouse. Among those with dependent children, women still outnumber men in all categories: divorced or separated (71.3 percent female), widowed (91.5 percent female), unmarried (66.0 percent female).

Only 29.5 percent of the ABE students were employed at the time of enrollment, an increase of 1.3 percent from 1984-85. In comparison, 45.5 percent of the students were unemployed and available to work; 25.0 percent were unemployed and unavailable to work. That slightly more than a quarter (25.6 percent) of the students enrolled were on public assistance involved an increase of 0.7 percent from the previous year.

Programs reported that approximately three quarters of their students lived in urban areas (38.3 percent in urban labor surplus areas, 38.2 percent in other urban areas) and 19.3 percent in rural areas.

Table 10
Distribution of Students by Age and Sex

Age	Male		Female		Sex Not Indicated		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
24 and Younger	5,618	22.0	4,680	18.3	--	--	10,298	40.3
25-34	3,672	14.4	3,901	15.3	--	--	7,573	29.7
35-44	1,699	6.7	2,524	9.9	--	--	4,223	16.5*
45-54	814	3.2	1,124	4.4	--	--	1,938	7.6
55-64	288	1.1	449	1.8	--	--	737	2.9
65 and Older	218	0.9	537	2.1	--	--	757	3.0
Age not Indicated	--	--	--	--	5	0.0	5	0.0
TOTAL	12,309	48.2*	13,217	51.8	5	0.0	25,531	100.0

*Rounding causes some percentages to appear to total incorrectly.

Table 10 displays the distribution of 1985-86 students by age and sex. The largest age group continued to be 24 and younger, and 70.0 percent of all students were younger than 35 years of age. The proportions of students under 25 and those over 54 declined slightly from those of the previous year. Age and numbers enrolled were inversely related (that is, as age increased, enrollment declined). An apparent exception to this relationship occurs in the data for age 65 (2.0 percent of students) because several programs list the age of many elderly students as "65+."

The ratio of males to females appeared to be correlated with age. As age increased, the proportion of male students declined as the proportion of females increased. The youngest age group contained considerably more males than females, but females outnumbered males in all groups over 24 years of age. This characteristic of the student population seems to be a constant one, as it surfaces year after year.

Almost two-thirds (65.6 percent) of the students enrolled were White, 19.4 percent were Black, 6.6 percent were Asian or Pacific Islanders, and 8.1 percent were Hispanic. The remaining 0.2 percent was comprised of Native Americans.

Table 11 shows the distribution of students by racial/ethnic designation for the years 1981-82 through 1985-86. The proportion of Blacks among enrollees decreased slightly in 1985-86; the proportions of Whites and Asians increased slightly.

Table 11
Distribution of Students by Racial/Ethnic Designation

Race/Ethnic Group	1985-86		1984-85	1983-84	1982-83	1981-82
	Number	Percent	Percent	Percent	Percent	Percent
White	16,755	66	65	66	66	63
Black	4,956	19	20	21	18	19
Hispanic	2,072	8	8	7	7	6
Asian or Pacific Islander	1,686	7	6	5	7	9
Native Americans (Indians, Eskimos)	56	*	*	*	*	*
Race Not Available	6	*	*	*	2	3
TOTAL	25,531	100	100**	100**	100	100

*Less than 0.5 percent of total.

**Rounding causes some columns to appear to total incorrectly.

Racial/ethnic designations listed by sex revealed, for the fifth successive year, more White females than males. There were more Black and Native American males than females, and many more female Asians or Pacific Islanders than male. For the first time in six years, females outnumbered males among Hispanic enrollees.

A study which identified the current ABE target population in Pennsylvania (Hanniford, et al., 1980) reported Blacks to be 11 percent and Hispanics one percent of the ABE target population. The proportions of Black and Hispanic students remain substantially higher this year than their corresponding proportions in the target population. The proportion of Black students decreased but remained higher than during 1982-83. The proportion of Asian and Pacific Islander students returned to its 1982-83 level.

Recruitment

When asked to report their major reason for participating in an ABE program, 44.6 percent of the students responded that they wanted a certificate or diploma, an increase of 1.1 percent. The proportion of students who enrolled to improve basic skills rose 0.2 percent during this reporting period, to 20.8 percent, and 12.9 percent enrolled to learn better English, a decrease of 0.1 percent. Only 10.1 percent of the students enrolled primarily to improve job prospects, which is an increase of 0.1 percent. Lesser reasons for participation included 5.7 percent to qualify for a training program (decreased 0.6 percent) and 1.7 percent for social reasons (declined 1.4 percent).

ABE recruitment occurred through both formal and informal channels. Students found out about ABE programs most often (31.0 percent) through a relative, a friend, or another student, an increase of 1.1 percent from 1984-85. Human service agencies informed 9.8 percent of this year's students, and 13.6 percent of students found out via the media, a decrease of 0.7 percent and an increase of 0.6 percent respectively. School counselors were cited by 7.8 percent of the students as the way they found out about ABE programs and 5.8

recent years continues to decrease referrals from human service agencies and to increase recruitment via personal acquaintances and the media.

Separations

About 0.7 percent less students with 12 or more program contact hours separated prematurely this year than in the previous year. The Program Characteristics section of the report contains information about separations at each entry level.

Table 12 lists the primary reasons for premature separations for the years 1981-82 through 1985-86. Students' lack of interest reportedly caused the largest proportion (12.3 percent) of the early separations in 1985-86. The second largest proportion (10.8 percent) of separations in 1985-86 was release or transfer from an institution. These two reasons have consistently ranked first or second for a decade. The only other reasons for separating which changed more than one percent between 1984-85 and 1985-86 were to take a job and because the personal objective had been met; these reasons rose from 5.7 to 7.0 percent and from 4.1 to 5.3 percent respectively.

Table 12
Primary Reasons for Premature Separations

Primary Reason	Separations					
	1985-86		1984-85	1983-84	1982-83	1981-82
	Number	Percent	Percent	Percent	Percent	Percent
Lack of interest	944	12.3	11.8	14.5	11.7	11.5
Release or transfer from institution	832	10.8	15.0	13.5	13.4	13.2
To take a job	538	7.0	5.7	5.6	5.0	4.9
Other known reason	483	6.3	6.0	5.0	4.6	4.9
To enter another training program	411	5.3	6.3	5.4	5.4	5.4
Health problem	410	5.3	4.7	4.6	4.7	4.3
Met personal objective	409	5.3	4.1	4.6	4.5	9.7
Moved from area	383	5.0	4.7	5.0	5.2	5.6
Family problem	342	4.4	4.8	4.4	5.2	5.0
Transportation problem	263	3.4	3.1	4.0	4.7	4.5
Child care problem	231	3.0	4.0	3.2	3.7	3.1
Time class/program is scheduled	204	2.6	3.0	2.7	3.2	3.3
To take a better job	141	1.8	1.5	0.9	0.7	0.9
Financial problem	27	0.4	1.0	1.7	1.7	1.3
Location of class	27	0.4	0.3	0.3	0.4	0.9
Information unavailable or missing	2,058	26.7	23.8	24.6	26.0	21.3

Many premature separations should not be viewed as failures; ABE programs had a positive impact on many persons despite their premature separations. For example, 19.5 percent of the students left programs early for the following reasons: to enter another training program, 5.3 percent; to take a job, 7.0 percent; met personal objective, 5.3 percent; and to take a better job, 1.8 percent. The combined employment-related categories (entry into another training program and acquisition of a job or a better job) increased to the highest point of this decade.

Reason for separation was unavailable for 26.7 percent of the students who left early. Obtaining more complete information traditionally has been difficult for ABE programs. Increased follow-up at the local level would produce better statewide survey data as well as provide programs with feedback from students who separated early. However, at times such follow-up information is not practical to retrieve; in many cases, the information is truly unobtainable.

Tabulation (by race, age, sex, entry level, and class location) of this year's data from students who separated early provided more specific information about the separation rate and reasons for separating. Examination of separation by age group revealed that the rate of early separation decreased as age increased. This trend was also observed in the previous four years. The early separation rate ranged from 35.2 percent for those students who were 24 years old and younger to 11.2 percent of the students who were at least 65 years of age. Some reasons for separating early seem to be correlated with age. For instance, the proportion of younger adults who mentioned moving, child care problems, and lack of interest was greater than that for other age groups, and the proportion of older adults who cited health and location problems was greater than the proportion in the younger age groups. Separation caused by health problems also increased as age rose. Younger students (34 and younger) were more apt to separate due to entering other training. Among students aged 65 and over, more than a third (36.5 percent) of early separations resulted from health problems. Higher proportions of early separations to take a job and to take a better job occurred among students aged 35-44 than among other age groups.

The 1985-86 early separation rate for men was 4.4 percent higher than that for women, although men ranked 5.2 percent higher than women in 1984-85 early separations. This narrowing of the difference indicates improved retention of male students. Some reasons for separation appeared to be indirectly related to the gender of the student. Since more men than women are found in institutions offering ABE programs, men predictably were more than five times as likely as women to designate institutional release or transfer as a reason for separation; 17.9 percent of the male students separating prematurely left for this reason. While 14.5 percent of the males separating early had lost interest in the program, only 9.9 percent of the females left for this reason. Males also cited schedule problems and new jobs more often than females; more women than men attributed their separations to problems with health, transportation, child care, or families. Finally, more men than women left the program to take a better job or to enter other training.

The early separation rate within each racial/ethnic group ranged from 26.8 percent for White students to 41.1 percent for Hispanics; Blacks had a rate of 36.1 percent, Asians 33.8 percent. Whites and Blacks more often designated

lack of interest and release or transfer from institutions as reasons for separating than did the other groups. Asian or Pacific Islander students and Hispanics most frequently indicated moving as the reason for leaving the program. The leading causes identified for early separation among Native Americans were moving and entry into other training or educational programs.

Early separations that occurred at each entry level were discussed in Table 8 of the Program Characteristics section of this report. ESL students' most frequent reasons for separating were moving, obtaining a job, and entering another training program. Beginning students (level 0-4) were most likely to leave because they lacked interest, were released or transferred from an institution, or had health or family problems. Intermediate students (level 5-8) indicated being released or transferred from an institution, having a lack of interest, and obtaining a job as the reasons for their departure. Advanced students (level 9-12) who left early did so because of a lack of interest, because they obtained a job, or because of family problems.

The early separation rate within each class location varied from 9.8 percent at business/work sites to 41.6 percent at county prisons. Four-year colleges had the second highest early separation rate, 41.1 percent. Programs operating at community centers showed the second lowest separation rate, 23.3 percent. Over one-third of the students attending classes at hospitals and correctional institutions left the program early, primarily due to release or transfer.

As expected, many participants in institutions cited release or transfer as the primary reason for early separation. Over 73 percent of all students who left county prison programs early and over 38.5 percent of the early separations at hospitals stopped attending for this reason. Enrollment in other training programs was the reason cited more frequently (over a quarter of all cases) by students in institutions for the handicapped than by students taught at any other class location. Students from state correctional facilities left most often (44.4 percent of all cases) because of a lack of interest. Over 56 percent of the 2,069 students for which the reason for separation was unavailable attended ABE classes at a secondary school or learning center, indicating that increased follow-up at these sites is necessary.

Completions

In 1985-86, 37.9 percent of all ABE students passed their entry levels. The rate of completion for each entry level is shown in Table 7 in the Program Characteristics section. Completion rates were analyzed to determine whether they varied by age, sex, racial/ethnic group, or class location.

Completion rates declined for the oldest age group and rose for the others. The completion rate ranged from 7.8 percent for the 65 and older age group to 40.1 percent for the 16-24 age group. The 25-34 age group had a completion rate of 38.1 percent; the 35-44 age group had a 39.3 percent rate. The 45-54 age group had a completion rate of 36.1 percent, and the 55-64 age group had a 32.2 percent rate. The completion rate for the 65 and older age group has fallen dramatically from the 33.4 percent rate of 1983-84 but remained significantly above the 4.9 percent rate of 1982-83. The low completion rate for the oldest group should be considered in the context that this group also has an early separation rate far lower than any other group.

The completion rate for males was 35.2 percent, and it was 40.4 percent for females. For the third consecutive year, this difference in completion rates has widened. Since 1984-85, the completion rate for males rose 2.8 percent while that for females rose 3.3 percent.

Racial/ethnic groups reported the following completion rates: Native American, 60.7 percent; White, 41.4 percent; Black, 34.0 percent; Asian or Pacific Islander, 27.9 percent; and Hispanic, 26.3 percent. Completion rates for each group increased from 1984-85; the ranking of the groups remained unchanged for the third consecutive year.

Completion rates also varied by class location, although the overall pattern of that variation closely resembled the pattern of the previous year. The same types of sites remained highest (vocational-technical schools and secondary schools) and lowest (homes and institutions for the handicapped) in completion rates. Completion percentage rates for 1985-86 were: vocational-technical schools, 60.3; secondary schools, 48.1; state correctional institutions, 41.4; learning centers, 38.7; community/junior colleges, 38.4; four-year colleges/universities, 35.3; elementary schools, 34.1; community centers, 30.4; hospitals, 25.9; business/work locations, 26.1; county prisons, 22.3; institutions for the handicapped, 16.3; homes, 12.1.

Impact Data

In addition to the frequency of completions, program accomplishments can be demonstrated through impact measures such as those listed in Table 13. For ease of comparison, the table also shows the major reason for participating in the program.

Over 66 percent of the 25,531 ABE students improved basic skills, 22.0 percent improved competency in community resources, and 6.1 percent of the students obtained jobs after having been unemployed. The percentage of students passing the GED test rose 1.5 percent from last year to 13.3 percent. It is likely that a number of the 1,436 students who had not received the results of their testing when their data forms were submitted have also passed the test. The number of unknown GED test results is also higher than the number for the previous year. Over 10 percent of the students were referred to other agencies for needed services, and 7.7 percent entered other educational or training programs.

Cumulative information is available for some items. Since 1972-73, at least 44,654 students who participated in the statewide program have passed the GED test, 18,155 have obtained a job or been upgraded to a better job, and 2,162 have received U.S. citizenship. In addition, 1,798 students have been removed from public assistance in the last five years. Since 1979-80, 1,371 students have received a driver's license. While these figures are cumulative, it is important to keep in mind that these figures reflect only the impact of the program on the students which has either been observed by, or reported to, the program sponsor during the program year in which the students have been enrolled. Impact that has been observed or reported at the local level after data forms had been submitted, or even months after the student left the program, has gone unreported. In other words, the nature of the data collection

Table 13
Reason for Participating in
ABE Programs and Program Impact

Major Reason for Participating	Number of Students Participating for This Reason		Number of Students Reporting Impact Data	
	1985-86	1984-85	1985-86	1984-85
To get a diploma or certificate	11,380	11,029		
Passed the GED test			3,391	2,992
GED Test taken--results not received			1,436	1,395
Obtained a high school diploma			665	465
To improve basic skills	5,303	5,232		
Improved basic skills			16,886	17,463
Was grade 0-8 or ESL and learned reading, math and writing skills			4,758	3,990
To learn the English language	3,301	3,286		
Learned the English language			1,967	1,864
To improve job prospects	2,579	2,525		
Obtained a job			1,559	1,445
Obtained a better job or salary increase			622	400
Removed from public assistance			249	227
To qualify for a training program	1,464	1,595		
Entered another education/training program			1,955	1,622
Social reasons	445	799		
To improve competency in areas other than basic skills	370	277		
Obtained or improved competencies in:				
Government and law			3,450	4,621
Community resources			5,623	6,531
Consumer economics			4,416	5,755
Parenting			1,076	1,227
Occupational knowledge			5,267	5,940
Health care			2,043	2,333
Other			1,160	1,381
To help children with homework	91	110		
To obtain citizenship	35	74		
Received U.S. citizenship			56	40
To obtain a driver's license	12	21		
Obtained driver's license			122	84
Other	546	421		
Met personal objective			1,935	1,241
Voted for first time			119	108
Referred to another agency (not educational) for services			2,562	3,046
Not reported	5	4		
TOTALS	25,531	25,373	(a)	(a)

^aImpact data totals less than 100 percent due to multiple responses.

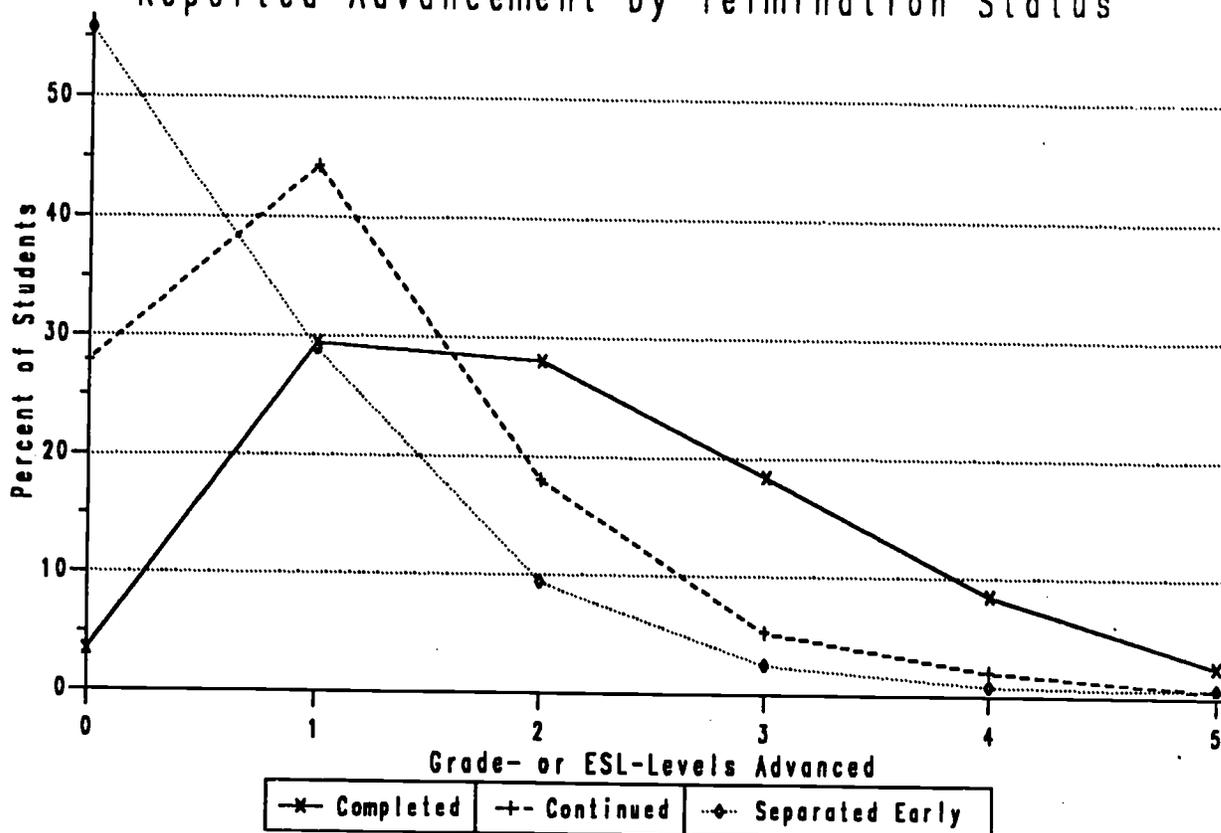
procedure used in order to fulfill federal reporting requirements makes it difficult to accurately assess the progress made by students once the program year has ended.

This year, 3,630 student forms (14.2 percent) reported no impact data. This percentage is higher than during the previous three years. It is likely that some of these students demonstrated successful program outcomes, but either the impact observed could not be adequately measured by the data collection instrument, or the impact occurred subsequent to the forms' submission. Unfortunately, the result remains a probable underestimate of the full impact at the statewide and local levels. Local staff members are strongly urged to complete the impact data section of every student's data form. In fact, if this section was left blank, the form was returned to the program sponsor to determine if it had been overlooked or if the form was intentionally left blank. In other words, no apparent impact was demonstrated, observed, or reported for any of these students unless forms arrived too late to permit their return for correction.

A comparison of impact items with students' reasons for participating provided a partial measure of goal attainment. Of the 4,183 GED students who stated that they attended classes to obtain a diploma, at least 1,443 passed the GED test and received the Commonwealth Secondary School Diploma, 533 had taken the GED examination but had not yet received their results, and 264 obtained a local high school diploma. Although these are not large numbers, it should be noted that it is characteristic of students who enroll in GED classes to set this as their major objective. However, most students are not functioning at the higher end of this 9-12 level and hence do not obtain this objective as soon as might be expected. Instead, the student progresses until he or she eventually takes and passes the GED test. Of the 5,303 students who attended classes to improve basic skills, 4,063 of them, or 76.6 percent did so. Of the 2,579 students who participated because they wanted to improve their job prospects, 314 had obtained a job, 73 had obtained a better job or salary increase, and 89 were removed from public assistance. Also, 311 of the 1,464 students who indicated that their reason for participation was to qualify for another educational or training program entered such a program. Finally, 11 of the 35 students who wanted to become U.S. citizens obtained their citizenship. As stated earlier, these figures probably reflect only a portion of goal attainment that actually occurred, since student objectives may have been met after their impact forms had been submitted.

Programs reported in 1985-86 for the first time, how many grade levels or ESL levels students advanced during the program. Figure 4 compares the reported advancement for students who completed their entry level, for those who remained at the entry level, and for those who separated early. Some ambiguity exists in that each ESL program was permitted to define ESL levels and to determine how many ESL levels exist.

Figure 4
Reported Advancement by Termination Status



Enrollees Not Meeting Requirements for Inclusion in the Federal Report

Enrollees with fewer than 12 program contact hours who did not report meeting their personal objective were not included in the main body of this report, since federal regulations specify an official student as one who has met these criteria. Although many of the 3,878 persons in the resulting uncounted group were very early dropouts, 16.5 percent of them appeared to be serious ABE students who either needed fewer than 12 program contact hours to complete a level, or who enrolled near their program's end and were unable to receive 12 contact hours. Among the uncounted group, 5.2 percent were reported to have completed the entry level, while 11.3 percent reportedly continued at the same level.

The proportion of all persons enrolled in ABE programs in 1985-86 who did not meet the federal criteria to be included as students was 13.2 percent, as compared to 13.5 percent in 1984-85, 20.9 percent in 1983-84, 13.6 percent in 1982-83, and 9.2 percent in 1981-82. The percentage for 1985-86 includes 818 students for whom intake data, but not impact data, were received. The group of 3,060 persons for whom impact data were received generally resembles the population of students included in the main body of the report. The proportion of those who were unemployed and available for work (46.5 percent) at the time they entered the program was slightly higher among the enrollees not meeting requirements for federal reporting than among enrollees meeting those requirements.

The proportions of Native American and Hispanic students were higher in this group than in the student population, and the proportions of other groups were lower. More of these enrollees attended classes in community centers, vocational-technical schools, elementary schools, hospitals, and colleges; fewer attended classes in correctional institutions, learning centers, homes, secondary schools, and business or work locations. Single enrollees comprised a 1.6 percent larger proportion in this group. As in the previous year, proportionately more of these students reportedly enrolled to obtain a diploma than in the larger group. Less of these students enrolled or to improve basic skills, but more enrolled to learn better English. A majority (50.9 percent) of these students were males.

Although 79.1 percent of the 3,060 enrollees who had some impact data but could not be included were truly premature separations, the remaining 20.9 percent should not be labeled as such; 6.6 percent reported completing an instructional level and 14.3 percent remained at their entry level, generally enrolling near a program's end; at least 105 students (3.4 percent) passed the GED test, 40 others (1.3 percent) took the test but had not yet received their scores, 15 students received high school diplomas, and 118 (3.9 percent) entered other training or educational programs.

The reason for separating was available for 56.0 percent of the 2,417 enrollees reported to have left the program early. Of these, 14.7 percent left because they lost interest, 5.4 percent separated due to a release or transfer from an institution, 5.0 percent had transportation problems, 3.2 percent had child care problems, and 2.7 percent left because of schedule problems. To take a job, or to take a better job or salary increase was cited by 5.4 percent of the students in this category. Impact items indicated that 31.6 percent of these enrollees improved their basic skills, and 4.5 percent were referred to noneducational agencies. Although these participants were not considered official students, it is important to recognize that local programs provided them with instructional and support services totaling at least 19,485 hours, which had a positive impact on many students. In comparison with the previous year, the service hours to nonreportable students declined 7.1 percent.

Summary

Demographic characteristics this year were similar to past years for the 25,531 students who received 12 or more program contact hours or met their personal objectives in less than 12 hours. An additional 3,878 students enrolled but were not included in the main body of the report since they did not meet these criteria. The student population continued to be young, single, and nearly equally divided between males and females, with females slightly outnumbering their male counterparts and gradually increasing their percentage. Students who had dependent children but no current spouse constituted 19.3 percent of the total student population. Although most participants were White, minority group members were represented in larger proportions in the student group than in the Commonwealth's adult population.

Most often, students indicated that obtaining a diploma was the reason they were participating. A student found out about the ABE program more often from a friend, a relative, or another student than from other sources. Human service agencies, although a lesser referral source than in the past, referred 9.8 percent of the students. Among the 11,617 students who were unemployed and available for work at the beginning of their program, 1,280 (11.0 percent) reportedly obtained jobs by the end of the program; an additional 937 unemployed students (8.1 percent) entered another educational or training program.

Among students eligible for federal reporting, 0.7 percent less separated prematurely this year than in the previous year. Reasons for early separation were similar to those of previous years, with the largest numbers citing lack of interest and institutional release or transfer. Of the students separating early, 19.5 percent reported positive reasons for separation. Both the separation rate and reasons for separation appeared to be correlated with age, sex, racial/ethnic group, and class location, resembling the pattern of prior years. The completion rate also varied with each of these factors.

Although impact data collected in this fashion are not complete, they can be used to demonstrate to a great extent the effect of the program on its students. A large proportion of the students reported an improvement in basic skills and increased competencies concerning community resources, consumer economics, and occupational knowledge. In addition, at least 249 students, and therefore their dependents (including 205 under age 18), were removed from the public assistance rolls, and a number of students obtained a job or a better job.

STAFF CHARACTERISTICS

Staff members from every ABE program were asked to complete the Staff Data Form shown in Appendix A. These forms provide information about each staff member's position in the local program and professional data including educational and employment background. Staff members from all 218 Section 306 programs and from the 14 Section 310 projects directly serving students returned a total of 2,176 forms this year. In the following discussion, this total remains constant for 1985-86, but totals for years earlier than 1983-84 sometimes vary slightly due to nonresponse of some staff members to some data items.

The number of staff positions reported this year decreased 1.0 percent from last year. This decrease left the number of staff at its second highest point since 1976-77. However, the increase in staff numbers results almost entirely from the growing use of part-time staff and volunteers; the percentage of paid staff numbers has steadily declined for seven years, and not in over a decade was the number or percentage of full-time staff lower than in 1985-86.

Program staff in 232 programs this year totaled 2,176 including volunteers. These numbers compared to 2,198 in the 226 programs in 1984-85, 2,028 in 226 programs in 1983-84, and 2,000 in 236 programs in 1982-83. The average number of staff per program for each of the last six reporting periods was nine. In all years, the actual number of distinct and separate staff persons is lower than reported, since individuals working with more than one program were asked to submit a data form for each program. The reported number of staff persons always somewhat exceeds the actual number of positions because any personnel replacement during the year adds to the number of personnel. The ratio of students to staff members remained at 12 to 1 after last year's decrease from 14 to 1 in 1983-84. The ratio of students to staff in 1980-81 was 19 to 1, in 1981-82 it was 16 to 1, and in 1982-83 it was 15 to 1. The decline resulted almost entirely from the increasing number of tutors, most of whom deal with only one or two students per year.

Only 2.4 percent of the staff members were full-time, a decrease of 0.8 percent from 1984-85. The mean weekly hours remained 6.1 per staff member. There were 753 volunteers reported this year (an increase of 0.3 percent) compared to 751 in 1984-85, 618 in 1983-84, 503 in 1982-83, 369 in 1981-82, 162 in 1980-81, and 12 in 1979-80. Most volunteers were working at the beginning (0-4) level, and with literacy councils which operated Section 306 funded ABE programs. As more nonprofit agencies offer Section 306 funded ABE programs and local educational agencies expand their linkage systems, the number of volunteers will probably continue to increase, as it has the past seven years. Local program administrators are encouraged to submit a Staff Data Form for each volunteer. Table 14 shows the past six years' rapid increase of volunteers and a continuing nine-year trend of declining numbers of paid staff.

Primary Staff Functions

Program personnel indicated which staff positions they held. If they performed duties of more than one position, program staff ranked their positions according to the amount of time spent in each one. The proportion of each category among paid staff members was similar to other years, with the exception that between 1984-85 and 1985-86 the proportions of aides and clerical staff rose and the proportions of administrators, teachers, and counselors declined.

thereby entering this analysis as two or more part-time staff members. Nevertheless, most ABE programs operated on a part-time basis with part-time staff.

Table 14
Full- and Part-Time Status* of 1985-86 ABE Staff
and Comparison With Previous Years

Primary Staff Function	Full-Time Paid		Part-Time Paid		Volunteer		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Administrator	5	5.0	89	89.0	6	6.0	100	100.0
Supervisor	6	4.9	116	94.3	1	0.8	123	100.0
Teacher	21	2.4	833	97.1	4	0.5	858	100.0
Counselor	6	3.1	186	96.4	1	0.5	193	100.0
Aide/Para- professional	3	10.3	17	58.6	9	31.0	29	100.0**
Tutor	0	0.0	8	1.1	722	98.9	730	100.0
Clerical Support	4	3.4	108	92.3	5	4.3	117	100.0
Other Staff	7	26.9	14	53.8	5	19.2	26	100.0**
TOTAL 1985-86	52	2.4	1,371	63.0	753	34.6	2,176	100.0
TOTAL 1984-85	70	3.2	1,377	62.6	751	34.2	2,198	100.0
TOTAL 1983-84	72	3.6	1,338	66.0	618	30.5	2,028	100.0**
TOTAL 1982-83	77	3.9	1,406	70.8	503	25.3	1,986	100.0
TOTAL 1981-82	62	2.9	1,701	79.8	369	17.3	2,132	100.0
TOTAL 1980-81	97	5.0	1,696	86.8	162	8.3	1,955	100.0**
TOTAL 1979-80	77	4.7	1,538	94.5	12	0.7	1,627	100.0**
TOTAL 1978-79	170	8.1	1,929	91.6	8	0.4	2,107	100.0
TOTAL 1977-78	204	9.7	1,883	89.9	8	0.4	2,095	100.0

*Staff members were considered full-time if they worked 30 hours or more per week in a single ABE program.

**Rounding causes some lines to appear to total incorrectly.

Before 1980-81, most of the volunteers were administrators or supervisors, but in that year and again in 1981-82, the majority of volunteers were in the "other" category. With the institution of the "tutor" category in 1982-83, the majority of the volunteers shifted from these categories. A total of 730 staff indicated that they were primarily tutors. This constitutes a slight decrease from the 734 tutors in 1984-85. Most tutors (98.9 percent) are volunteers, and tutors constitute 95.9 percent of the total number of volunteers.

Although most staff members were paid at least partially from federal ABE funds, some received compensation entirely from other sources; 61.4 percent received ABE funds, 4.0 percent were paid entirely from other sources, and 34.6 percent were volunteers. Comparison with the 1984-85 pattern of 62.6 percent with some federal ABE funding, 3.3 percent paid entirely from other sources, and 34.2 percent volunteers, reflects how programs cope with continued tightening of budgetary restraints in federal funding. Administrators represented 35.2 percent of those paid from other funds, a decrease of 7.9 percent from the previous year, but the percent of the paid administrators who received no federal ABE funds rose from 16.6 percent in 1983-84 to 29.0 percent in 1984-85 and to 33.0 percent in 1985-86.

Compensation

Table 15 includes information about staff compensation from 1981 through 1986. The table shows the range in hourly compensation this year, the average rate of change since last year, and a comparison of average hourly wages since 1981. Reported compensation this year ranged from \$3.35 to \$34.20 per hour for part-time staff members and from \$3.75 to \$30.00 per hour for full-time staff.

Table 15
Staff Compensation

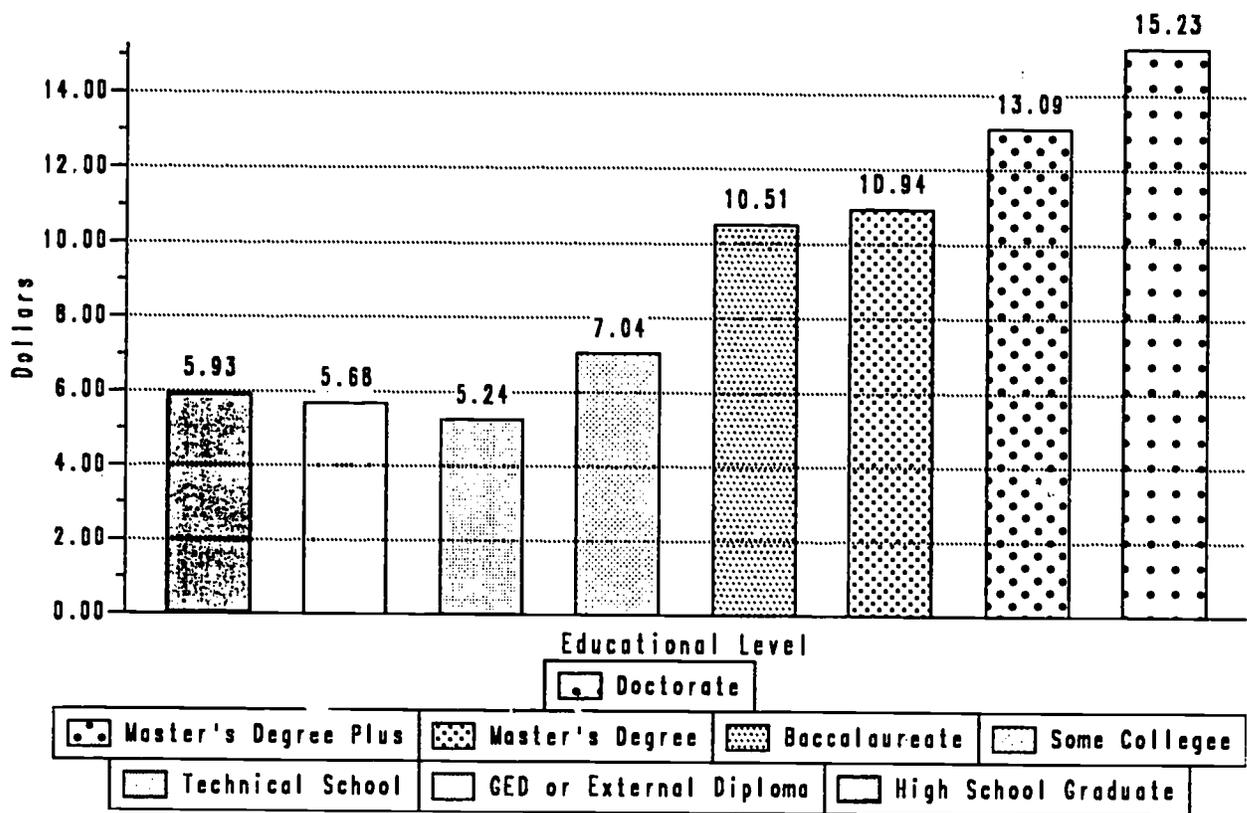
Staff Category	Range in \$/Hour 1985-86	Average Dollars per/Hour					Percent of Change 1984-85 to 1985-86
		1985-86	1984-85	1983-84	1982-83	1981-82	
Administrator							
Full-Time	6.45-30.00	16.76	9.42	12.19	6.58	8.58	+77.9
Part-Time	5.00-28.58	14.61	14.01	12.05	12.77	11.18	+4.3
Supervisor							
Full-Time	6.00-20.63	13.32	12.36	15.92	17.10	12.63	+7.8
Part-Time	6.00-20.63	12.74	12.09	11.54	11.33	11.46	+5.4
Teacher							
Full-Time	5.23-27.13	11.91	14.18	14.02	11.28	11.81	-16.0
Part-Time	3.70-34.20	11.26	10.91	10.76	10.07	10.14	+3.2
Aide/Paraprofessional							
Full-Time	3.75-6.98	4.83	6.56	7.06	0.0	0.0	-26.4
Part-Time	3.35-6.60	4.42	3.91	7.23	0.0	0.0	+13.0
Tutor*							
Full-Time	---	0.0	0.0	0.0	0.0	0.0	0.0
Part-Time	3.35-8.00	5.62	6.21	6.64	0.0	0.0	-9.5
Counselor							
Full-Time	5.76-25.00	16.66	12.61	11.77	11.77	11.47	+32.1
Part-Time	6.22-27.36	11.28	10.91	10.52	10.32	10.16	+3.4
Clerical							
Full-Time	7.18-12.42	8.95	7.17	6.88	5.89	6.62	+24.8
Part-Time	3.35-10.00	5.93	5.65	5.41	5.10	5.10	+5.0
Other							
Full-Time	6.23-15.61	9.00	14.94	6.99	13.47	10.52	-39.8
Part-Time	3.35-28.00	9.69	9.66	6.25	8.08	5.76	+0.3

*Until 1982-83, tutors were listed as part-time teachers, aides, or "other."

Average compensation rose for 11 groups and fell for four others. Average pay for administrators, counselors, and clerical staff and for part-time aides rose significantly. Average pay declined significantly for tutors and for full-time aides, teachers, and "other" (miscellaneous) staff). However, among the groups with large changes in compensation rates, none have significant numbers of staff.

The average hourly rate of pay also reflected the highest educational level attained. As was the case in the past three years, there is a close, but imperfect relationship, as shown in Figure 6. For each group with a baccalaureate degree or higher, the 1985-86 average hourly pay rose from the 1984-85 level; this trend continued the pattern of the previous year. For each group with a lower educational level, average hourly compensation was less in 1984-85 than in the previous year; this pattern changed in 1985-86 only for high school graduates, whose average hourly pay rose to a new high.

Figure 6
Average Hourly Pay Rates by Educational Level



Demographic Data

As in other years, the majority of staff members were between 25 and 44 years of age, with 57.1 percent of the 1985-86 group in this age cohort. The proportion of program personnel who were over 44 was 38.6 percent. The fact that these two percentages for 1984-85 were 61.0 and 33.9 indicates an overall aging of ABE staff.

Table 16 compares staff distributions by race and sex for the past ten years. For four of those years, 58 percent of staff members were male and 42 percent were female. Since 1980-81, the proportion of females has increased from 47 percent to 61 percent. There has been a 19 percent decrease in the proportion of male staff members since 1979-80. The proportion of White staff members (89.3 percent) increased for the first time since 1979-80. The proportion of Blacks declined to 9.5 percent of total staff. Hispanics comprised 1.0 percent of the total ABE staff in 1985-86, Asians 0.2 percent. However, the minority percentage of paid staff was slightly higher than indicated by these totals; Whites constituted 90.2 percent of the volunteers, Blacks 9.3 percent, and Asians and Hispanics each 0.3 percent.

Table 16
Distribution of Staff by Sex and Race

Academic Year	Sex		Race		
	Male Percent	Female Percent	White Percent	Black Percent	Other Percent
1985-86*	39	61	89	9	1
1984-85	41	59	87	11	2
1983-84	43	57	88	10	2
1982-83	45	55	89	10	1
1981-82	47	53	90	8	2
1980-81	53	47	91	8	1
1979-80	58	42	92	5	3
1978-79	58	42	90	7	3
1977-78	58	42	92	6	2
1976-77	58	42	90	7	3

*Rounding causes some percentages to appear to total incorrectly.

Almost 42 percent of all reporting staff members and over 60 percent of the staff professionals (administrators, supervisors, teachers, and counselors) held a master's or higher degree. The total percentage represents a continuation and the "professional" percentage a slight increase from the 1984-85 rates. Table 17 shows the number and percentage of each staff category within each educational level.

Table 17
Highest Educational Levels Reported by Staff in Each Category

	Admin.		Superv.		Teacher		Counselor		Aide		Clerical		Tutor		Other		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
School	--		--	--	--	--	--	--	1	3.4	--	--	4	0.5	--	--	5	0.2
High School Grad	--	--	--	--	1	0.1	--	--	12	41.4	62	53.0	157	21.5	1	3.8	233	10.7
Some College	--	--	--	--	1	0.1	--	--	1	3.4	10	8.5	20	2.7	2	7.7	34	1.6
College Grad	--	--	--	--	--	--	--	--	1	3.4	8	6.8	11	1.5	--	--	20	0.9
Postgraduate	6	6.0	2	1.6	6	0.7	6	3.1	9	31.0	31	26.5	169	23.2	5	19.2	234	10.8
Master's Degree	14	14.0	27	22.0	417	48.6	28	14.5	4	13.8	2	1.7	271	37.1	8	30.8	771	35.4
Doctoral Degree	7	7.0	27	22.0	194	22.6	47	24.4	--	--	4	3.4	62	8.5	3	11.5	344	15.8
Professional Degree in Education	60	60.0	62	50.4	224	26.1	104	53.9	1	3.4	--	--	20	2.7	6	23.1	477	21.9
Other Degree	13	13.0	5	4.1	15	1.7	8	4.1	--	--	--	--	16	2.2	1	3.8	58	2.7
	100	100.0	123	100.0*	858	100.0*	193	100.0	29	100.0	117	100.0*	730	100.0*	26	100.0*	2,176	100.0

*Rounding causes some columns to appear to total incorrectly.

As expected, the professionals show a concentration at the higher education levels, and a majority of the paraprofessionals and support staff are below the college degree levels. The "tutor" category covers all degree levels. Almost 51 percent of all volunteers held one or more degrees. Additionally, almost 23 percent had some postsecondary education. Those staff members reporting themselves as teachers with less than a baccalaureate degree are likely to be volunteer tutors instead. Over 73 percent of the staff members with some college but without a baccalaureate degree were volunteers, almost 70 percent of those whose highest educational level was a high school diploma were volunteers, and over half of those staff members at each of the other educational levels below a bachelor's degree were volunteers.

As in the past, most staff members had worked a limited time with the adult education program. However, the proportion of staff members who had worked in adult education less than five years decreased for the first time in recent years, from 71.2 percent in 1984-85 to 68.5 percent of the 1985-86 staff members. The proportion of program staff who have worked six to ten years increased 1.2 percent to 18.2 percent, and the proportion that had worked 11 to 15 years rose 1.0 percent to 8.4 percent. About 5.0 percent of the staff members reported having worked with adult education more than 15 years, an increase of 0.6 percent. Less than a third (29.9 percent) of all staff started the 1985-86 year with less than a year of prior ABE work; this percentage represented a decline of 2.4 percent from the previous year. At the beginning of 1985-86, 58.3 percent of the volunteers had worked less than a year in ABE and 98.0 percent less than five years. Although 88.8 percent of the volunteers reported less than three years of ABE experience at the beginning of the year, the experience level of volunteers rose from the previous year, when 61.7 percent reported less than a year of experience and 95.6 percent less than three years. The 1985-86 reversal of the established pattern of steadily decreasing experience levels appears to result from increasing retention of volunteers and from the slowing of the growth in the proportion of volunteers among total staff.

More than one fifth (20.7 percent) of all staff members reported having taken courses for credit in adult education; 4.0 percent had taken four or more courses in adult education, but only 0.8 percent report having a degree in adult education.

In-Service Training

Staff members were asked to report the number of hours spent in locally sponsored in-service training sessions. Table 18 shows the number in each staff category attending local staff training sessions and percentages which represent the proportion of persons in each primary function staff category who reported attending these sessions. The table also shows the average number of hours these persons spent in training. Nearly two-thirds (65.3 percent) of the staff members reported attendance at local training sessions, a 12.6 percent increase from 1984-85, but below the 78.3 percent rate enjoyed in 1980-81.

Table 18
Staff Attendance at Locally Sponsored
In-Service Training Sessions

Staff Category Reported as Primary Function	Attendance		
	Number	Percent of Staff Category	Average Hours of Training per Participant
Administrator	47	47.0	6.2
Supervisor	81	65.9	6.4
Teacher	569	66.3	5.2
Counselor	112	58.0	5.2
Aide/Paraprofessional	4	48.3	6.1
Clerical	51	43.6	7.5
Tutor	533	73.0	8.4
Other	15	57.7	12.1
Total Staff	1,422	65.3	6.6

In 1985-86, all staff categories except administrators and aides showed increases from the previous year in the proportion of staff members attending local in-service training. The largest proportional decrease occurred among aides, where the percentage dropped from 77.8 to 48.3. Participation by tutors rose from 51.2 percent to 73.0 percent. Attendance from the "other" (miscellaneous) category rose from 29.2 percent to 57.7 percent. Caution should be used when considering these data since some frequencies are small in number and the proportions can be greatly influenced by small changes. The average time spent in training increased this year from 4.9 to 6.6 hours. The figure was 5.6 in 1980-81, 6.1 in 1981-82, 5.1 in 1982-83, and 5.8 in 1983-84. Three of the eight staff categories (teachers, counselors, and tutors) had significantly more hours of training per participant in 1985-86 than in 1984-85. The increased number of trainees and length of in-service training indicate a wider distribution by program administrators in the provision of in-service training and reflects expanded use of in-service training for teachers, counselors, and tutors despite the general tightening of budgets.

Table 18 does not reflect the full extent of participation in staff development activities, as these data represent only attendance at local workshops. In addition, 341 reportedly attended regional workshops or training sessions, 311 participated in Pennsylvania's annual Midwinter Conference on Adult Education, and 81 participated in other training related to ABE. Thus, the reported amount of staff development is understated because it does not include these workshops or any outside courses staff members may have taken.

Summary

Information received from 2,176 staff members in 1985-86 reflected a decrease in staff of 1.0 percent from 1984-85, but both the number and the proportion of paid staff continue to shrink as the number of volunteers continues its growth. The ratio of students to staff remained at 12 to 1. For the fifth consecutive year, female staff members outnumbered male staff. Among paid staff, the proportions of clerical staff and paraprofessionals increased; the

proportions of administrators, teachers and counselors declined. Average hourly wages increased significantly for administrators, counselors, and clerical staff and for part-time paraprofessionals; average pay declined significantly for tutors and for full-time paraprofessionals, teachers, and miscellaneous staff. However, all of these wage level shifts are exaggerated by the small numbers of persons in these categories. As in the past, full-time personnel tend to receive higher hourly compensation than that of part-time staff, although this pattern reverses for the miscellaneous category. Average pay for staff with a baccalaureate degree or higher continued in proportion to the educational level; average compensation for staff at three of the educational levels below the baccalaureate again declined, but average pay for high school graduates reached a new high.

Nearly all the staff members were part-time, had little formal adult education training, and had been associated with the ABE program for less than six years although staff experience levels and in-service training increased, especially among volunteers, in 1985-86.

PROGRAM NARRATIVE

In addition to the quantitative student and staff data described thus far, ABE program administrators provided qualitative data about their programs in a number of areas. Among these areas are: 1) advisory groups, 2) methods of increasing enrollments and/or retention rates, 3) the availability of support services, 4) service to special groups, 5) materials and curricula for adult functional competency, 6) special delivery systems and/or innovative projects, 7) major problems and successes and, 8) methods used to determine participants' educational functioning levels. This information was obtained from the Program Data Form (PDE-3066), a copy of which appears in Appendix A.

Advisory Groups

Although local programs are not required to have advisory councils, the Pennsylvania Adult Education State Plan suggests their use, and in 1985-86, 49.8 percent of the programs' directors reported that their programs had such committees. In the previous year 44.0 percent of the programs reportedly had advisory councils. A steady growth in the use of advisory councils has occurred since 1981-82, when the percentage was 30.4.

Recruitment/Retention

Table 19 shows the extent to which programs had undertaken specific measures to increase enrollments and/or retention rates. Although all five measures were used to some extent, the use of referral agreements with other agencies ranked highest for the first time in recent years. Among institutional programs, flexible scheduling and convenient location of classes continued to be considered more important than referral agreements. Among community-based programs, flexible scheduling ranked second, public relations campaigns third. Some of the agencies or institutions with which the ABE programs had referral agreements included local school districts, JTPA, the Office of Vocational Rehabilitation, the Bureau of Employment Security, senior citizen centers, the Department of Public Welfare, local industries, drug and alcohol rehabilitation programs, community groups, literacy councils, churches, and institutions of higher education. Administrators of 79.5 percent of the year's programs listed one or more agencies with which their programs worked; 14.6 percent listed at least 10 agencies, 2.3 percent listed at least 15, and one program listed 39 cooperating agencies. Linkages included 517 agencies and groups other than the 125 sponsoring agencies.

In addition, many directors reported the use of efforts other than the five given in Table 19 to increase enrollments/retention. Typical measures have included using assorted types of advertising and public relations, taking field trips, having guest speakers, providing job placement counselors, awarding diplomas, calling students who are absent, providing individualized instruction, and providing tutors or other support services. Below are nine examples of efforts undertaken to improve enrollment and retention rates:

The school counselor and director of treatment at the county jail work in conjunction with the Adult Literacy Council and Community College.

The community-based mental health programs refer students to our ABE program and assist with follow-up when a student has left the institution.

[Students] are transported to the high school to use computers. Classes are held in three separate areas [to improve access].

We have had success with newspaper contacts and our local cable station.

[The program] concentrated on increasing enrollment through a public relations campaign. Television, radio, and the local newspaper were used as well as an open house on the program's anniversary. To accommodate students with transportation and child care problems, class times were adapted on an individual basis as much as possible.

The increased counselor time improved retention and completion. It also permitted us to do vocational assessment and to develop new intake and exit forms.

Graduates have passed on their successes, and each year many students attend who have been referred by their friends.

The teacher provided transportation for some students, and car pools were encouraged.

Students meet with assigned counselors on a weekly basis.

Table 19
Measures Taken to Increase Enrollments/Retention

Measures Taken	Response Option*	Institutional Programs		Community-Based Programs		All Programs	
		N	%	N	%	N	%
Referral agreements with other agencies, organizations or individuals	Very Much	18	38.3	113	65.7	131	59.8
	Somewhat	15	31.9	51	29.7	66	30.1
	Very Little	8	17.0	5	2.9	13	5.9
	Not at All	5	10.6	1	0.6	6	2.7
Flexible scheduling of classes	Very Much	33	70.2	97	56.4	130	59.4
	Somewhat	12	25.5	58	33.7	70	32.0
	Very Little	1	2.1	10	5.8	11	5.0
	Not at All	1	2.1	3	1.7	4	1.8
Convenient location of classes	Very Much	28	59.6	85	49.4	113	51.6
	Somewhat	11	23.4	58	33.7	69	31.5
	Very Little	3	6.4	19	11.0	22	10.0
	Not at All	2	4.3	8	4.7	10	4.6
Public relations campaign	Very Much	6	12.8	85	49.4	91	41.6
	Somewhat	21	44.7	76	44.2	97	44.3
	Very Little	12	25.5	8	4.7	20	9.1
	Not at All	5	10.6	1	0.6	6	2.7
Provision of support services	Very Much	17	36.2	38	22.1	55	25.1
	Somewhat	20	42.6	77	44.8	97	44.3
	Very Little	1	2.1	41	23.8	42	19.2
	Not at All	7	14.9	13	7.6	20	9.1
Other specified measures*	Very Much	10	21.3	20	11.6	30	13.7
	Somewhat	3	6.4	12	7.0	15	6.8
	Very little	0	0.0	1	0.6	1	0.5
	Not at All	0	0.0	0	0.0	0	0.0

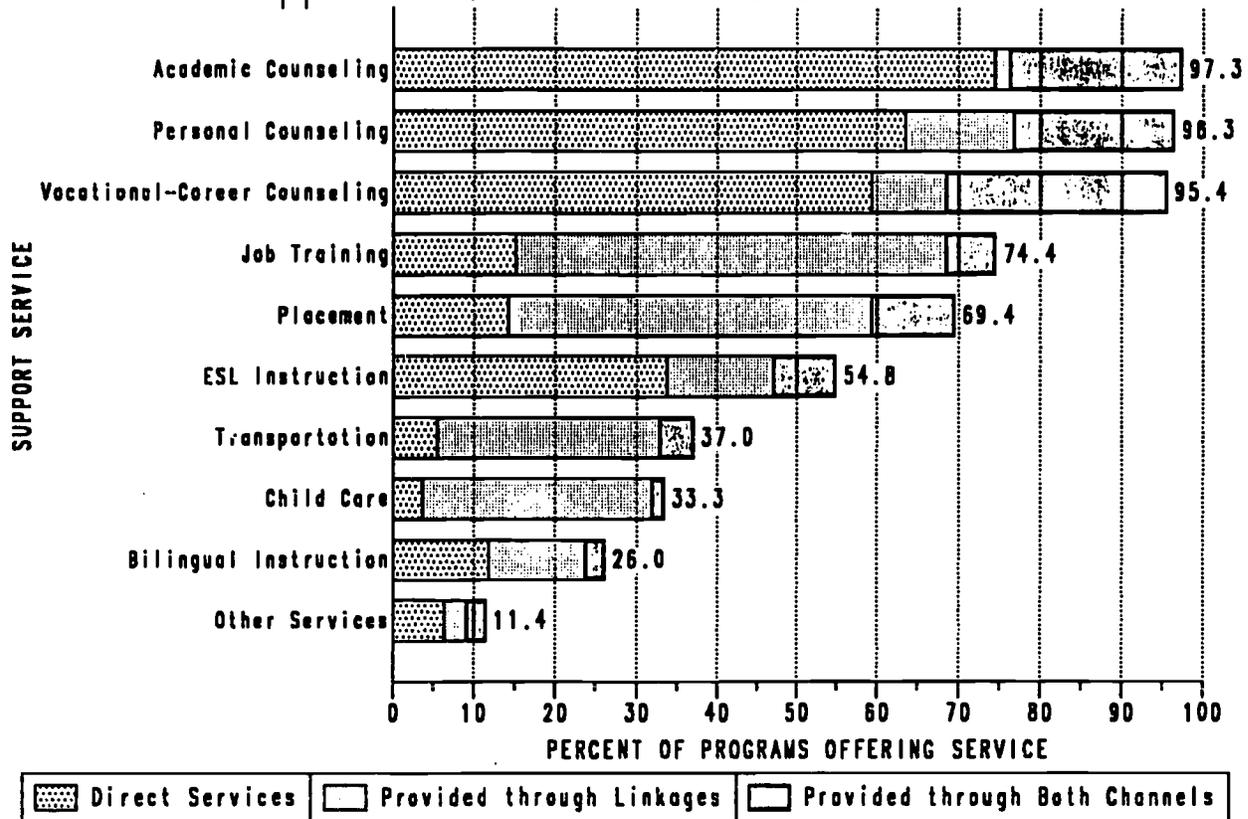
*Responses which totally omitted identification of the measure(s) addressed as "other" are excluded from the figures for "other specified measures."

Availability of Support Services

Figure 7 shows the support services provided by the ABE/GED programs in 1985-86. Directly or through linkages, the greatest proportion of the programs (97.3 percent) provided academic counseling. Personal counseling was provided by 96.3 percent of the programs and 95.4 percent provided vocational counseling. These figures indicate slight decreases in the distribution of programs which provided each type of counseling. The previous three years' trend toward increasing percentages of programs affiliating job training continued with an increase of 2.6 percent among 1985-86 programs. The percentages of programs

with four of the other types of support services available also increased in 1985-86. Availability of ESL instruction increased 3.1 percent, bilingual instruction 2.1 percent, transportation 1.6 percent, and child care 5.1 percent. Availability of personal and vocational counseling decreased 1.8 percent and 1.3 percent respectively. Students in the 1985-86 programs received an average of 3.2 hours of counseling and other non-instructional services.

Figure 7
Support Services Provided to Students



Service to Special Groups

The institutional programs, by definition, serve special target populations. Among the types of students these programs serve are the handicapped, elderly, incarcerated, and least educated. These students were served by 139 classes in 47 programs. In addition, almost 88 percent (5 percent less than the proportion observed in the previous reporting period) of the 171 community-based programs reported efforts to serve (increase enrollments, provide support services, etc.) special groups.

Efforts that have been used to help serve target populations include delivery system variations such as individualized instruction, small group instruction, and multi-level instruction. Other provisions include transportation, accessible class sites, and volunteers. All of the ESL classes serve limited English-speaking adults; many programs too small to provide separate ESL classes incorporate some limited English-speaking adults into regular ABE classes. Responses indicated that 98 community-based programs exerted specific

efforts to recruit and serve handicapped students; 96 cited similar efforts for older students, 96 for the least educated, 83 for students with limited English, and 20 for various other special populations such as single parents, homeless, unemployed, ethnic minorities, homebound, and specific physical handicaps.

Materials and Curricula for Adult Functional Competency

Local ABE programs are not required to implement adult functional competency curricula. However, the Division of Adult Basic Education strongly urges that they do so to enable all adults to acquire the basic skills necessary to function in society.

All ABE programs deal with the basic skills, such as reading, writing, speaking and computing, needed to function effectively as adults and in that sense all incorporate adult functional competency curricula. In addition, 70.8 percent of the ABE programs enrolling students and 64.4 percent of the implemented GED programs reported use of functional competency materials and/or curricula. Many of these programs used teacher-made materials, newspapers, magazines, and other materials from daily life, such as menus, phone books, job application forms, IRS forms, and classified ads in teaching life skills. A wide variety of texts and instructional materials from a long list of publishers were also used to teach functional competency skills. Most programs listed more than one type of functional competency materials; ten listed 21 or more; one listed 75.

Special Delivery Systems/Innovative Projects

Exactly half of the administrators of the implemented programs funded under Section 306 of the Adult Education Act in 1985-86 reported that their programs had undertaken special delivery systems and/or innovative projects. All, however, were not necessarily new systems or projects undertaken during the past year.

A number of administrators reported that their programs had undertaken innovative projects funded under Section 310 of the Adult Education Act (Special Experimental Demonstration and Teacher-Training Projects). A description of all projects funded under Section 310 in 1985-86 can be found in Appendix D. More information is available from AdvancE, the adult education clearinghouse in Pennsylvania.

Innovative teaching methods and/or curricula were mentioned by many program directors who described special delivery systems. Individualized instruction was accomplished through a variety of tools and techniques, including computers, audiovisual equipment and materials, individual education programs (IEPs), volunteer tutors, and peer tutors. Curricular innovation and expansion included special activities such as field trips, social events, guest speakers, and incorporation of a variety of special topics. Typical remarks concerning instructional methods, curriculum, and personnel restructuring follow:

[The program] established a retention program identifying "high-risk" traits for students who may tend to drop out.

[A] 310 grant was developed to assist clients in the long term hospital program connect the educational and vocational areas together. (All clients have in-hospital jobs.) Skill assessments,

career information, and job/school behaviors and performances were discussed in workshop format. Vocational information tapes were available on V.C.R. A job file was compiled after surveying by mail and interviewing local employers. The materials used and the job file were designed to be used by A.B.E.

Through [a] 310 project, [the program] was able to have a teacher travel to previously unserved portions of [the] county (especially the most rural areas) to teach G.E.D. classes.

Students who are more advanced than others are used as peer tutors. [The] program works out very well.

The students visited the Court House for a naturalization exercise, were taken to a voting site on election day and had the procedures of using a voting machine explained to them, and had an intercultural Christmas party.

We have, with the assistance of volunteers, initiated a GED Alumni group this year. We have also provided vocational training, assessment, and placement to all GED students.

Posters describing [the] program were placed in supermarkets, drug stores, hardware stores, etc.

Ten of the GED recipients for this year obtained their GED as a direct result of our on-site outreach program. Career counseling was provided for GED candidates and graduates through the career resource specialist of the school district. A career workshop was held for GED alumni, and representatives from area colleges and job training programs made presentations.

Stands were established in malls to recruit students.

Homestudy program with Dial-A-Teacher services [and] ABE/GED materials delivered via local library [and] bookmobile.

Our institutional ABE teachers design and create many of the materials they need in order to individualize instruction, especially at the 0-3 level.

The program administrator and counselor teamed together to present Test Taking Strategies and Techniques to classes. A video is being planned so teachers can use it whenever appropriate. The mathematics teacher has made software available, especially early in student instruction on fraction and decimal concepts.

The alumni group has promoted the classes at the flea markets and the farmers' fair.

Use of a video tape of our graduation ceremony.

In order to augment our academic curriculum, we also run a parallel program based on "Life Skills." This year we had an

attorney from Consumer Protection, a nutritionist, a cosmetologist, a policeman, a nurse, and a counselor for the local Rape Crisis Center. They gave us "hands-on" experience in everything from meal planning to personal safety.

One teacher devised a delivery system to teach required work vocabulary and enough basic and writing skills for obtaining work at a food warehouse. It worked! The student was taken on by the employer. This effort included work sessions between teacher and employer to devise necessary strategy and follow-up with teacher-employer-student for evaluation.

Many linkages and/or coordination efforts extended barely beyond the use of guest speakers or they provided merely recruitment assistance, but many other linkages included much more elaborate cooperation. For instance:

Good students assigned to do community work [were] assigned to our program [and] utilized as individual tutors with E.S.L. students. Results were very good.

Staff spoke to groups and organizations about the benefits of the program.

Linkages with Army recruiters in our area have been successful for both parties concerned. Business personnel managers are used as referral/recruitment.

Utilization of university work study students as ABE/GED teacher aides.

Connection with Rotary Club, Lions, and Community College.

Major Problems

Table 20 shows the past six years of ABE program directors' responses to the statement, "Describe the major problems encountered during this program." The most frequently identified problem was retention. Insufficient funding, after six successive years as the most often cited major problem, declined slightly to second place. The limitation of funds to the local program sponsors had different effects, depending upon the areas of the budget which were most affected. For instance, a number of program directors indicated that there was an insufficient supply of instructional materials. Attendance was the third most common problem, followed closely by transportation problems (usually the absence of public transportation).

A problem not apparent from the table is that of the continuity of the educational program. Several of the program administrators indicated a desire for additional funding to extend their programs through the summer, as is done with learning center programs. It is the consensus of these directors that allowing their programs to operate year round would greatly benefit students and student learning. Some feel that many students lose interest when classes are closed for part of the year. In contrast to those programs complaining of too little time, an institutional program cited the brevity of inmates' residence as cause to shorten the ABE program.

Table 20
Major Problems Encountered by ABE Program Administrators

	Percent of Respondents					
	1985-86	1984-85	1983-84	1982-83	1981-82	1980-81
Retention	22	14	12	10	9	11
Insufficient funding	20	23	18	25	19	14
Attendance	10	18	13	18	6	8
Transportation	9	11	11	8	6	6
Inappropriate/inadequate teaching materials	7	5	4	1	--	--
Need for more teaching time, fewer paperwork demands	7	6	3	1	4	3
Recruitment	7	5	7	1	1	6
Physical plant difficulties	5	5	4	4	7	6
Institutional transfer or release	4	7	4	5	4	5
Poor weather	1	4	5	2	7	2
Lack of cooperation by local authorities or other agencies	1	2	7	*	1	2
Miscellaneous problems	35	20	28	13	12	13
No major problems	19	20	21	21	37	38

*Less than one percent of total.

Programs which were attempting to serve more students than the number for which they were funded reported overcrowded classes, observation of a decline in the quality of service, and/or the need for additional staff such as aides, ESL teachers, and counselors in order to handle effectively the large classes and the diversity of student abilities, ages, and backgrounds.

Several directors in the rural areas of the state reported that many students were enthusiastic until the winter weather set in, while others indicated that students became discouraged after the first few weeks of class. In addition, some directors attributed the difficulty in retaining students during the past year to conflict with other adult interests and jobs, conflict with family responsibilities, and competition of other activities and such programs as JTPA.

The final problem area that should be noted is recruitment, which continued to be cited for 7 percent of the programs, and which directors most often indicated by reference to "a drop in enrollment."

Although some programs cited waiting lists and overcrowded classes as problems, others viewed these conditions as measures of their success.

Other problems included inclement weather, release or transfer (from institutions), inappropriate teaching materials, lack of available appropriate

materials, heterogenous grouping of students with different ability levels, child care, and low-level goals of students. Most of the problems related to physical plant and to lack of cooperation occurred at institutional programs. Some programs cited staff turnover as a major problem; others cited difficulties from staff absences, recruitment, and schedules.

Program Successes

Over 90 percent of the program directors reported major successes during 1985-86. Almost 45 percent listed more than one major success. Directors listed nearly 38 percent more successes than problems. Most of the successes were related to the achievements of the students, which is a positive indication of the impact of the program. The details of the impact data in terms of numbers of programs and students served are given in the preceding sections of this report. The following selected comments from program directors support those data and add the directors' qualitative perspective:

Most students have progressed at least two grade levels. Most have reached personal goals, thereby increasing their self-esteem.

We had representatives from 14 different nations in our ESL classes. Enrollments at every site exceeded the proposed number.

Students have developed more self-confidence. One of our students has developed from a shy, unsure person to a person showing capabilities of helping others in her class, obtaining a job in which conversing in English is important, and opening her own business.

Reading [a] play helped students appreciate the concerns and joys of being another character.

As a result of closely monitored attendance and closely monitored student problems, by the counselor, our attendance and completion rates have been very good. Also, individualized programs to meet the students' needs have been very successful.

A special demonstration project was approved to help reduce the rate of recidivism. [It] will give inmates educational skills to enter the world of work and thus reduce the rate of recidivism.

We opened a museum on the grounds of the hospital and some of our ABE students were able to help catalogue items as well as assist in displaying some of the artifacts. The fact that they were involved in our classes and had a knowledge of alphabetizing was very, very important.

Instructors reported that students came more evenings and participated to a larger degree than in past years.

Of those students who attended most of the 100-hour program, the GED success rate (receiving a diploma) was approximately 98 percent. A number of our GED people enrolled at the local community college.

Car pooling to assist students in need of transportation has increased and improved continued attendance. Use of the Guidance Information System, a computerized career resource bank, has assisted many adult students to obtain current career and further education information.

Considering that our students have a low income, they have benefitted with the free books provided by our program.

Five of our students were willing to speak with the media regarding their involvement with our program.

Many [ABE] students qualified and passed GED. Some applied and were accepted in colleges. Some entered training programs. Some gained employment.

More students this year seemed ready for some advanced challenges such as algebra and geometry.

Many students improve their self concept which leads to experiencing success in other areas of their lives.

We are very pleased with the success of our Life Van and Taxi Service for our physically disabled students. One of these students had perfect attendance from the date of enrollment.

Our greatest success was to become well known and established in the area as the center for adult education.

Program directors defined success in many ways, but most agreed in considering that success appears in effects within students' lives rather than in merely programmatic measures.

Student Assessment

The ABE programs reported use of a wide variety of methods to determine participants' educational functioning level. Nearly 98 percent of the implemented programs identified their student assessment methods; the number of types of measurement tools ranged from one to 13 per program, although only one program listed more than six. Most programs used a combination of methods including standardized achievement tests and teacher/counselor evaluation.

Table 21
Number of 1985-86 ABE/GED Programs Reporting
Use of Each Testing Tool

Adult Basic Learning Examination (ABLE)	46
Adult Informal Reading Test (Leibert)	2
American School Achievement tests (developed at Temple)	2
BETA IQ (BETA II?)	3
Brigrance Basic Skills Inventory	3
Botel Reading Inventory	4
Botel Phonics Mastery Test	2
(Cambridge) Pre-GED test	20
Drier Oral Reading Test	2
Ekwall Informal Reading Inventory	5
(Elwyn Institutes) Adult Skills Assessment	2
Fry Reading Inventory	2
Gates MacGinitie Reading Survey	6
GED Official Practice Test	11
General Aptitude Test Battery (GATB)	2
General Education Performance Index (GEPI)	2
Individual evaluation by teacher/counselor	12
In-house ability/achievement tests	2
Interviews	8
Iowa Test of Basic Skills	2
Key Math - AGS	3
LaPray Ross Graded Word List	8
Laubach Evaluation (survey sheet)	3
Locally developed mathematics and English (diagnostic) test	3
McGrath Test of Reading Skills	2
Minnesota Multiphasic Personality Inventory (MMPI)	2
Nelson (Denny) Reading Test	5
100-problem arithmetic test	2
Peabody Picture Vocabulary Test (PPVT)	3
Peabody Individual Achievement Test (PIAT)	3
Personally made mathematics test	3
(Pre and practice) tests provided by text companies (2 specify Cambridge)	5
School and College Ability Test (SCAT)	4
School records	2
Slosson Oral Reading Test (SORT)	14
Silent Reading Diagnostic tests (syllabication and root word)	2
SRA reading and math achievements	2
Stanford Achievement (reading tests)	5
Stanford Diagnostic Reading Test (SDRT)	2
Steck Vaughn Adult Placement Survey	5
Teacher made tests	38
Tests of Adult Basic Education (TABE)	87
Woodcock Reading Mastery Test	5
Wide Range Achievement Test (WRAT)	82

The Program Data Form (PDE-3066) asked program directors to identify the standardized test or other method used to determine a participant's educational functioning level. The item listed the three tests most frequently cited in previous years and requested identification of additional tests or methods used. The historically most used tests remained by far the most popular: 87 programs used the Tests of Adult Basic Education (TABE), 82 cited the Wide Range Achievement Test (WRAT), and 46 employed the Adult Basic Learning Examination (ABLE). Although directors listed a wide variety of other tests, only five additional standardized tests appeared more than five times on the form: Cambridge Pre-GED Test (20 programs), Slosson Oral Reading Test (14), GED Official Practice Test (11), LaPray Ross Graded Word List (8), and Gates MacGinitie Reading Survey (6).

Among the most frequent responses appear several nonstandardized or unspecific entries: teacher made tests (38 programs), individual evaluation by teacher and/or counselor (12), and interviews (8).

Table 21 lists the 44 testing tools reportedly used by two or more 1985-86 ABE/GED programs; 45 other tools were each reported by only one program.

Summary

The cooperation with other agencies, efforts to increase enrollments and retention, special efforts to serve special target groups, infusion of adult competency curricula into the programs, and the diversity of special projects suggest that the administrators of the Pennsylvania Adult Basic Education programs are committed to, and are making progress toward, achieving the goals of the Adult Education State Plan. The problems these administrators encountered, most notably retention and insufficient funding, often hampered their ability to provide all the services that were needed, but many administrators indicated that they were seeking innovative ways to overcome these problems. Meeting these challenges has been the program's greatest success.

SUMMARY

In 1985-86, Pennsylvania's Adult Basic Education Program served 25,531 students through 218 Section 306 programs and 14 Section 310 projects. The number of programs and students increased from the previous year, and programs were added in several areas and in previously unserved Pike County, although Fulton County ceased to have a program. In all, adults had access to ABE/GED programs in 58 of the 67 counties. Lastly, students from all 67 counties of the Commonwealth participated in the program, showing that many students participate in programs outside the counties in which they reside.

Enrollments and completions increased this year. Students who completed at least 12 program contact hours, or met their personal objective in less time, had higher completion/retention rates and lower dropout rates in 1985-86 than in 1984-85. The separation rate for students who received less than 12 program contact hours without obtaining their personal objective also decreased. Because total hours of service shrank while enrollment expanded, efforts should be considered to further increase retention rates.

The majority of students were young, single, and unemployed. Males and females were nearly equally divided in the student group, with females slightly, in the majority. Although the proportion of White students increased slightly; the relative proportions of each racial minority among ABE/GED students remained higher than their corresponding proportions in the Commonwealth's total population. Students with dependent children but no current spouse constituted 19.3 percent of the enrollment. As in the previous two years, the most frequent (44.6 percent of all students) reason cited for enrollment was to obtain a diploma or certificate. As less students enroll as referrals from social service agencies, student recruitment increasingly relies on word of mouth (friends and relatives) and the news media.

Almost 38 percent of all students completed their entry level. Native Americans reported the highest completion rate (60.7 percent) and Hispanic students reported the lowest completion rate (26.3 percent). Eleven percent of the students who were unemployed and available for work at the beginning of the program were employed at its end, 13.3 percent of all students passed the GED test, and 7.7 percent enrolled in other educational or training programs. Each item in this paragraph represents a significant improvement from the previous year.

Staff characteristics have remained basically the same for the last few years. Again this year, most staff members (97 percent) are employed on a part-time basis and about 42 percent hold at least a master's degree. The proportion of females among staff continues to grow, although the 5-year trend of increasing percentages of ethnic minorities slightly reversed. Although females barely outnumber males in paid positions, more than three quarters (79.5 percent) of the volunteers are female. Most staff members have worked a limited time with the adult education program, and the rising proportion of volunteers accentuates this trend; almost a third (29.9 percent) of total staff in 1985-86 had less than a year of prior ABE/GED experience. The limited experience in adult education of a majority of staff members, together with the increasing variety and quantity of adult education curricula, illustrates the need for continued emphasis on staff development activities, although the slowing of the growth in the proportion of volunteers contributed to a slight increase in staff experience levels. At least 11.8 percent of staff members fill more than one position in the same program.

Teaching was the primary staff function, and the proportion of persons in each job category has remained generally consistent. The increase of volunteers (mainly tutors), is partially due to the availability of Section 306 funds to nonprofit agencies which make use of many volunteer tutors. The number of volunteers will probably continue to increase, but the rate of increase slowed greatly in 1985-86. Program administrators undertook various methods of improving their educational delivery systems, increasing enrollment and retention, and serving special target populations. However, insufficient funding often hampered their ability to provide all the services that were needed. Many administrators indicated that they were seeking innovative ways to overcome these problems.

The statewide Adult Basic Education program showed progress toward the achievement of each of the goals and objectives of the Adult Education State Plan, 1986-88. This report reflects the progress made during the first year of the plan.

APPENDICES

APPENDIX A
SURVEY INSTRUMENTS
1985-86

Program Data Form, PDE-3066
Staff Data Form, PDE-5015
Student Intake/Data Form, PDE-4028
Directory Card, PDE-3549

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- 51 -

IMPORTANT: DO NOT DISCARD

PDE 3066 (3/85)

1985-86 ABE PROGRAM DATA FORM

PART ONE: PROGRAM IDENTIFICATION

Please check the accuracy of the labels below. If any change is necessary, please notify the Division of Advisory Services. This Program Data Form should be sent to the Pennsylvania Department of Education, Division of Advisory Services, 333 Market Street, Harrisburg, PA 17126-0333 within 30 days after completion of your program, but no later than July 15 if your program ends in June.

(1-6)

(7-12)

PART TWO: PROGRAM OPERATION (Attach additional pages as necessary).

1. Please indicate the number of daytime and evening classes (NOT class meetings) for each county in which this program operated. Define a class as a group of students meeting regularly.

<u>County</u>	<u>Number of Daytime Classes</u>	<u>Number of Evening Classes</u>
(13-14)	(15-16)	(17-18)
(19-20)	(21-22)	(23-24)
(25-26)	(27-28)	(29-30)
(31-32)	(33-34)	(35-36)
(37-38)	(39-40)	(41-42)
(43-44)	(45-46)	(47-49)

2. Is any part of this program operating in a previously unserved county?
 Yes No (49) If yes, which counties? _____ (50-51)
 _____ (52-53) _____ (54-55)
3. How many staff persons are serving the students in previously unserved counties?
 (If not applicable, enter a zero.) _____ (56-57)

4. Is any part of this program operating in a previously unserved region which is part of a previously served county? ___ Yes ___ No (58)
5. Does your program have an advisory group? ___ Yes ___ No (59)
6. To what extent has your program undertaken the following measures to increase enrollments and/or retention rate? (Circle one response for each item;)

	<u>Not at All</u>	<u>Very Little</u>	<u>Somewhat</u>	<u>Very Much</u>	
a. Public relations campaign	0	1	2	3	(60)
b. Referral agreements with other agencies, organizations or individuals	0	1	2	3	(61)
c. Provisions for support services (transportation, counseling, child care, etc.)	0	1	2	3	(62)
d. Flexible scheduling of classes (convenient class schedules, open entry, etc.)	0	1	2	3	(63)
e. Convenient location of classes (multiple locations, transportation provisions, etc.)	0	1	2	3	(64)
f. Other (specify) _____	0	1	2	3	(65)

Please discuss the success of these measures:

7. How many articles appeared in the local media concerning this program?
_____ (13-14)
8. How many visits were made by public officials and/or private businessmen to this program? _____ (15-16)
9. Was information about this program disseminated at local public forums?
_____ Yes _____ No (17)
If yes, how?

10. Which of these support services are available to your students? (Some of these services may not be applicable to institutional programs; both columns may be marked.)

	<u>Direct services you provide</u>	<u>Services provided through linkages with other agencies</u>	
Academic counseling	_____	_____	(18)
Vocational/career counseling	_____	_____	(19)
Personal counseling	_____	_____	(20)
Job training	_____	_____	(21)
Placement services	_____	_____	(22)
Transportation	_____	_____	(23)
Child care	_____	_____	(24)
ESL instruction	_____	_____	(25)
Bilingual instruction	_____	_____	(26)
Other (specify)	_____	_____	(27)
_____	_____	_____	
_____	_____	_____	

11. What efforts have you made to serve (increase enrollments, provide support services, etc.) special target groups?

<u>Group</u>	<u>Type of effort or special service</u>	
Handicapped	_____	(28)
Older Adults	_____	(29)
Limited English-speaking	_____	(30)
Least Educated Adults	_____	(31)
Other (specify)	_____	(32)
_____	_____	
_____	_____	

12. Do you use adult functional competency instructional materials and/or curricula in your programs? _____ Yes _____ No (33)

If yes, list those used.

13. Describe, in one sentence or paragraph for each, any special delivery system and/or innovative ABE project your program has undertaken during this program year. Include nonstandard contacts established in the community with "legitimizers" and others. (Barbers, bartenders, pastors, and poolhall/arcade patrons are often used to verify or "legitimize" information provided by the formal establishment such as school and public agencies.) (34)

14. Briefly describe major problems and/or successes encountered during this program.

Problems: _____ (35)

Successes: _____ (36)

15. Identify the standardized test or other method used to determine a participant's educational functioning level:

- Adult Basic Learning Examination (ABLE) _____ (37)
- Tests of Adult Basic Education (TABE) _____ (38)
- Wide Range Achievement Test (WRAT) _____ (39)
- Other (specify) _____ (40)

16. List the agencies, institutions, and organizations used to provide adult education and support services. After each, please circle the type(s) of service provided. Include all class sites in this listing.

<u>Agency</u>	<u>Type of Agency</u>	<u>Day Care</u>	<u>ESL/Bilingual</u>	<u>Trans- porta- tion</u>	<u>Other</u>
_____	_____ (41)	1	2	3	4 (42)
_____	_____ (43)	1	2	3	4 (44)
_____	_____ (45)	1	2	3	4 (46)
_____	_____ (47)	1	2	3	4 (48)
_____	_____ (49)	1	2	3	4 (50)
_____	_____ (51)	1	2	3	4 (52)
_____	_____ (53)	1	2	3	4 (54)
_____	_____ (55)	1	2	3	4 (56)
_____	_____ (57)	1	2	3	4 (58)
_____	_____ (59)	1	2	3	4 (60)
_____	_____ (61)	1	2	3	4 (62)
_____	_____ (63)	1	2	3	4 (64)

**PENNSYLVANIA DEPARTMENT OF EDUCATION
ADULT BASIC EDUCATION**

(01-08)

Program No. (08 11)
Program Year 1985-86 (12 13)
PDE-5015(3/85)

03631

STAFF DATA FORM

This form should be completed for all staff members associated with this program. The program number, identified on the Program Data Form, (PDE-3066) must be filled in on every Staff Form. If you work in more than one program, you must complete one form for each program in which you are working. For example, if you are an administrator of six programs, you should complete six separate forms, regardless of your degree of involvement with each program. It is very important for you to report all staff information on a program-by-program basis.

Do not complete this form if you worked on a substitute basis only.

At the start of the program, complete Section One of this form and send Copy One to the Pennsylvania Department of Education, Division of Advisory Services, 333 Market Street, Harrisburg, PA 17126-0333. At the end of the program, or earlier if you leave this program before it ends, complete Section Two of this form and send Copy Two to Division of Advisory Services. Keep Copy Three for your records.

It is essential to read the instructions on the reverse side before completing this form.

SECTION ONE: STAFF IDENTIFICATION

(14-22)

1. Name _____ Last _____ First _____ 2. Social Security Number

3. ABE/GED Program Address: Name of Institution/School _____ 4. Race (see instructions) (23)
Number and Street _____ 5. Sex (24) 1. Male 2. Female
City, County & Zip Code _____ Telephone _____ 6. Age (25-26)

7. Present position(s) in ABE/GED (see instructions for codes - do not check):
 1. Administrator (27) 3. Teacher (29) 5. Aide/Paraprofessional (31) 7. Tutor (33)
 2. Supervisor (28) 4. Counselor (30) 6. Clerical/Support (32) 8. Other (specify) (34): _____

8. Place a check next to the highest academic level you have completed: (35)
 1. Traditional High School Program Diploma 3. Technical School Diploma 5. Bachelor's Degree 7. Master's Degree-Plus
 2. GED or External High School Diploma 4. Some College, But No Degree 6. Master's Degree 8. Doctorate

9. Have you taken any credit courses in adult education? (36) 1. Yes 2. No

10. If yes, have you (check only one answer): (37)
 1. Taken one to three courses? 2. Taken four or more courses? 3. Received a degree in adult education?

11. Please indicate if you are a member of any professional adult education organization(s):
 1. Member of state organization(s) (38) Specify _____ 2. Member of national organization(s) (39) Specify _____
 3. Not a member of any professional adult education organization(s): (40)

12. How many years, including present year, have you worked with ABE/GED programs? (41-42)

For Teachers and Tutors Only

13. At which level do you do most of your ABE or GED teaching in this program? (Check only one.) (43)
 1. ESL 2. 0-4 3. 5-8 4. 9-12

14. Check your area(s) of certification:
 1. Elementary (44) 3. Other (specify) (46) _____
 2. Secondary (45) 4. No Certification (47)

15. Average number of hours per week you will work in this program: (48-49)
 (See Instructions)

16. Staff compensation: (See instructions) (50)
 Are You 1. Paid from funds received from ABE Division of Department of Education? 2. Paid entirely from other source(s)?
 3. A volunteer

Dollars Cents (51-54)

17. Hourly rate of pay:

SECTION TWO: STAFF IN-SERVICE TRAINING

18. Did you participate in any staff development activities during this program year? 1. Yes 2. No (55)

If yes, please indicate which of the following staff development activities you attended during this program:
 1. Regional workshops sponsored by or through the state ABE office (56) 3. Locally sponsored in service training (58)
 2. Mid-Winter conference (57) 4. Other _____ (Specify) (59)

19. Number of hours you spent at locally sponsored in-service training sessions during this program. (60-62)

COPY THREE - RETAIN THIS COPY FOR YOUR RECORDS

PENNSYLVANIA DEPARTMENT OF EDUCATION

ADULT BASIC EDUCATION

INSTRUCTIONS: STAFF DATA FORM (PDE-5015)

You are being asked to complete these Staff Data Forms as part of the Department of Education's annual evaluation of ABE programs in the Commonwealth. Please note that Copy One of each form must be sent to the Division of Advisory Services at the beginning of this program. Copy Two must be sent to the Division of Advisory Services at the end of this program (earlier for any person leaving the program before its end).

Below are instructions for filling out the STAFF DATA FORM. The instructions are numbered to correspond to the item on the form.

Program Number

The number for this program, assigned by the Division of Adult Basic Education, is found in the Program Data Form (PDE-3066) and must be printed in the upper right corner of the Staff Form.

I. SECTION ONE: STAFF INFORMATION

4. **Race** - Select one category from the list below and enter the corresponding digit in the available space. Conform as closely as possible to the definitions listed below. However, you may be included in the group to which you appear to belong, or with which you identify. **SELECT ONLY ONE CATEGORY.**
 1. **American Indian or Alaskan Native** - a person having origins in any of the original people of North America. This category includes American Indians, Eskimos, and Aleuts.
 2. **Asian or Pacific Islander** - A person having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
 3. **Black** - A person having origins in any of the Black racial groups. Do not include persons of Hispanic origin.
 4. **Hispanic** - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
 5. **White** - A person having origins in any of the original people of Europe, North Africa, or the Middle East. Do not include persons of Hispanic origin.
7. **Present Position(s) in ABE** - Place a "1" next to the staff position in which MOST of your time is to be spent during the program, a "2", "3", and so on next to any other staff positions which you hold in this program.
11. **Organizations** - For long names, such as American Association for Adult and Continuing Education (AAACE) or Pennsylvania Association for Adult Continuing Education (PAACE), commonly used abbreviations will suffice. Include only organizations concerned with the education of adults.
12. **Years worked with ABE/GED programs** - Include all of the current year and round this answer to a whole number.
15. You may be working in more than one program - it is important to enter on this form only the hours worked weekly in this program. Round this answer to a whole number.
16. **Paid** - Check "1" if any of your compensation comes from funds received by this program from the Division of Adult Basic Education of the Department of Education.
 - Check "2" only if none of your compensation comes from the above described funds.
- Volunteer** - Check "3" if you receive no compensation for work in this program.
17. Hourly rate -
 - a. If you are not paid on an hourly basis, please estimate the hourly rate.
 - b. Enter the hourly rate in dollars and cents.

Thank You.

STOP! BE SURE TO REMOVE CARBONS BEFORE COMPLETING THIS PAGE! THANK YOU.

18 How many hours of instruction did this student receive during this program? (NO. HRS)

19 Other contact hours (counseling, etc.)

20 COMPLETE THIS AND EARLY SEPARATION DATA (Complete Institutions First)

For the entry level (ESL 0-4, 5-8, or 9-12) indicated on the reverse of this form, check one of the following: (55)

- 1 **Completion:** Student passed the entry level.
- 2 **Continuation:** Student attended classes throughout the program but remains within that level.
- 3 **Early Separation:** Student neither remained until the end of the program nor completed the entry level.

How many grade levels (for ESL students, how many ESL levels) did the student progress during this program? (Circle appropriate number below.) (56)

0 1 2 3 4 5 6 7 8 9

1 **EARLY SEPARATIONS:** If Early Separation is checked above, please indicate the primary reason for the student's early separation from this level. (Consult instructions section and enter one 2-digit number. NOTE: If a student PASSES a level, that student is NOT an early separation, even if he/she leaves before the program ends.) (57) (58)

If 15, please specify _____

2 **IMPACT DATA:** Complete at end of program or immediately after last contact with student.

Achievements of Program Participants

Educational

- 11 Improved basic skills for personal satisfaction and increased self confidence
- 12 Obtained or improved competencies in:
 - a. government and law
 - b. community resources
 - c. consumer economics
 - d. parenting
 - e. occupational knowledge
 - f. health care
 - g. other (specify) _____
- 13 Was level 1 (OB and ESL) and improved reading, writing, and math skills
- 14 Obtained a high school diploma
- 15 Passed the GED Test
- 16 GED Test taken, results not received
- 17 Learned the English language (for participants whose primary language is not English)
- 18 Entered another education/training program

Social

- 9 Received U.S. citizenship
- 10 Voted for first time
- 11 Received driver's license as a result of program
- 12 Helped in agencies (other than educational) for needed services

Economic

- 13 Obtained a job
- 14 Obtained a better job or salary increase
- 15 Was removed from public assistance
- 16 Met personal objective (specify) _____

17 None of the above apply

COMPLETED BY _____

(initials)

39446
PDE 4028 (3/85)

PENNSYLVANIA DEPARTMENT OF EDUCATION

ADULT BASIC EDUCATION

STUDENT INTAKE / DATA FORM

Class No. _____

Program No. _____ (12)
Program Year 85-86

It is **essential** to read the accompanying instructions before completing any part of this form
Please complete all of Section One for each individual when he/she first enrolls in this program. As soon as Section One is completed, detach Copy One of this form and mail to Pennsylvania Department of Education, Division of Advisory Services, 333 Market St., Harrisburg, PA 17126-0333
Complete Section Two at the end of the program or as soon as you know that the student has left the program. Then submit Copy Two of each form to the Division of Advisory Services. Retain Copy Three of each form for your records
Copy Four is a Change in Status form. See instructions for use.
The Program Number, identified on the Program Data Form, must be entered on every form

SECTION ONE STUDENT INTAKE INFORMATION

(13-21)

- 1. Name _____ 2. Social Security Number _____
- 3. Permanent Home Address: Number & Street _____
- City _____ Zip Code _____ Telephone _____ 4a. County _____
- 4b. Student's place of residence (see instructions): (24) 1. Rural 2. Urban/LSA Urban/non LSA 4. Other
- 5. Please give name of person other than student's immediate family who will know where student is living should he/she move from present address:
Name _____ Address or Phone: _____
- 6. Sex (25) 1. Male 2. Female 7. Age (26-27) 8. Race (see instructions) (28)
- 9. Marital Status (29) 1. Single 2. Married 3. Separated/Divorced 4. Widow/Widower 9b. Number of Dependents Under 18 (30-31)
- 10. Month and year of enrollment in this program MO. YR. (32-35)
- 11. Student's initial entry level in this program.
Check one level only (See instructions): (36) 1. ESL 2. 0-4 3. 5-8 4. 9-12
- 12. If entry level is 9-12, did student complete an ABE program through 8th grade? (37) 1. yes 2. no
- 13. (See instructions)
a. Is student employed at time of enrollment? (38) 1. yes 2. no, but is available for work 3. no, and not available for work force
b. Is student handicapped? (39) 1. yes 2. no
c. Is student an immigrant to the U.S.? (40) 1. yes 2. no
d. Is student receiving public assistance? (41) 1. yes 2. no

SECTION TWO: IMPACT INFORMATION

Other Additions or Corrections

- Educational**
(59) 1. Improved basic skills for personal satisfaction and increased self-confidence.
2. Obtained or improved competencies in:
(60) a. government and law
(61) b. community resources
(62) c. consumer economics
(63) d. parenting
(64) e. occupational knowledge
(65) f. health care
(66) g. other (specify) _____
(67) 3. Was Level I (0-8 and ESL) and improved, reading, writing, and math skills.
(68) 4. Obtained a high school diploma.
(69) 5. Passed the GED Test.
(70) 6. GED Test taken; results not received.
(71) 7. Learned the English language (for participants whose primary language is not English)
(72) 8. Entered another education / training program.
- Societal**
(73) 9. Received U.S. citizenship.
(74) 10. Voted for first time.
(75) 11. Received driver's license as a result of program.
(76) 12. Referred to agencies (other than educational) for needed services.
- Economic**
(77) 13. Obtained a job.
(78) 14. Obtained a better job or salary increase.
(79) 15. Was removed from public assistance.
(80) 16. Met personal objective (specify) _____

Item Number Previous Entry Corrected Entry



PENNSYLVANIA LABOR SURPLUS AREAS
ELIGIBLE FOR FEDERAL PROCUREMENT PREFERENCE
FROM OCTOBER 1, 1985 THROUGH SEPTEMBER 30, 1990

Counties

Adams County	Crawford County	McKean County
Armstrong County	Elk County	Mercer County
Beaver County	Fayette County	Mifflin County
Bedford County	Forest County	Northumberland County
Bradford County	Franklin County	Potter County
Butler County	Fulton County	Schuylkill County
Cambria County	Greene County	Somerset County
Cameron County	Huntingdon County	Sullivan County
Carbon County	Indiana County	Tioga County
Clarion County	Jefferson County	Venango County
Clearfield County	Junata County	Warren County
Clinton County	Lawrence County	Washington County
Columbia County	Luzerne County	Westmoreland County
	Lycoming County	

Balance of Counties

Balance of Allegheny County	-	Allegheny County less Pittsburgh City and Penn Hills Township
Balance of Blair County	-	Blair County less Altoona City
Balance of Erie County	-	Erie County less Erie City
Balance of Lackawanna County	-	Lackawanna County less Scranton City
Balance of Northampton County	-	Northampton County less part of Bethlehem City

Cities and Townships

Allentown City	-	in Lehigh County
Altoona City	-	in Blair County
Bethlehem City	-	in Northampton County
Bristol Township	-	in Bucks County
Erie City	-	in Erie County
Penn Hills Township	-	in Allegheny County
Pittsburgh City	-	in Allegheny County
Reading City	-	in Berks County

The above areas have been classified by the U.S. Department of Labor as labor surplus areas for purposes of Defense Manpower Policy No. 48 (OMP-48) and Executive Order 12073 and 10582 (implementing the Buy American Act). Employers in such designated areas are eligible for preference in bidding on Federal procurement contracts under these Acts or Orders.

To be classified as a labor surplus area a city or township must have (1) a population of 50,000 or more in the 1980 Census or in any official annual updates of census estimates and (2) have an unemployment rate of 1.2 times the national average during the reference period. Counties or balance of counties (counties less areas of 50,000 population), regardless of population size, that have unemployment rates of 1.2 times the national average during the reference period are also classified as labor surplus areas. If 1.2 times the national average during the reference period is 10.0% or greater, an area whose unemployment rate is 10.0% or greater during the same period will be classified as a labor surplus area. The reference period is determined by the U.S. Department of Labor, Bureau of Labor Statistics and currently is January 1987 through December 1984.

An area can also be classified as a labor surplus area due to exceptional circumstances if the area experiences a significant rise in its unemployment rate that reaches 1.2 times the current national unemployment rate. This rise in the unemployment rate should be expected to last at least one year and to stay at a level high enough to meet the eligibility criteria under which the area was classified.

The list will be revised and published in October of each year.

INSTRUCTIONS: 1985-86 STUDENT INTAKE/DATA FORM
(PDE 4028)

The Student Intake/Data Forms are designed: (1) to provide you with useful program control information and (2) to provide the Pennsylvania Department of Education with required data for federal reporting forms.

In filling out these forms, you are making four copies. A ball point pen makes the best handwritten copies. PLEASE PRESS DOWN FIRMLY.

The instructions below are numbered to correspond to the item numbers on the Student Intake/Data Form. Instructions are given only for those items requiring clarification. Should you have any questions about these forms, or need additional forms, please call the Division of Advisory Services, Pennsylvania Department of Education at (717) 787-4860.

Please note that the order of the four questions in Item 13 has changed from that of earlier years.

PROGRAM NUMBER

The number for this program, identified in the Program Data Form, (PDE 3066) should be printed in the upper right corner of the Student Form.

I. SECTION ONE: STUDENT INTAKE INFORMATION

1-4a. Name and address information is to help you keep your own records. If case number or other designation is more useful to you, please use it. In this part the state needs only two pieces of information about the student: county of residence and social security number. If student has no social security number or refuses to divulge it, mark NA (not available) in that space, but make an effort to obtain it before giving up. Item 5, Contact Person, is optional and for use by the local program only.

4b. Residence. Check one category only. For purposes of this report, the following federal definitions should be used:

Rural - Residents of places of less than 2,500 inhabitants and outside urbanized areas (see next definition).

Urban - Residents of an urban area; an urban area consists of a city plus the adjacent areas of high density and includes a population of 50,000 or more.

Urban/LSA (Labor Surplus Area) - Urban residents (see preceding definition) whose county, city, or township is classified as a Labor Surplus Area (high unemployment area) by the federal Department of Labor. The list of Labor Surplus Areas is issued annually in October by the U.S. Department of Labor.

7. Age - State age at the time of first class attended during the fiscal year. If student refuses to give age, teacher or counselor should give his/her best estimate.

8. Race - Select one category from the list below and enter the corresponding digit in the available space. Conform as closely as possible to the federal definitions listed below. However, a student may be included in the group to which he/she appears to belong or with which he/she identifies.

SELECT ONLY ONE CATEGORY.

1 - American Indian or Alaskan Native - A person having origins in any of the original people of North America. This category includes American Indians, Eskimos, and Aleuts.

2 - Asian or Pacific Islander - A person having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

3 - Black - A person having origins in any of the Black racial groups of Africa. Do not include persons of Hispanic origin.

4 - Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

5 - White - A person having origins in any of the original people of Europe, North Africa, or the Middle East. Do not include persons of Hispanic origin.

10. Month and year of enrollment - Give month and year student entered this program.

11. Initial Entry Level - Check student's primary level of instruction at the start of this program, based on English language or reading level. Level of information must agree with program number. ABE programs (34- and 36- program numbers) include levels 0-4, 5-8, and ESL. GED programs (35- and 37- program numbers) require 9-12 only. Base this on actual functioning level, not on previous experience, schooling, or student's wish for a higher level.

12. Previous ABE - Please respond only if entry level is 9-12; otherwise leave blank.

13. a. For the purpose of this report the following federal definitions should be used:

Employed - Persons who did any work at all as paid employees or in their own business or profession, or in their own farms or who worked 15 hours or more as unpaid workers on a farm or in a business operated by a member of the family. Include those who were not working but who had jobs or businesses from which they were temporarily absent.

Unemployed (Available for work) - Persons who had no employment but were available for work and had engaged in any specific job-seeking activity or were waiting to be called back to a job from which they had been laid off.

Unemployed (Not available for labor force) - Persons who had no employment and did not engage in job-seeking activities in the calendar year preceding this report period and who were not employed and were not actively seeking work upon entrance into the program.

b. Handicapped - Persons with any type of physical or mental disability that substantially impairs or restricts one or more major life activities including walking, seeing, hearing, speaking, working, learning. This definition includes adults who are alcohol and drug abusers, mentally retarded, emotionally disturbed, orthopedically impaired, adults with exceptional learning disabilities and other health impairments.

c. Immigrant - Any refugee admitted (paroled) into this country or any alien except one who is exempt under the provisions of the Immigration and Nationality Act, as amended. This definition excludes only those students who are dependents of visitors to this country, or dependents of ambassadors to this country, and students who have received their citizenship.

d. Public assistance includes various forms of welfare (federal, state or local) but not unemployment compensation.

Please Continue on Other Side

14. Location of student's classes - Select one location from the list below and enter corresponding two-digit number in available space on form. If student attends classes in two different locations in this same program, enter "09" and explain.

- | | |
|---|--|
| 11 - Elementary - public or private. | 52 - State or local institution for the handicapped - public or private; include day or residential schools serving physically/mentally handicapped adults age sixteen or older. |
| 12 - Junior high/secondary school - public or private. | 60 - Vo-tech school - public or private. |
| 20 - Learning center - settings featuring extensive use of programmed instruction, flexible participant scheduling and attendance, and open for extended periods of time daily. | 70 - Business or work site - operating places of employment for participants. |
| 30 - State or federal correctional institution - include inmates only. | 80 - Community center - church, library, outreach center, YM/YWCA, etc. |
| 40 - County prison - include inmates only. | 85 - Student's home - through visits by tutors or by correspondence. |
| 50 - Hospital - federal, state or local; include in-patients and out-patients only; include mental institutions. | 86 - Tutor's home. |
| | 91 - Community or junior college. |
| | 94 - Four-year college. |
| | 09 - Other (specify on form). |

15. Grade - Indicate the last one completed, not the one he/she was in when he/she left school. For anyone who has completed at least one year beyond secondary school, enter "13."

16-17. Please select only one option for each of these items. Use the major reason.

II. SECTION TWO: COMPLETIONS AND IMPACT DATA

Note! Please remove carbons before completing this page.

18-19. Contact hours are essential. Enter a number for each item even if one of these numbers is zero. Please round each number to the nearest hour.

20. COMPLETIONS AND EARLY SEPARATION DATA

For the student's entry level, refer to Item 11 on the reverse of the form. If you discover an error in that entry level, please send with Copy Two a separate note (not written on the form) identifying the program number, the sequential number of the individual form, the level reported on Copy One, and the corrected level. Do not send a second notification if you have already reported this change to the Division of Advisory Services.

NOTE: Students in ABE programs (program numbers beginning with 34- or 36-) cannot be listed as Level 9-12. Students in GED programs (program number beginning with 35- or 37-) must be listed as Level 9-12.

A. Termination Status:

1. Completion - A student passes by fulfilling the course requirements established by the local program, not in the case of 9-12, by later success in the GED test. If a student leaves a course early because he/she has fulfilled the course requirements before the program ends, consider that student a PASS and not an EARLY SEPARATION.
2. Continuation - If level at end of program is the same as at beginning, that student is a CONTINUATION. The student has participated throughout the program, has fulfilled assignments, but has not progressed to the next level so cannot be considered a PASS (or COMPLETION).
3. Early Separation - Students who drop out of a level without completing the course level requirements. A student may separate early because he/she has met a personal objective, such as reviewing for College Boards. This student is still considered an EARLY SEPARATION if he/she did not actually fulfill the course level requirements (did not PASS). In this case, the primary reason for EARLY SEPARATION is a positive one, namely, "met personal objective," which should appear in Item 22.

Again, for Level 9-12, passing is not contingent upon passing the GED test. If a student fulfills the course requirements, either during or at the end of the program, consider the student a PASS even if that student later does not pass the GED test.

B. Student Progress - Circle one digit only. For students whose entry level was ESL, circle the number of ESL levels which the student progressed during this program. For all other students, circle the number of grade levels which the student progressed during this program.

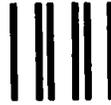
21. Primary reason for EARLY SEPARATION - Select one and enter the corresponding two-digit number in available space. If more than one reason applies, select the MOST IMPORTANT reason. If reason is unknown to you, enter "16."

- | | |
|--|---|
| 01 - To take a job (unemployed when entered program) | 08 - Transportation problem |
| 02 - To take a better job (employed when entered program) | 09 - Child care problem |
| 03 - Released from institution or transferred to another institution | 10 - Family problem |
| 04 - To enter another training program | 11 - Time class/program is scheduled |
| 05 - Met personal objective | 12 - Location of class |
| 06 - Moved from the area | 13 - Lack of interest; instruction not helpful to participant |
| 07 - Health problem | 14 - Financial problem |
| | 15 - Other reason (specify on form) |
| | 16 - Information unavailable |

22. Impact Data - Multiple answers possible - please check all important student achievements in any of these areas.

NOTE: The Change of Status Form (Copy Four of the Student Impact/Data Form) includes the same impact/achievement items as appear in Item 22. If you find out later in the year that students have achieved more as a result of this program, please complete and send to us so we may update the impact data. Copy Four may also be used to correct errors or omissions discovered after submission of Copy Two.

Thank you. Be sure to fill in your initials at the bottom of the form.



NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL
FIRST CLASS PERMIT NO. B459 HARRISBURG, PA 17101

POSTAGE WILL BE PAID BY ADDRESSEE

**Pennsylvania Department of Education
Division of Advisory Services
333 Market Street, 5th Floor
P.O. Box 911
Harrisburg, PA 17108**



ABE DIRECTORY CARD

Please verify the information on the labels below and mail card to Division of Advisory Services *at the start of the program*. If information is incorrect, make the necessary changes.

Address label

Is information correct? Yes No

Program identification label

Is information correct? Yes No

APPENDIX B
STATISTICAL SECTION OF THE FEDERAL ADULT EDUCATION
ANNUAL PERFORMANCE AND EVALUATION REPORT 1985-86

Some data within the present report differs from data in the federal report because of the incorporation of information received too late for inclusion in that report.

COMMONWEALTH OF PENNSYLVANIA
ADULT EDUCATION ANNUAL PERFORMANCE REPORT
FOR
DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

PERIOD COVERED
July 1, 1985 - June 30, 1986

DATE OF REPORT
September 24, 1986

TABLE 1. PROFILE OF ADULT EDUCATION PARTICIPANTS

Part A. Participants who upon entry into the program were:

Educational Functioning Level	Race Omitted	American Indian or Alaskan Native	Asian or Pacific Islander	Black	Hispanic	Other	Total
a. Level I	6	36	1,625	4,054	1,782	11,755	19,258
b. Level II		20	59	886	242	4,978	6,185
c. Total Both	6	56	1,684	4,940	2,024	16,733	25,443

Part B. Participants who upon entry into the program were:

Ages	Gender Omitted	Male	Female	Total
16-24		5,589	4,662	10,251
25-44		5,359	6,401	11,760
45-59		994	1,405	2,399
60 and Older		324	704	1,028
Age Omitted	5			5

Part C. Participants who upon entry into the program were:

Status	Gender Omitted	Male	Female	Total
1. Employed		3,976	3,540	7,516
2. Unemployed (available for work force)		4,875	6,688	11,564
3. Unemployed (unavailable for work force)		3,414	2,943	6,357
4. Receiving Public Assistance		2,288	4,219	6,507
5. Handicapped		1,862	1,313	3,175
6. Adults with Limited English Proficiency		1,262	1,900	3,162
7. Residents in Rural Areas		2,284	2,647	4,931
8. Residents in Urban Labor Surplus Areas		4,665	5,069	9,734
9. Immigrants		1,135	1,481	2,616
10. Institutionalized	1	3,204	654	3,859

Part D. Achievements of program participants:

Achievement	Gender Omitted	Male	Female	Total
1. Improved basic skills/personal satisfaction/self-confidence	2	8,246	8,564	16,812
2. Obtained or improved competencies in:				
a. government and law		1,590	1,859	3,449
b. community resources		2,428	3,174	5,602
c. consumer economics		2,013	2,401	4,414
d. parenting		355	719	1,074
e. occupational knowledge	1	2,684	2,565	5,250
f. health care		847	1,195	2,042
g. other	1	466	683	1,150
3. Were Level I and learned reading, writing, and math skills	3	2,189	2,521	4,713
4. Obtained an adult high school diploma		263	401	664
5. Passed the GED test		1,329	2,053	3,382
6. Learned the English language (primary language not English)		750	1,201	1,951
7. Entered another education/training program		994	941	1,935
8. Received U.S. citizenship		18	37	55
9. Voted for first time		47	72	119
10. Obtained job		898	649	1,547
11. Obtained a better job or salary increase		386	236	620
12. Removed from public assistance		166	83	249

PDE-4515 (5/86)

TABLE 2. NUMBER OF PERSONNEL, BY ORGANIZATIONAL PLACEMENT AND TYPE OF JOB PERFORMED

Type of Job Performed	Part-Time	Full-Time
	Paid	
State Level Administrative/Supervisory		3
Local Administrative/Supervisory	205	11
Local Teachers	833	21
Local Counselors	186	6
Local Paraprofessionals	17	3
Local Tutors	8	
Local Clerical and Miscellaneous	122	11
	Volunteers	
Administrative/Supervisory	7	
Teachers	4	
Counselors	1	
Paraprofessionals	9	
Tutors	722	
Clerical and Miscellaneous	10	

TABLE 3. PARTICIPANTS PREMATURELY LEAVING PROGRAM AND THEIR REASONS*

Reasons for Leaving	Number
1. Total participants leaving*	7,658
2. Completed their objectives*	374
3. Reason why left before objectives met:	
a. Health problem	408
b. Day care problem	231
c. Transportation problem	263
d. Family problem	342
e. Location of class	27
f. Lack of interest	943
g. Time class/program is scheduled	204
h. Changed address and left area	380
i. Other known reason:	
To begin a new job	530
To begin a better job	140
Institutional release or transfer	831
To enter another training program	410
Financial problem	27
Miscellaneous	483
j. Unknown reason	2,065

*Omitting 9,655 program completers.

TABLE 4. NUMBER AND TYPE OF AGENCIES, INSTITUTIONS, AND ORGANIZATIONS PARTICIPATING

Agencies, Institutions, and Organizations Used to Provide Adult Education and Support Service	Total Reported Used	Number of Agencies, Institutions, and Organizations Providing:		
		Transportation	Day Care	ESL or Bilingual
1. Businesses and Industries	10	1		
2. Labor Unions	1			
3. Community Colleges (Junior Colleges)	12		1	5
4. Colleges and Universities	13	1		1
5. Hospitals	16	1	1	1
6. Churches	38	4	4	5
7. Fraternal/Sororal Organizations	3		1	
8. Voluntary and Community Organizations	83	7	4	25
9. Manpower and Training Agencies	49	16	2	
10. Health Services	39	5	1	1
11. Vocational and Technical Schools	21			1
12. Libraries	22	4	1	2
13. Institutions for the Handicapped	2			
14. Correctional Institutions	3	1	1	
15. Local Educational Agencies:				
a) High Schools	30			3
b) Junior High or Middle Schools	1			1
c) Elementary Schools	6			4
d) Junior/Senior High Schools				
e) Other Local Educational Agencies	77	7	3	31
16. Antipoverty Programs	17	8	7	1
17. Community Centers or Learning Centers	28	1	3	9
18. Other Public Agencies and Institutions	89	8	13	11
19. Other Private Agencies and Institutions	17	7	1	2
20. Other	33	9	9	1
Total	642	80	52	104

APPENDIX C

**1985-86 PENNSYLVANIA ABE PROGRAM
SUMMARY BY COUNTY**

The following is a complete listing of ABE programs conducted throughout the Commonwealth during the 1985-86 fiscal year. The programs are arranged by county and offer such administrative details as program name and program type, as well as reported data including staffing, enrollments by entry level and total enrollments.

Although some counties do not appear, it should be recognized that in many cases services in these counties are provided by administrative units in adjacent counties.

SUMMARY OF 1985-86 ADULT BASIC EDUCATION PROGRAMS BY COUNTY

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PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
ALLEGHENY COUNTY											
36-6100	CLAIRTON SCHOOL DIST ABE PRGRM	ABE	4		2	6		8	07/01/85	05/30/86	102101
37-6059	CLAIRTON SCHOOL DIST GED PRGRM	GED	5				11	11	07/01/85	05/31/86	103001
36-6099	COMM COLL OF ALLEGHENY CO--ABE	ABE	14	2	17	36		55	07/01/85	05/30/86	802103
98-6040	COMPUTR-BASED INSTRNL APPROACH	ABE	2		3	12		15	07/01/85	06/30/86	901203
36-6084	CONNELLEY SKILL LRNG CTR - ABE	ABE	25	190	540	484		1,214	07/01/85	06/30/86	201241
37-6050	CONNELLEY SKILL LRNG CTR - GED	GED	5				109	109	07/01/85	06/30/86	203001
36-6019	DUQUESNE CITY SCH DST ABE PRGM	ABE	1			15		15	07/01/85	05/31/86	102001
37-6014	DUQUESNE CITY SCH DST GED PRGM	GED	3				29	29	07/01/85	05/31/86	103001
36-6036	IU 3 COMMUNITY ABE PROGRAM	ABE	25	432	75	4		511	08/01/85	05/31/86	8041 2
34-6036	JOHN J. KANE HOSPITAL ABE PRGM	ABE	4		13			13	07/01/85	05/31/86	5020 3
34-6010	MAYVIEW STATE HOSPITAL - ABE	ABE	7		71	44		115	08/01/85	05/31/86	501202
36-6025	PENN HILLS SCHOOL DIST - ABE	ABE	3			10		10	07/01/85	05/31/86	102101
37-4017	PENN HILLS SCHOOL DIST - GED	GED	3				29	29	07/01/85	05/31/86	103001
36-6082	WILKINSBURG SCHL DIST ABE PRGM	ABE	5		14	18		32	08/01/85	05/30/86	101201
37-6049	WILKINSBURG SCHL DIST GED PRGM	GED	4				16	16	08/01/85	05/30/86	103001
34-6020	WOODVILLE STATE HOSPITAL - ABE	ABE	7		2	52		54	07/01/85	05/31/86	502101
COUNTY TOTAL			117	624	737	681	194	2,236			
ARMSTRONG COUNTY											
36-6063	ARMSTRONG CO PRGRSSV WKSHP ABE	ABE	5		54	15		69	07/01/85	05/31/86	801204
36-6011	ARMSTRONG SCHOOL DIST ABE PRGM	ABE	9		13	44		57	09/01/85	05/31/86	102101
COUNTY TOTAL			14		67	59		126			
BEAVER COUNTY											
34-6007	BEAVER COUNTY JAIL ABE PROGRAM	ABE	4		2	12		14	09/17/85	05/23/86	402102
36-6018	COMM COLL OF BEAVER CO - ABE	ABE	5			54		54	09/01/85	05/31/86	902003
COUNTY TOTAL			9		2	66		68			
BERKS COUNTY											
34-6033	IU 14 INSTITUTIONAL ABE PRGRM	ABE	6		57	43		100	08/01/85	05/30/86	541202
36-6054	READING AREA COMMUNITY ABE	ABE	15	366	9	191		567*	07/01/85	05/30/86	984123
37-6034	READING AREA COMMUNITY GEO	GED	8				188	188	07/01/85	05/30/86	133003
34-6019	TEEN CHALLENGE ABE PROGRAM	ABE	6		74	198		272	07/01/85	05/30/86	502103
36-6046	THRESHOLD REHAB SERVICES - ABE	ABE	5		14	16		30	07/01/85	05/31/86	101204
COUNTY TOTAL			40	366	154	448	188	1,157*			
BLAIR COUNTY											
36-6022	ALTOONA COMMUNITY ED CTR - ABE	ABE	42	19	128	537		684	07/01/85	06/30/86	202141
37-6018	ALTOONA COMMUNITY ED CTR - GED	GED	42				761	761	07/01/85	06/30/86	203001
34-6006	BLAIR/CAMBRIA CO PRISONS - ABE	ABE	10			83		83	07/01/85	06/30/86	402001
COUNTY TOTAL			94	19	128	620	761	1,528			

SUMMARY OF 1985-86 ADULT BASIC EDUCATION PROGRAMS BY COUNTY

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PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
BRADFORD COUNTY											
37-6043	ATHENS AREA SCHL DIST GED PRGM	GED	5				20	20	07/01/85	05/30/86	104001
36-6071	BRADFORD COUNTY AVTS ABE PRGRM	ABE	8		2	56		58	07/01/85	05/30/86	601241
98-6022	GED & PRE-GED TST PREP BY CORR	GED	3		11	3		14	07/01/85	05/30/86	703004
36-6044	PENN YCRK OPPORTUNITIES - ABE	ABE	5		9	3		12	07/01/85	05/31/86	701004
36-6003	TROY AREA SCHOOL DIST ABE PRGM	ABE	4		6	17		23	07/01/85	05/30/86	101201
COUNTY TOTAL			25		28	79	20	127			
BUCKS COUNTY											
36-6086	BENSALEM TWP SCH DIST ABE PRGM	ABE	4	15		39		54	09/01/85	05/31/86	102411
38-6057	BENSALEM TWP SCH DIST GED PRGM	GED	4				79	79	09/01/85	05/30/86	103001
36-6029	BRISTOL BORO SCH DIST ABE PRGM	ABE	4	3	1	13		17	08/15/85	05/31/86	104201
36-6030	BRISTOL TWP SCHL DIST ABE PRGM	ABE	7	34	22	28		84	09/01/85	05/26/86	101241
37-6021	BRISTOL TWP SCHL DIST GED PRGM	GED	4				111	111	09/01/85	05/23/86	103001
36-6032	CENTENNIAL SCHL DIST ABE PRGRM	ABE	5	25	35	15		75	09/01/85	05/30/86	101241
37-6019	CENTENNIAL SCHL DIST GED PRGRM	GED	6				58	58	09/01/85	05/30/86	103001
34-6034	IU 22 CORRECTIONS ABE PROGRAM	ABE	6		1	180		181	09/02/85	05/30/86	402142
36-6061	QUAKERTOWN COMMUNITY S D - ABE	ABE	2	3	6	4		13	07/01/85	05/30/86	102141
37-6035	QUAKERTOWN COMMUNITY S D - GED	GED	3				24	24	07/01/85	05/30/86	103001
COUNTY TOTAL			45	80	65	279	272	696			
CAMBRIA COUNTY											
36-6096	GREATER JOHNSTOWN AVTS - ABE	ABE	12			48		48	07/01/85	05/31/86	601201
37-6050	GREATER JOHNSTOWN AVTS - GED	GED	12				80	80	07/01/85	05/31/86	603001
34-6005	HIRAM G. ANDREWS CENTER - ABE	ABE	3		100	79		179	07/01/85	05/31/86	502102
37-6060	ST FRANCIS COLLEGE GED PROGRAM	GED							CANCELLED		903003
COUNTY TOTAL			27		100	127	80	307			
CARBON COUNTY											
36-6058	CARBON COUNTY AVTS ABE PROGRAM	ABE	8		12	60		72	08/01/85	05/31/86	162101
COUNTY TOTAL			8		12	60		72			
CENTRE COUNTY											
38-6042	IU 10 COMMUNITY ABE PROGRAM	ABE	96	17	142	1,068		1,227	07/01/85	06/30/86	201202
37-6027	IU 10 COMMUNITY GED PROGRAM	GED	9				162	162	07/01/85	06/30/86	203002
98-6001	PARENTS & CHILDREN TOGETHER	ABE	1		10	3		13	07/01/85	06/30/86	101002
34-6026	ROCKVIEW STATE CORR INST - ABE	ABE	2			23		23	09/01/85	05/29/86	302005
35-6009	ROCKVIEW STATE CORR INST - GED	GED	2				46	46	09/01/85	05/29/86	303005
36-6075	STATE COLLEGE AREA S D - ABE	ABE	12	206	7	125		338	07/01/85	05/31/86	101241
37-6030	STATE COLLEGE AREA S D - GED	GED	5				46	46	07/01/85	05/31/86	103001
COUNTY TOTAL			127	223	159	1,219	254	1,855			

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PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
CHESTER COUNTY											
36-6007	AVON GROVE SCHL DIST ABE PRGM	ABE	3	8	6	21		35	10/01/85	05/30/86	104121
36-6009	CHESTER CO COMMUNITY-BASED ABE	ABE	3			83		83	07/01/85	06/30/86	102102
37-6007	CHESTER CO COMMUNITY-BASED GED	GED	6				148	148	07/01/85	06/30/86	163002
36-6002	CHESTER CO INSTITUTIONAL ABE	ABE	2			39		39	07/01/85	06/30/86	452102
36-6002	CHESTER CO INSTITUTIONAL GED	GED	1				27	27	07/01/85	06/30/86	403002
36-6007	WEST CHESTER AREA S D ABE PRGM	ABE	11	21		12		33	08/18/85	05/31/86	101201
37-6055	WEST CHESTER AREA S D GED PRGM	GED	6				47	47	08/18/85	05/31/86	103001
COUNTY TOTAL			32	29	6	155	222	412			

CLARION COUNTY											
36-6021	CLARION COUNTY AVTS ABE PRGM	ABE	5		2	5		7	07/01/85	05/31/86	602101
37-6016	CLARION COUNTY AVTS GED PRGM	GED	5				30	30	07/01/85	05/30/86	603001
COUNTY TOTAL			10		2	5	30	37			

CRANFORD COUNTY											
36-6016	CRANFORD CENTRAL SCHL DST--ABE	ABE	5		25	29		54	07/01/85	05/31/86	101241
37-6012	CRANFORD CENTRAL SCHL DST--GED	GED	5				50	50	07/01/85	05/31/86	103001
36-6034	PENNCREST SCHOOL DIST ABE PRGM	ABE	7		6	125		131	08/01/85	05/30/86	102131
37-6023	PENNCREST SCHOOL DIST GED PRGM	GED	5				58	58	08/01/85	05/30/86	103001
COUNTY TOTAL			22		31	154	108	293			

CUMBERLAND COUNTY											
36-6025	CAMP HILL STATE CORR INST--ABE	ABE	4			70		70	08/09/85	05/31/86	301205
36-6008	CAMP HILL STATE CORR INST--GED	GED	2				51	51	08/09/85	05/31/86	303005
36-6040	CARLISLE AREA SCH DST ABE PRGM	ABE	5	34	6	2		42	07/01/85	05/31/86	104201
37-6029	CARLISLE AREA SCH DST GED PRGM	GED	4				97	97	07/01/85	05/31/86	103001
36-6001	CUMBERLAND COUNTY PRISON - ABE	ABE	2		7	53		60	07/01/85	05/31/86	404102
37-6044	CUMBERLAND VALLEY S D GED PRGM	GED	9				83	83	07/01/85	05/31/86	103001
36-6064	EAST PENNSBORO AREA S D - ABE	ABE	5			29		29	08/01/85	05/31/86	102001
COUNTY TOTAL			31	34	13	154	231	432			

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PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
DAUPHIN COUNTY											
98-6012	CURRICLM GUIDE FR ELCTRCN VTN	ABE	2		3	20		23	09/01/85	06/30/86	501004
34-6028	DAUPHIN COUNTY PRISON - ABE	ABE	2		8	28		36	07/01/85	05/31/86	401202
35-6010	DAUPHIN COUNTY PRISON - GED	GED	1				11	11	07/01/85	05/31/86	403002
36-6067	EVALUATION OF FY 1985-86 ABE	ABE	3						07/01/85	06/30/86	101241
36-6077	HARRISBURG CITY SCH DIST - ABE	ABE	11		72	191		263	07/01/85	06/30/86	005005
37-6046	HARRISBURG CITY SCH DIST - GED	GED	4				77	77	07/01/85	05/31/86	103001
34-6009	HARRISBURG STATE HOSPITAL--ABE	ABE	6		74	65		139	07/01/85	05/30/86	501202
35-6001	HARRISBURG STATE HOSPITAL--GED	GED	2				33	33	07/01/85	05/31/86	503002
36-6074	PUERTO RICAN ORGNZNG COMM--ABE	ABE	5	50				50	07/01/85	05/30/86	804004
36-6004	TRI-COUNTY O.I.C. ABE PROGRAM	ABE	10	10	37	165		212	07/01/85	05/31/86	801244
37-6003	TRI-COUNTY O.I.C. GED PROGRAM	GED	4				126	126	07/01/85	05/31/86	803004
36-6066	UPPER DAUPHIN COMMNTY ABE PRGM	ABE	3			32		32	09/04/85	04/30/86	801204
36-6109	WILLIAMS VALLEY S D ABE PRGRM	ABE	4			16		16	09/01/85	05/29/86	102001
COUNTY TOTAL			57	60	194	517	247	1,018			
DELAWARE COUNTY											
36-6056	CHESTER UPLAND SCHL DIST - ABE	ABE	7	11	2	18		34*	09/01/85	05/31/86	102101
37-6036	CHESTER UPLAND SCHL DIST - GED	GED	5				204	204	09/01/85	05/31/86	103001
36-6051	CHICHESTER SCHL DST ABE PRGRM	ABE	3		18	17		35	08/05/85	04/18/86	101201
36-6052	DELAWARE CO. LITERACY COUNCIL	ABE	216	17	135	48		200	07/01/85	06/31/86	801004
34-6013	DELAWARE COUNTY PRISON - ABE	ABE	6		33	125		159*	07/01/85	05/30/86	401244
35-6004	DELAWARE COUNTY PRISON - GED	GED	4				45	45	07/01/85	05/30/86	403004
34-6032	HAVERFORD STATE HOSPITAL - ABE	ABE	3		3	20		23	09/10/85	05/28/86	501202
98-6046	MATCH FR PRJCT HOMETWN AMERICA	ABE	21	1	29	6	1	37	04/01/86	06/30/86	801004
36-6008	RIDLEY SCHOOL DIST ABE PROGRAM	ABE	5	25		93		118	09/16/85	05/30/86	101241
37-6005	RIDLEY SCHOOL DIST GED PROGRAM	GED	3				42	42	09/16/85	05/30/86	103001
36-6050	SE PA REHABILITTN CTR COMM ABE	ABE	12		102	76		178	07/01/85	05/31/86	101204
34-6014	SE PA REHABILITTN CTR INST ABE	ABE	9		73	7		80	07/01/85	05/31/86	501204
36-6085	SOUTHEAST DELCO S D ABE PRGRM	ABE	3			11		11	08/01/85	05/30/86	104201
37-6054	SOUTHEAST DELCO S D GED PRGRM	GED	5				52	52	08/01/85	05/30/86	103001
36-6059	WILLIAM PENN SCH DIST ABE PRGM	ABE	5		2	90		92	09/01/85	05/31/86	102101
37-6037	WILLIAM PENN SCH DIST GED PRGM	GED	3				18	18	09/01/85	05/31/86	103001
COUNTY TOTAL			310	54	397	511	362	1,328*			
ERIE COUNTY											
36-6038	CORRY AREA SCHOOL DIST - ABE	ABE	4	1		25		26	07/01/85	05/31/86	102101
36-6013	ERIE ADULT LEARNING CTR - ABE	ABE	13	45	38	549		632	07/01/85	06/30/86	201241
37-6009	ERIE ADULT LEARNING CTR - GED	GED	4				106	106	09/01/85	05/31/86	203001
36-6097	GERTRUDE A BARBER CTR ABE PRGM	ABE	7		34	1		35	09/01/85	05/31/86	801004
36-6098	IU 5 COMMUNITY ABE PROGRAM	ABE	14		2	65		67	07/01/85	05/31/86	102002
37-6053	IU 5 COMMUNITY GED PROGRAM	GED	13				186	186	07/01/85	05/31/86	103002
36-6078	MILLCREEK TWP S D ABE PROGRAM	ABE	3	3	1	37		41	07/01/85	05/31/86	102101
37-6047	MILLCREEK TWP S D GED PROGRAM	GED	4				19	19	07/01/85	05/31/86	103001
COUNTY TOTAL			62	49	75	677	311	1,112			

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PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
FAYETTE COUNTY											
36-6035	FAYETTE CO COMM ACTN AGENCY ABE	ABE	6	1	9	58		68	07/01/85	05/31/86	801204
37-6024	FAYETTE CO COMM ACTN AGENCY GED	GED	5				73	73	07/01/85	05/31/86	803004
COUNTY TOTAL			11	1	9	58	73	141			
FRANKLIN COUNTY											
36-6076	HAYNESBORO AREA S D ABE PROGRAM	ABE	5			124		124	09/01/85	05/31/86	102001
COUNTY TOTAL			5			124		124			
HUNTINGDON COUNTY											
34-6021	HUNTINGDON STATE CORR INST ABE	ABE	4	6	19	47		72	09/07/85	05/31/86	301205
35-6005	HUNTINGDON STATE CORR INST GED	GED	3				42	42	09/02/85	05/30/86	303005
COUNTY TOTAL			7	6	19	47	42	114			
INDIANA COUNTY											
36-6017	IU 28 COMMUNITY ABE PROGRAM	ABE	9	19	24	134		177	07/01/85	05/31/86	802412
37-6013	IU 28 COMMUNITY GED PROGRAM	GED	3				77	77	07/01/85	05/31/86	803002
34-6004	IU 28 INSTITUTIONAL ABE PROGRAM	ABE	5		35	8		43	07/01/85	05/31/86	851202
COUNTY TOTAL			17	19	59	142	77	297			
JEFFERSON COUNTY											
36-6024	JEFFERSON-DUBOIS AVTS - ABE	ABE	4			46		46	07/01/85	05/31/86	602001
COUNTY TOTAL			4			46		46			
LACKAWANNA COUNTY											
36-6070	CARBONDALE AREA S D ABE PROGRAM	ABE	6			19		19	09/01/85	04/30/86	102001
36-6002	SCRANTON SCHOOL DISTRICT - ABE	ABE	10	25		78		103	09/01/85	04/30/86	102401
37-6001	SCRANTON SCHOOL DISTRICT - GED	GED	5				19	19	09/01/85	03/31/86	103001
COUNTY TOTAL			21	25		97	19	141			
LANCASTER COUNTY											
36-6041	IU 13 COMMUNITY ABE PROGRAM	ABE	26	294	141	853		1,288	07/01/85	05/30/86	201242
37-6031	IU 13 COMMUNITY GED PROGRAM	GED	8				229	229	07/01/85	05/30/86	204002
34-6011	IU 13 PRISON ABE PROGRAM	ABE	6	39	42	635		716	07/01/85	05/30/86	401242
36-6065	LANCASTER SCHOOL DISTRICT--ABE	ABE	14	467	10	62		539	07/01/85	05/30/86	201241
37-6041	LANCASTER SCHOOL DISTRICT--GED	GED	6				359	359	07/01/85	05/30/86	203001
98-6035	NEXT STEP	ABE	2		1	16	3	20	07/01/85	06/30/86	100202
99-6006	URBAN LEAGUE LITERACY COUNCIL	ABE	22						12/01/85	06/30/86	801004
COUNTY TOTAL			84	800	194	1,566	591	3,151			

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PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
LAURENCE COUNTY											
36-6026	NEW CASTLE ADULT LITERACY PROJ	ABE	2		58			58	07/01/85	05/31/86	801004
COUNTY TOTAL			2		58			58			
LEHIGH COUNTY											
36-6088	ALLENTOWN SCHL DIST ABE PROGRAM	ABE	10	49	57	58		164	09/09/85	05/31/86	102411
37-6056	ALLENTOWN SCHL DIST GED PROGRAM	GED	4				49	49	09/16/85	05/31/86	103001
34-6018	ALLENTOWN STATE HOSPITAL - ABE	ABE	5		91	45		136	09/01/85	05/30/86	501203
34-6016	LEHIGH COUNTY PRISON - ABE	ABE	2			30		30	08/01/85	04/30/86	401201
COUNTY TOTAL			21	49	148	133	49	379			
LUZERNE COUNTY											
34-6027	DALLAS STATE CORR INST - ABE	ABE	3		20	12		32	09/01/85	05/31/86	301205
36-6001	HAZLETON AREA SCHOOL DIST--ABE	ABE	7	11	3	62		76	09/03/85	03/30/86	101241
36-6068	INST OF HUMAN RESOURCES & SERV	ABE	5		38	6		44	09/01/85	05/31/86	801002
36-6103	NORTHWEST AREA SCHL DIST - ABE	ABE	5			28		28	07/01/85	03/31/86	102001
36-6069	WILKES-BARRE AREA S D ABE PRGM	ABE	6	21	2	83		106	07/01/85	03/31/86	101241
COUNTY TOTAL			26	32	63	191		286			
LYCOMING COUNTY											
34-6012	LYCOMING COUNTY PRISON - ABE	ABE	5		11	32		43	09/12/85	05/30/86	402101
34-6029	MUNCY STATE CORR INST ABE PRGM	ABE	3		6	26		32	09/01/85	05/31/86	301245
36-6045	WILLIAMSPORT AREA SCH DST--ABE	ABE	6	9	51	16		76	09/09/85	05/16/86	101231
37-6028	WILLIAMSPORT AREA SCH DST--GED	GED	10				122	122	09/16/85	05/09/86	103001
COUNTY TOTAL			24	9	68	74	122	273			
MCKEAN COUNTY											
36-6101	BRADFORD AREA SCHOOL DIST--ABE	ABE	3		14	1		15	07/01/85	05/31/86	102101
37-6062	BRADFORD AREA SCHOOL DIST--GED	GED	5				13	13	07/01/85	05/31/86	103001
36-6020	IU 9 COMMUNITY ABE PROGRAM	ABE	3			34		34	09/01/85	05/30/86	602102
37-6015	IU 9 COMMUNITY GED PROGRAM	GED	3				17	17	09/01/85	05/30/86	603002
36-6012	KANE AREA SCHL DIST ABE PROGRAM	ABE	3		4	6		10	07/01/85	05/30/86	102141
37-6008	KANE AREA SCHL DIST GED PROGRAM	GED	2				20	20	07/01/85	05/30/86	103001
COUNTY TOTAL			19		18	41	50	109			

SUMMARY OF 1985-86 ADULT BASIC EDUCATION PROGRAMS BY COUNTY

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PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
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MERCER COUNTY

36-6014	FARRELL AREA SCH DIST ABE PRGM	ABE	5		16	14		30	09/02/85	05/30/86	101201
37-6010	FARRELL AREA SCH DIST GED PRGM	GED	4				34	34	09/02/85	05/30/86	103001
36-6015	IU 4 COMMUNITY ABE PROGRAM	ABE	17	3	21	147		171	07/01/85	05/30/86	862142
37-6011	IU 4 COMMUNITY GED PROGRAM	GED	10				99	99	07/01/85	05/30/86	163002
34-6003	IU 4 INSTITUTIONAL ABE PROGRAM	ABE	4		1	23		24	07/01/85	05/30/86	402002
36-6037	MERCER COUNTY AVTS ABE PROGRAM	ABE	4			22		22	07/01/85	05/31/86	602101
34-6022	MERCER SRCF - ABE PROGRAM	ABE	3	2	16	22		40	09/01/85	06/30/86	302005
35-6006	MERCER SRCF - GED PROGRAM	GED	2				29	29	09/01/85	06/30/86	303005

COUNTY TOTAL

49 5 54 228 162 449

MIFFLIN COUNTY

36-6105	IU 11 COMMUNITY ABE PROGRAM	ABE	8	1		58		59	08/27/85	06/03/86	602002
37-6063	IU 11 COMMUNITY GED PROGRAM	GED	7				55	55	08/27/85	06/03/86	603002
36-6104	MIFFLIN COUNTY LIBRARY - ABE	ABE	33		20			20	07/01/85	05/31/86	801004

COUNTY TOTAL

48 1 20 58 55 134

MONTGOMERY COUNTY

36-6093	CHELLENHAM TWP S D ABE PROGRAM	ABE	2		8	9		17	09/09/85	05/21/86	101401
34-6035	EAGLEVILLE HOSPITAL ABE PRGM	ABE	4		35	41		76	09/30/85	05/31/86	501202
34-6031	GRATERFORD ST CORR INST - ABE	ABE	4		16	58		74	09/30/85	05/31/86	301405
35-6011	GRATERFORD ST CORR INST - GED	GED	2				38	38	09/23/85	05/28/86	303005
36-6092	HATBORO-HORSHAM S D ABE PRGM	ABE	3	4		31		35	08/01/85	05/30/86	104211
98-6013	INVEST	ABE	1		14	13	43	70	07/01/85	06/30/86	502004
36-6055	MONTGOMERY COUNTY D.I.C. - ABE	ABE	6			18		18	08/05/85	05/30/86	802004
37-6039	MONTGOMERY COUNTY O.I.C. - GED	GED	5				26	26	08/05/85	05/30/86	803004
36-6091	NORRISTOWN AREA S D ABE PRGM	ABE	10	103	16	55		174	08/01/85	05/31/86	101241
37-6051	NORRISTOWN AREA S D GED PRGM	GED	6				90	90	08/01/85	05/31/86	103001
36-6090	SPRING FORD AREA S D ABE PRGM	ABE	5	2	6	20		28	09/01/85	05/30/86	102101
37-6052	SPRING FORD AREA S D GED PRGM	GED	4				46	46	09/01/85	05/30/86	103001
36-6031	UPPER OUBLIN S D ABE PROGRAM	ABE	2			15		15	09/17/85	05/23/86	102001
36-6010	HISSAHICKON SCHL DIST ESL PRGM	ABE	4	19	3			22	09/09/85	05/21/86	104001

COUNTY TOTAL

58 128 98 260 243 729

NORTHAMPTON COUNTY

36-6027	BETHLEHEM AREA S D ABE PROGRAM	ABE	4	6				6	08/19/85	05/30/86	102401
37-6020	BETHLEHEM AREA S D GED PROGRAM	GED	5				100	100	08/19/85	05/30/86	103001
36-6028	EASTON AREA SCHL DIST ABE PRGM	ABE	9	25	17	27		69	09/02/85	04/30/86	182141
37-6032	EASTON AREA SCHL DIST GED PRGM	GED	5				41	41	09/02/85	04/30/86	103001
34-6015	NORTHAMPTON COUNTY PRISON--ABE	ABE	7		1	60		61	09/02/85	04/30/86	401201
36-6006	PEN ARGYL AREA SCHL DIST - ABE	ABE	6		2	76		78	08/01/85	05/31/86	102101
37-6006	PEN ARGYL AREA SCHL DIST - GED	GED	4				54	54	08/01/85	05/31/86	103001

COUNTY TOTAL

40 31 20 163 195 409

SUMMARY OF 1985-86 ADULT BASIC EDUCATION PROGRAMS BY COUNTY

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
NORTHUMBERLAND COUNTY											
36-6033	IU 16 COMMUNITY ABE PROGRAM	ABE	23	16	51	407		474	07/01/85	05/31/86	201240
37-6022	IU 16 COMMUNITY GED PROGRAM	GED	17				111	111	07/01/85	05/31/86	203000
34-6008	IU 16 INSTITUTIONAL ABE PROGRAM	ABE	5		1	41		42	07/01/85	05/31/86	451200
COUNTY TOTAL			45	16	52	448	111	627			
PHILADELPHIA COUNTY											
36-6049	ACADEMY & CAREER TRANSITN PRGM	ABE	8			71		71	07/01/85	05/31/86	102000
98-6017	ADAPTATN OF BLONG A BETTR YOU	ABE	3			28		28	07/01/85	06/30/86	802000
36-6048	CENTER FOR LITERACY ABE PROGRAM	ABE	150	50	359	57		466	07/01/85	05/30/86	101420
36-6094	CENTERS FOR ADULT LEARNING-ABE	ABE	26	35	197	19		251	07/01/85	05/31/86	801240
36-6108	CORA - NEUMANN PROGRAM - ABE	ABE	4			46		46	07/01/85	06/30/86	802000
36-6047	CSPCO - TEMPLE UNIVERSITY--ABE	ABE	4		35	42		77	07/09/85	05/30/86	902140
36-6095	DIST 1199C TRNG/UPGRDG ABE PGM	ABE	3		22	26		48	09/09/85	05/29/86	801200
37-6064	GORDON PHILLIPS GED PROGRAM	GED	3				72	72	07/01/85	05/30/86	703000
36-6107	LIGHTHOUSE ESL PROGRAM	ABE	4	22				22	08/01/85	05/30/86	804000
36-6060	LUTHERAN SETTLEMENT HOUSE--ABE	ABE	10		46	69		115	07/01/85	05/31/86	802100
36-6053	PHILADELPHIA CITY S D ABE PRGM	ABE	24	132	149	730		1,011	07/01/85	06/30/86	182140
37-6033	PHILADELPHIA CITY S D GED PRGM	GED	8				269	269	07/01/85	05/31/86	103000
34-6017	PHILADELPHIA CORRECTIONS ABE	ABE	2		2	28		30	07/01/85	06/30/86	401240
36-6089	SOUTHERN HOME SERVICES ABE PGM	ABE	6	39	2	13		54	07/01/85	05/31/86	804200
98-6018	TCHNG MAIN IDEA THRU DRAMATCS	ABE	2		16	14		30	07/01/85	06/30/86	801200
98-6036	WRITNG MULTI-CULTURL CURR MANL	ABE	2	41	22	5		68	07/01/85	06/30/86	901200
COUNTY TOTAL			259	319	850	1,148	341	2,658			
PIKE COUNTY											
36-6106	PIKE COUNTY ABE PROGRAM	ABE	5			19		19	08/01/85	05/30/86	102100
37-6065	PIKE COUNTY GED PROGRAM	GED							CANCELLED		103000
COUNTY TOTAL			5			19		19			
POTTER COUNTY											
98-6004	COMPREHENSIVE SPELLING PROGRAM	ABE	3		4	18		22	07/01/85	06/30/86	101200
36-6083	COUDERSPORT AREA S D ABE PRGM	ABE	3		4	18		22	08/01/85	05/30/86	101200
COUNTY TOTAL			6		8	36		44			
SCHUYLKILL COUNTY											
36-6057	IU 29 COMMUNITY ABE PROGRAM	ABE	5		35	44		79	09/01/85	05/31/86	811200
37-6038	IU 29 COMMUNITY GED PROGRAM	GED	4				110	110	09/01/85	05/31/86	163000
COUNTY TOTAL			9		35	44	110	189			

SUMMARY OF 1985-86 ADULT BASIC EDUCATION PROGRAMS BY COUNTY

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PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
SOMERSET COUNTY											
36-6062	SOMERSET COUNTY AVTS - ABE	ABE	8		70	43		113	07/01/85	05/31/86	851201
37-6040	SOMERSET COUNTY AVTS - GED	GED	7				50	50	09/01/85	05/31/86	603001
COUNTY TOTAL			15		70	43	50	163			
TIOGA COUNTY											
36-6043	MANSFIELD UNIVERSITY ABE PRGRM	ABE	3		6	19		25	07/01/85	06/15/86	901203
98-6019	PROJECT PRIDE	ABE	44		2	74	32	108	07/01/85	06/30/86	901303
COUNTY TOTAL			47		8	93	32	133			
VENANGO COUNTY											
36-6079	TITUSVILLE AREA SCHL DIST--ABE	ABE	5		5	32		37	07/01/85	05/30/86	102101
COUNTY TOTAL			5		5	32		37			
WARREN COUNTY											
35-6003	WARREN COUNTY JAIL GED PROGRAM	GED	5				28	28	07/01/85	05/30/86	403001
COUNTY TOTAL			5				28	28			
WASHINGTON COUNTY											
36-6081	IU 1 COMMUNITY ABE PROGRAM	ABE	23	6	57	349		412	07/01/85	05/31/86	121242
36-6080	MCGUFFEY SCHOOL DIST ABE PRGRM	ABE	3			13		13	07/01/85	05/31/86	102101
37-6048	MCGUFFEY SCHOOL DIST GED PRGRM	GED	3				38	38	07/01/85	05/31/86	103001
36-6102	TRINITY AREA SCH DIST ABE PRGM	ABE	8	12		63		75	07/01/85	05/15/86	102141
37-6061	TRINITY AREA SCH DIST GED PRGM	GED	4				23	23	07/01/85	05/15/86	103001
34-6030	WASHINGTON CP & WESTRN CTR ABE	ABE	8		35	23		58	09/02/85	05/31/86	541202
COUNTY TOTAL			49	18	92	448	61	620			
WAYNE COUNTY											
37-6002	WAYNE HIGHLANDS S D GED PROGRAM	GED	5				37	37	10/01/85	05/15/86	103001
COUNTY TOTAL			5				37	37			
WESTMORELAND COUNTY											
34-6023	GREENSBURG SRCF - ABE PROGRAM	ABE	4		54	19		73	09/16/85	05/15/86	301205
35-6007	GREENSBURG SRCF - GED PROGRAM	GED	3				43	43	09/16/85	05/31/86	303005
36-6023	NEW KENSINGTON-ARNOLD S D--ABE	ABE	3	1	3	9		13	09/17/85	04/17/86	101201
36-6039	NORWIN SCHOOL DISTRICT - ABE	ABE	4			32		32	07/01/85	05/30/86	102101
37-6026	NORWIN SCHOOL DISTRICT - GED	GED	4				22	22	07/01/85	05/30/86	103001
COUNTY TOTAL			18	1	57	60	65	183			

SUMMARY OF 1985-86 ADULT BASIC EDUCATION PROGRAMS BY COUNTY

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE		
WYOMING COUNTY													
36-6005	TUNKHANNOCK AREA S D ABE PRGRM	ABE	5			9		9	08/17/85	04/10/86	101241		
37-5004	TUNKHANNOCK AREA S D GED PRGRM	GED	4				26	26	08/16/85	04/22/86	103001		
COUNTY TOTAL			9			9	26	35					
YORK COUNTY													
99-6001	ABE/BASIC LITERACY TUTOR TRNG	ABE	44	10	11	24	7	52	07/01/85	06/30/86	102002		
36-6073	IU 12 COMMUNITY ABE PROGRAM	ABE	170	192	121	195		508	07/01/85	05/31/86	201242		
37-6045	IU 12 COMMUNITY GED PROGRAM	GED	10				338	338	07/01/85	05/31/86	203002		
34-6024	IU 12 PRISON ABE PROGRAM	ABE	4	2	3	147		151	07/01/85	05/31/86	401202		
37-6042	RED LAND COMMUNITY ACTION--GED	GED	3				23	23	07/01/85	05/31/86	803004		
36-6072	YORK COUNTY AVTS ABE PROGRAM	ABE	2			43		43	07/01/85	05/31/86	602001		
COUNTY TOTAL			233	203	135	409	368	1,115					
GRAND TOTAL								2,176	3,201	4,310	11,828	6,187	25,531*

* SOME LINES APPEAR TO TOTAL INCORRECTLY BECAUSE 5 ABE/GED STUDENTS HAD NO LEVEL SPECIFIED.

APPENDIX D

1985-86

SECTION 310 FUNDED PROJECTS

Section 310 of the Adult Education Act provides support for special experimental demonstration and teacher training projects. More information about individual projects conducted in 1985-86 may be obtained by contacting AdvanceE, Pennsylvania's Adult Education Clearinghouse, at the following address.

AdvanceE
PDE Resource Center
Pennsylvania Department of Education
333 Market Street, 11th Floor
Harrisburg, PA 17126-0333

SECTION 310 PROJECTS

Special Experimental Demonstration Projects

Priorities for 1985-86

- Staff and operate a resource facility as a support service to State administration and local Section 306 Adult Basic Education (ABE) programs and Section 310 Special Projects that will:
 - (a) Maintain and expand a shelf collection of over 3,000 related materials in the areas of professional development, students/staff classroom materials, Special Experimental Demonstration and Staff Development Section 310 Special Projects reports and products, and general ABE references. The material should be shelved in a work area to accommodate easy access by field personnel as well as the resource facility staff. A computerized file of the shelf collection should be maintained and updated as necessary.
 - (b) Maintain or initiate contacts with commercial publishers in order to receive gratis copies of newly released related materials. Final reports and products of Special Experimental Demonstration and Staff Development Section 310 Special projects would be received by the resource facility from the Division of Adult Basic Education to be integrated into the existing shelf collection.

Further acquisitions should be made through limited purchase of new materials identified through analyses of Section 306 regular ABE program needs and Section 310 Special Projects functions and activities. The staff should conduct reviews of the newly acquired materials for content and methods to effect their use. Access to one or more of the commercially available computerized data bases for educational information is necessary for staff's response to requests from clients.

- (c) Disseminate materials in response to mail, phone, on-site requests and staff-perceived filed personnel needs. Information about the resource facility and how to use its services as well as announcements of the availability of specific materials would be distributed to appropriate audiences. This function would involve the editing and production of abstracts of the current Section 310 Special Projects of fiscal year 1985-86 and maintaining a clearinghouse toll-free number. Resources and information should be provided as loans, gratis copies, or on a cost-recovery basis. The intent of the resource facility shall be to provide limited free services to the Pennsylvania Department of Education and its funded ABE programs.

"Advance - The Adult Education Clearinghouse"

Pennsylvania Department of Education, Resource Center

AdvancE, as the Adult Education Clearinghouse for Pennsylvania, had as the foundation of its service, the continuing development of a strong collection of resource materials and the provision of on-line database information. Therefore, the collection continued to be weeded and strengthened in order to make AdvancE more responsive to client needs. Because an increased number of questions were administrative in nature, an effort was made to acquire a much wider range of materials. One result of this effort was the establishment of a vertical file and a test file.

During the year, dissemination activities included articles about products in What's the Buzz, Pennsylvania's adult education newsletter; participation on the FOCUS on management committee which reviewed 310 materials for possible adoption/adaption; and preparation of the 1986 310 Abstract Booklet. Awareness activities included the preparation of a new brochure about AdvancE, regular contribution of articles for a column in What's the Buzz, attendance and dissemination of materials at all three of the fall workshops, and making a presentation and staffing an exhibit at the Mid-Winter Conference on Adult Education.

To support the work of the Division of Adult Basic Education, AdvancE developed a survey instrument and conducted a staff development needs assessment of ABE practitioners in the state. With the impending changes in the GED test, it was not surprising to find that there was a perceived need for information about the new test, particularly the expository writing requirement. In response, AdvancE planned and offered what proved to be a successful workshop at two sites in the state, Pittsburgh and Harrisburg.

Time was also spent in implementing activities to have the collection cataloged. Through a special grant from the Governor's Technology Initiative, a company was hired to catalog the Resource Center collection, including AdvancE, and to place the data on machine readable tape. Eventual benefits will include improved staff access to titles in the collection, a computerized circulation system, and the ability to easily produce bibliographies on adult education subjects. It is anticipated that a paper catalog of the AdvancE collection will be produced and distributed to ABE programs.

Quantitatively AdvancE provided the following:

- o Individual Search Packages - 599
- o Resource Items (on loan) - 1,504
- o Free Materials Distributed - 1,965

Client evaluation forms provided the following assessment of services provided:

- o Seventy-four percent indicated they had received just the right amount of information.
- o All said the information received was relevant to the topic.
- o All found the information received useful.

- o Ninety-four percent indicated they would recommend or highly recommend the service to colleagues.
 - o All said they would use the service again, save one who wanted return postage provided.
2. Coordinate the physical arrangement and fiscal support for statewide ABE staff development activities and other state initiated activities. This will include:
- (a) A series of three (3) regional ABE workshops to be held in the Fall of 1985 to provide staff development sessions for administrators, counselors, tutors, and teachers: one (1) workshop in the western area; one (1) workshop in the central area; and one (1) workshop in the eastern area. Arrangements will be made by grantee in cooperation with the Department of Education. Costs should include the expenses of and a small honorarium for each of the presenters.
 - (b) A series of three (3) Section 310 Special Projects Staff Development presentations at the Midwinter Conference in February 1986 and a series of two (2) Section 310 Special Projects Staff Development presentations at the Pennsylvania Vocational Education Conference in June 1986. Costs of reimbursements will be limited to the actual expenses of each of the five (5) presenters.
 - (c) A series of four (4) meetings of the Adult Education Task Force to take place in the general Harrisburg area for a total of eight (8) meeting days. Costs should include expenses for travel, meals, and lodging to accommodate a maximum of thirty (30) persons.
 - (d) A series of four (4) meetings of the Section 310 Task Force to take place in the general Harrisburg area for a total of six (6) meeting days. Costs should include expenses for travel, meals, and lodging to accommodate a maximum of twenty-five (25) persons.

"Staff Development Support Services"

Pennsylvania Directors' Association for Community Action, Inc.

This project managed and coordinated staff development activities for the State Plan Task Force and 310 Task Force meetings and for presenters at workshops and conferences. Appropriate arrangements for approved meetings were completed. Travel reimbursements were processed for all workshop and meeting participants.

3. Publish a minimum of ten (10) issues of a four (4)-page newsletter to deliver information to ABE practitioners and other ABE program supporters in Pennsylvania. A two (2)-page in-service insert to be used as a training device in areas such as life coping skills, English grammar, and math must be included with each issue. Applicant must plan for a circulation of approximately 1,000 copies across the Commonwealth and a maximum of 900 across the nation, as requested, for the duration of the project.

"What's the Buzz? Pennsylvania's Adult Basic Education Newsletter"

Adult Education Linkage Services

Pennsylvania's adult basic education newsletter, was prepared, edited, and published each month from September through June. It was mailed free to all Section 306 programs and Section 310 projects in Pennsylvania and to as many other ABE practitioners and friends of ABE as were identified. Readers were informed of relevant legislation, publishers' materials, and activities appropriate to ABE/GED/ESL, literacy, continuing education, and vocational education throughout the country -- but with a special emphasis on Pennsylvania. Each issue included a two-page insert for use as a training device.

4. Promote the ABE program through the use of existing public service announcements and maintain a statewide toll-free number that will encourage the recruitment and referral of ABE students and volunteers.

"ABE Toll-Free"

Central Susquehanna Intermediate Unit #16

The project combined two types of communications (telephone and television) to support statewide recruitment of potential ABE students. Television commercials describing ABE classes were placed. A toll-free ABE access number was maintained which adults could call for referral to local programs. Linkage was maintained with Contract Literacy, Nebraska.

5. Provide tutor training of training teams to expand program availability for services of literacy councils in underserved and unserved areas of the state.

"Lincoln Literacy Council"

Lincoln Intermediate Unit #12

A representative of Tutors of Literacy in the Commonwealth provided a series of four (4) one-day workshops for persons interested in promoting literacy in Franklin County.

6. Develop an innovative ABE curriculum in areas such as life coping skills, math and/or English grammar, which could use a variety of instructional techniques. Include the use of state-of-the-art technology. No purchase of hardware will be allowed. (A complete review of related materials is imperative. Addressing the review process and findings of literature in the Pre-Application to ascertain the uniqueness of the idea proposed is imperative.)

"ABE - At-Home Curriculum"

School District of the City of Erie

The Erie School District through its Adult Educational Learning Center developed an innovative at-home ABE curriculum to be used with homebound adult students. Students progress was directed through telephone, home visits, and correspondence.

"Listening To You...Listening To Me: A Developmental Listening Program for Adults"

Southeast Pennsylvania Rehabilitation Center of Elwyn Institutes

Project staff developed a comprehensive, developmental listening skills program for adults functioning within the 0-8 ABE grade designations. The complete package of program materials (tapes, instructional manual and applicable worksheets) was designed to develop and reinforce listening component skills: perception, sequencing, comprehension, memory/storage, retrieval and recall, and analysis and interpretation of information. With technical input from an adult speech and language pathologist, project staff developed program materials applicable for use by ABE personnel in a traditional instructional setting.

"Personal Finances Instructional Aid "

Internal Training Services, Inc.

A set of instructional aids were developed in packet form to provide teachers with graphic quality masters to teach personal finances to adult students functioning at the 0-8 level. From these masters, teachers may reproduce copies, prepare overhead projections, prepare ditto masters, and prepare individualized instructional packets.

"Writing A Multi-Cultural Curriculum Manual in Basic Skills for Low Income Minority Adults from Diverse Cultures"

LaSalle University Urban Center

The Urban Center developed: (a) instructional materials that include much more specific information about Afro-American, Afro-Caribbean, Hispanic, Asian, and white "ethnic" cultures than was available in existing ABE curricula; (b) curriculum material that includes information on the economic conditions and problems facing each group; and (c) curriculum material that encourages students to be active problem-solvers and creative users of their own experience and knowledge. The project produced a curriculum manual designed to be used with adults at the 0-4 levels and over an approximate time period of 12 weeks. Copies of the manual were printed for distribution in Pennsylvania.

7. Organize and conduct one or more statewide activities such as a dissemination conference to encourage the adoption/adaptation of available 310 Special Projects materials developed primarily by Pennsylvania's grantees.

[This priority was addressed without a separate Section 310 project. Project Advance (See Priority 1) conducted this activity at the Fall Workshops and at the annual Midwinter Conference.]

8. Provide support services for a student-recognition activity including the technical editing of field-submitted success stories, the interviewing and photographing of ten (10) finalists at their homes or program sites, and the preparation, publication and dissemination of a Success Stories booklet.

"Success Stories Booklet "

Lombard Street Associates

The project designed a public awareness campaign using success stories as a means to demonstrate the advantages of adult education to the community. The grantee created a booklet of success story finalists. This booklet was disseminated throughout the state to adult educators and other interested parties.

9. Beyond the aforementioned priorities, the Pennsylvania Department of Education will give consideration to proposals of statewide or regional impact that would be unique and exemplary and would contribute to staff development and/or the improvement of multiple-program services, such as, but not limited to:
 - (a) The use of technology to increase efficiency of programs and/or personnel. (No purchase of hardware will be allowed.)
 - (b) The use of volunteers in an ABE setting.
 - (c) The provision of supportive services for the formulation of GED alumni services.

"Adult Education Staff Development: Recommendation for Implementation"

Cabrini College

This project produced: (1) a survey of current literature in AESD; (2) an investigation of successful practices in other states; and (3) recommendations for further development of a plan for implementation.

"Adult Illiteracy Videotapes"

Allentown Literacy Council

The Allentown Literacy Council coordinated a multimedia project with regional impact addressing adult illiteracy in the Lehigh Valley. Using the technology of the television media, the Council produced a series of videotapes designed to increase the number of volunteer literacy tutors, to inform the region about the extent of the problem, and to encourage the community to join existing efforts or develop their own ways to address the problem. The videotape project was supported by radio and newspaper campaigns.

"A Computer-Based Instructional Approach to Functional Reading Instruction"

Carnegie-Mellon University

This project developed a software program which teaches vocabulary and provides reading comprehension exercises. The software was based on a program completed as part of a Navy research effort. After the modifications were completed, alternative strategies for using it with ABE students were tested.

"Establishment and Development of a Mifflin County GED Alumni Association"

Tuscarora Intermediate Unit #11

A Mifflin County GED Alumni Association was established with a meeting center provided at the Juniata-Mifflin Area Vocational-Technical School. The association was established to create a supportive environment to allow personal and group goals to be met, to establish a sense of pride and achievement in receiving a GED diploma, to provide a favorable environment for adult education in the community, to further enhance skills, to provide career information, to help other GED students, and to actively recruit new alumni members and GED students.

"A GED Alumni Association"

Lutheran Settlement House Women's Program

The Settlement House provided supportive services for a model GED alumni association which provides social activities, a networking forum, a mentoring system, and an advisory council. A forum for establishing a statewide alumni association network and technical assistance for programs establishing alumni associations was also provided.

"Linking Adult Literacy Programs to the Parole Population"

Center for Social Policy and Community Development

This research project designed a model system which demonstrated the identification, referral, placement, and tracking processes of parolees in need of basic education skills. This project was a collaborative effort between Temple University's Center for Social Policy and Community

Development and the Pennsylvania State Board of Probation and Parole. This project produced a handbook detailing the necessary steps for replication.

"Operation Alumni: Finding Them, Organizing Them, Making the PAACE Connection"

The Message Refinery

This project produced a 24-page booklet that gives a detailed explanation of the formation of a GED Alumni group in terms of recruitment goals, social and service activities, and PAACE linkage. The booklet resulted from an actual "all-out" effort in the formation of a local alumni group.

"Pennsylvania's GED Alumni Organization"

Adult Education Linkage Services

This project assisted local GED programs to establish alumni organizations by a series of activities designed to identify alumni, orient key alumni to appropriate organizational activities, and assist GED organizations through their first months of organizational activity.

"Project Pact: Parents and Children Together"

Central Intermediate Unit #10 Development Center for Adults

The project developed a curriculum for 0-4 level ABE parents. The curriculum consists of lessons in life coping and parenting skills. Basic math and language arts skills needed to master each coping skill are taught. Lessons are designed to be used first by the ABE teacher and student (parent) and then used at home by parent and child. The activities promote positive parent-child interaction while helping both parent and child with basic life skills such as reading recipes, telling time, reading a calendar, reading a bus schedule, and other similar activities.

"Project Pride: Providing Rural Individuals Delivery of Education"

Mansfield University

The project provided underserved adults in rural Tioga County with a prescriptive course of study including the options of ABE and GED programs at community sites, as well as home study or in-home tutoring options. Videotapes, newspaper lessons, and traditional texts were used. A community-based advisory committee and the use of volunteers were important components of the project, as community resources had been largely untapped. The population served included, but was not limited to, the physically handicapped, incarcerated, and elderly.

"Proposed PDE Match for Project Hometown America"

Delaware County Literacy Council

The project expanded adult student enrollment by establishing additional tutoring sites, by training volunteers, and by involving students in client support activity. Auditory and visual screening was provided for current and potential students in the city of Chester. Various elements of the community were used to make literacy services more central to community revitalization.

"Readnet: A telecommunications Network For Literacy Organizations"

Mayor's Commission on Literacy in Philadelphia

The Mayor's Commission established a network enabling local, state, and urban literacy organizations to use their computers to "talk" to each other by dialing a common telephone number. The project designed system features, coordinated use, and maintained READNET on a day-to-day basis. The project contracted with an existing computer network for time online and for set-up of READNET. READNET is an interactive system with its contents determined by the wishes of the users. Pennsylvania literacy groups are able to exchange information on a wide variety of subjects, such as ABE materials, funding sources, legislation, and upcoming events.

"Regional Resource Center for GED Computer Software"

Luzerne Intermediate Unit #18

The grantee established a regional resource center to house gratis copies of computer software where such software could be reviewed by both GED teachers and students. Other GED educators were invited to visit the center to examine material prior to purchase to insure that it would meet their needs and thus promote greater cost effectiveness. A Directory of GED software Reviews was printed and disseminated statewide.

"A Study of the Impact of ABE Participation on Quality of Life"

Institute for the Study of Adult Literacy, Pennsylvania State University

The Institute conducted a longitudinal study of the impact of participation in publicly funded ABE instruction on the overall quality of life of adult participants whose livelihood was currently solely dependent upon public welfare assistance. The study examined the short-range and long-range effects. Information was obtained about desirable outcomes of successful participation in ABE.

"University Work Study Student/ABE Assistance Program"

Central Intermediate Unit #10 Development Center for Adults

The project developed and piloted a cooperative agreement with the Pennsylvania State University's Office of Financial Aid to use ten (10) University Work Study Students as ABE/Literacy tutors and as teacher, counselor, and clerical aides in local ABE/GED/Literacy Programs: The Central Intermediate Unit #10 Development Center for Adults, State College School District ABE Learning Lab, and the Mid-State Literacy Council.

"Television-Based In-Service Program for Adult Literacy Tutors"

Pennsylvania State University

The grantee produced two (2) half-hour television programs that provided in-service training for literacy tutors. One program focused on the language experience method of reading instruction. The second presented a variety of practical suggestions for successful tutoring of adults. Both programs, along with three already produced in-service programs for adult educators, were presented on PENNARAMA in the spring of 1986 so that literacy and ABE/GED programs in the PENNARAMA service area could record and retain them for future in-service use. Copies of completed programs and user guides were made available to Advance for additional distribution statewide.

"Urban League Literacy Center"

Lancaster-Lebanon Literacy Council

The project provided a fourteen-hour workshop which trained reading tutors. It recruited administrative volunteers to act as liaisons between the coordinators of the programs and to help with clerical tasks. It held sessions where tutors updated their skills, obtained aid with problems, and exchanged ideas. Through the use of volunteers, the Urban League Literacy Center provided literacy training on an individual basis to those who read below the fifth grade level. The center also provided a fourteen-hour training workshop for all tutors as well as monthly seminars to upgrade skills and handle problems. The center also provided an administrative structure which evaluated the potential tutees, matched tutors and tutees, monitored this relationship and kept records.

"VITA: Volunteers in Tutoring Arrangements for County Educational Programs"

Mid-State Literacy Council

The project recruited and trained teams of tutors for a volunteer bank. The teams consisted of trained tutors specializing in teaching either (a) basic literacy (0-4); (b) mentally retarded; (c) learning disabled; (d) pre-GED (5-8); (e) GED; or (f) ESL, with emphasis on job search skills, consumer awareness, and basic life/survival skills. The tutors were then available, upon request, to community educational agencies or institutions in Centre and Clearfield counties.

10. Develop a small grant proposal up to \$5,000 for the purpose of supporting a specific need of a local program, which would increase the effectiveness of the ABE program to the benefit of the adult students. Also, applicants may adapt/adopt and implement past 310 projects in either the area of Special Experimental Demonstration or Staff Development. Innovative classroom practitioners are encouraged to apply.

"ABE/GED Courseware Collection and Implementation"

State College Area School District

In an effort to implement the use of computer software in the Adult Basic Education (ABE) and General Education Development (GED) learning processes, this project developed a core curriculum collection of courseware for use in basic skills development. Evaluation was made of state of the art courseware available in the State College Area School District in kindergarten through 12th grade to ascertain its usefulness in the ABE/GED basic skills curriculum. In addition, software that had been designed specifically for ABE/GED students was reviewed. Recommendations were made for the purchase of a core collection of courseware. An in-service training event to implement the use of the courseware was conducted for instructors in the ABE/GED program of the district.

"Bradford-Wyoming County Coalition for Literacy"

Bradford County Library

The grantee established an advisory council of representatives from county government, public schools, JTPA, job service, and church and civic organizations and developed a network to mount a two-county effort to recruit adult students and volunteer tutors. The target audience was the approximately 7,000 adults, 25 years and older, in Bradford and Wyoming Counties who had less than an 8th grade education. The project recruited new adult students and new volunteer tutors.

"Building A Better You"

Lutheran Settlement House Women's Program

The grantee adapted the material and workshops designed by the Mon Valley Progress Council on Aging and Self-Esteem, Interpersonal Communications, Decision Making and Problem Solving to a population between the ages of 25 and 55 in an effort to decrease attrition among women students.

"The Consumer's Survival Manual"

Southeast Pennsylvania Rehabilitation Center of Elwyn Institutes

The grantee developed a guidebook for adults relating to consumer mathematics the concepts and their application in functional activities. The guidebook is a pocket-size reference containing conversion and computational charts which the individual can use during shopping and other related activities.

"Continuing Education for Volunteer Tutors in Allegheny County"

Greater Pittsburgh Literacy Council

The project adapted two previous projects concerning in-service training of volunteer tutors. The two previous projects were "In-Service Seminars for Tutors and Students" and "Tutoring In-Service Provides Support." The project developed a series of four (4) seminars to meet the needs of local tutors and students.

"Coudersport Comprehensive Spelling Program"

Coudersport Area School District

The project designed a comprehensive spelling program for ABE instructors to use with 5-8 level students. A comprehensive program was developed for each individual student to improve his/her spelling abilities. Suggested word lists were used in the basic spelling plan. Instructional techniques included in the program related to visual, auditory, and phonetic methods of instruction. A diagnostic test was used with hard-to-teach students enabling instructors to use the most profitable learning mode of instruction. The spelling program presented an easy-to-manage system for instructors and students. Time effectiveness was also a consideration because the spelling program was designed to be used in the ABE curriculum each night the student attended class.

"Curriculum Guide for Electronic Voting"

Harrisburg State Hospital

The project developed a curriculum for teaching adults to use the Shouptronic electronic voting machine. The project produced a curriculum, pre and post tests, a flipchart, and flashcards.

"Educational and Vocational Opportunities for ABE/GED Students in York County"

Lincoln Intermediate Unit #12

The project developed a directory of educational, employment, and vocational opportunities in the York County area. The directory was used to provide students interested in pursuing other career options with information about available resources.

"Evaluation of Computer Courseware for Teaching Survival Reading in a Correctional Setting"

Pennsylvania State University, Division of Curriculum and Instruction

Computer assisted instruction (CAI) courseware designed as part of a 1984-85 310 Special Project was used on a long-term basis and evaluated with prison inmates reading at or below a fourth grade reading level. The courseware was used to teach functional vocabulary and survival reading/writing skills which an inmate needs when released from prison. Summative evaluation data provides evidence of effectiveness of the CAI courseware in teaching functional reading.

"Focus on Program Management"

Royce and Royce

A panel of five Pennsylvania adult educators with proven 310 experience reviewed and evaluated Pennsylvania's 310 resources in three program management areas. The best of those reviewed were selected for inclusion in three FOCUS on Management bulletins published between November and April of FY 1985-86.

"GED and Pre-GED Test Preparation by Correspondence"

Adult Education Linkage Services

The project developed and/or adopted published materials appropriate to self-study in basic skills (reading and math) and identified and used these materials with adults unable to attend traditional ABE classes.

"INVEST: Independence Through Educational and Vocational Skills Training"

Eagleville Hospital

The project developed a program integrating innovative and effective modes of education and skill development including computer assisted instruction (CAI) and video cassette basic skills seminars. The program focused on specific vocational objectives derived from a job file reflecting realistic job opportunities in the community. Individual Educational and Vocational Plans (IEVP) served to tie each element of the program together, and a special skill development workshop helped students synthesize classwork with job experience.

"The Lincoln Intermediate Unit's ABE/Basic Literacy Tutor Training Project"

Lincoln Intermediate Unit #12

In cooperation with the staffs of the York County Literacy Council and the IU's ABE/GED/ESL programs, the project team recruited, trained and placed ABE/basic literacy tutors to work with adult education instructors in ABE classrooms throughout the IU. These tutors worked one-to-one and in small groups with adult students functioning mainly in the 5-8 range. The team also served those tutors who were trained by the York County Literacy Council. A key product of this project was the Psychological First-Aid Kit for ABE staff and basic literacy volunteers.

"Management Via Microcomputer Project"

Central IU #10 Development Center for Adults

The project developed, implemented, and regularly updated a three-county computerized management program serving 1,500 students to: (a) list student information by site; (b) automatically compute student attendance hours (c) provide student address labels for student retention/follow-up; (d) list IEP completions and GED test scores; (e) record student impact data such as job placements and training referrals; (f) record student terminations and

completions; and (g) record by classroom site names of ABE/GED students who, according to their Student In-Take Forms, are public assistance recipients. The latter information was used by ABE/GED teachers and JTPA counselors to encourage income-eligible students to have JTPA intake done so that their educational program costs could be justifiably charged to JTPA rather than to ABE/GED program budgets.

"Outreach and Recruitment"

Susquehanna County Volunteer Literacy Council, Inc.

The Council conducted an outreach and recruitment program using an intensive public relations campaign designed to increase people's awareness of the problem of illiteracy and how the Council provides help. The Council worked with various organizations to provide speakers and information to hold special literacy events, and to use the media.

"Project NEXT STEP"

Lancaster-Lebanon Intermediate Unit #13

This project identified the career/employment counseling needs of ABE students about the take the GED test. It provided assistance for these students as they sought further educational opportunities or changes in employment by providing form them a packet of resource materials and/or one-to-one or one-to-small group discussion sessions based on their expressed needs.

"Project READ Stories"

Central Intermediate Unit #10 Development Center for Adults

The project developed ten paperback storybooks of high interest to the 0-4 level reader. The stories use the vocabulary taught in the four books of Project READ, a Beginning Reading Program for Adults, developed as a 310 Special Demonstration Project in 1983-84. Materials were distributed to programs in need of 0-4 level reading material.

"Project Reading Skills Assessment/Prescription Package"

Central Intermediate Unit #10 Development Center for Adults

The Development Center prepared a reading skills assessment/prescription package to meet the needs of two ABE centers and three literacy councils working together in a three-county area at 24 separate rural teaching sites. The need to have a uniform assessment of reading skills had become essential for service to students. The assessment served the diverse needs of tutors and teachers. The prescription part of the package allows inexperienced tutors and teachers to use a wider variety of appropriate materials by taking advantage of the knowledge of more experienced teachers and reading specialists in selection of materials.

Project S.C.R.A.M.B.L.E."

Penncrest School District

The project provided a mobile adult education program to residents of rural Crawford County who were unable to attend classes because of transportation or financial difficulties. Linkages with local churches and other agencies serving the rural adult population continued from a previous project.

"Refine, Retain, Renew Employability Skills for Special Learners"

State College Area School District

A comprehensive delivery system of pre-employment and training-transitional services was provided for the special needs adult to carry the individual from school/GED programming directly into employment. The primary goal was to increase the potential of the client to lead a productive adult life and to become an active member of society's work force.

"A Resource Guide of Tests for Adult Basic Education Teachers"

Robert William Zellers Educational Services

The project developed a booklet which provided adult basic education teachers with a comprehensive and current collection of information on tests and measurement instruments which could assist them in their instructional roles. The publication focuses on both individual and group tests and covers the major types of tests such as diagnostic, placement, achievement, and intelligence.

"Student Stories Dissemination Project"

Central Intermediate Unit #10 Development Center for Adults

This project disseminated sets of Student Stories Books to 125 ABE programs throughout the state. These books, developed through a previous 310 Project, used a variation on the language experience approach. Stories, therefore, were geared to engage student interest by relating real-life experiences and situations that readily elicit student reading empathy. Each story is also followed by exercises that assess reading comprehension. In addition, each story is professionally illustrated which not only enhances product quality but more readily captures student interest. Book 1 contains 24 student stories written at a 0-3 reading level. Book 2 contains the same 24 stories written at a 3-6 reading level. Dissemination of these staff developed materials addressed the problem of the dearth of higher interest/low reading level materials available for low-functioning adult students in PDE-sponsored ABE programs.

"Student Support Groups"

The Center for Literacy

The project established student support groups at two sites to serve students. The Center has found that in the transition from nonreader to reader, the adult student is faced with a myriad of problems. At the same time, the adult student's existing support network may often be eroding. Student groups were used to provide a new support system. They were seen as a vehicle to voice concerns and share solutions to problems, to encourage self-direction in the learning process, and to provide input for ongoing agency program planning and evaluation.

"Teaching The Main Idea Through Creative Dramatics and Passage Construction"

Lutheran Settlement House Women's Program

The Settlement House initiated a reading comprehension skills program which used the Passage Construction technique. Passage Construction involves the development of fact and opinion statements which are separated by students. Students then select one opinion statement and develop a scenario which illustrates the expression of that opinion. The other students then identify the speaker, the main idea and the tone of the scenario. A pamphlet was prepared which describes the process and includes samples for teachers to use.

"Televised Training for Literacy"

Central Susquehanna Intermediate Unit #16

This project produced videotapes of the Laubach Trainer Certification Workshop in order to assist literacy councils in training tutor trainers.

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