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ABSTRACT

A descriptive study identified and assessed programmatic characteristics of rural literacy services in northern Pennsylvania and factors affecting participation of adult literacy students in those services. The study focused on service delivery aspects of programming and incentives/motivations as well as on barriers affecting participation. Surveys and interviews collected data on programs, students, and need for services as well as attitudes and perceptions. Results indicated that most adult literacy providers and consumers were involved in adult basic education (ABE) programming; volunteers were an important component of most adult literacy programs; computer lessons were used in two-thirds of the responding programs; and two-thirds of the participants did not have more than a 10th-grade education. Barriers to participation in and delivery of ABE services were the following: low motivation and few incentives; need for confidentiality; inadequate transportation; lack of child care services; lack of community leadership; lack of professional support; and inappropriate funding. Recommendations corresponding to these barriers were made to improve and expand existing literacy services. (Appendixes include a list of 73 references; the survey packet; a report on library-based literacy service; funding source and technical assistance information; and raw data.) (YLB)

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**DETERMINING GAPS IN LITERACY  
SERVICE PROVISION  
IN RURAL PENNSYLVANIA: AN  
EDUCATIONAL OUTREACH PROJECT**

**FINAL REPORT**



**INSTITUTE  
FOR THE STUDY  
OF ADULT  
LITERACY**

**PENNSTATE**



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## Chapter One

### INTRODUCTION

#### The Need for Adult Basic Education

Standards of literacy have changed. Traditionally, literacy instruction focused on doing a little bit more, a little bit better. Literacy is now an economic development and welfare reform issue; low-literate adults must make significant changes in their lives in order to obtain employment that will make them self-sufficient. Although these expected outcomes are imposed by society, individuals, as well, are interested in equipping themselves to achieve their personal goals (Hamnink, 1990).

Until recently, much of the employment in these rural regions did not require high level reading or decision-making skills. Agriculture, mining, and lumber provided many adults in northern Pennsylvania with jobs that did not demand a high school diploma and yet paid enough to convince many that the skills traditionally developed in school were unnecessary to guarantee a livelihood. "If it was good enough for my father, it is good enough for me" was a common view. One generation often followed another into a particular type of employment. Miners' sons became miners. Lumbermen's sons became lumbermen. Farmers passed their farms and their skills on to their children. Women were most often responsible for raising a family and helping out rather than considering a career outside of the home. All this combined to present a facade of security.

Technology and years of exploitation of resources have altered this status quo in these rural areas. As technology continues to advance and

resources continue to diminish, the job market is more demanding with regard to necessary skills of the worker and offers fewer jobs. The farmer needs to farm more efficiently and utilize modern methods to show a profit. The mining industry takes advantage of machines to replace a large workforce of miners. The diminished forest and more efficient milling require fewer men to be out in the woods or in the mills. The weakened demand for men to perform these jobs requires the women of many rural households to seek outside employment, causing a seemingly sudden shift in the supply of and demand for jobs in northern Pennsylvania. No longer are there numbers of adequately paying jobs that require only the learning of a particular manual skill or the strength and health of a body. The reliance on technology has resulted in a gap between the present skills of much of the rural workforce and the requirements of today's entry level positions.

### Rural Needs

Adult basic education needs in rural communities are not really so different from those of adults in urban communities. What sets rural adults apart is the need for education within the local context. Unless community needs are met, the education of the individual accomplishes only limited success (McLaurin & Coker, 1986). The varying needs of rural communities require flexibility in the development of adult education programs. These needs are influenced by local culture and geography, in addition to economic factors.

In some cases, there is a need to provide training to assist displaced farmers to enter the non-farm economy, as well as to rural women who need access to education and training to better equip them to enter the

workforce (Hobbs, 1984). Literacy programs must be available to rural adults who must improve their basic skills to remain competitive in a changing rural job market.

The economics of rural Pennsylvania are far different from that of the major metropolitan centers (Pennsylvania Rural Coalition, 1989). Many of the communities studied in northern Pennsylvania are in the throes of a long-term economic decline. The following unemployment and income statistics indicate the need for community-based efforts to promote local economic growth: one of those efforts being the provision of appropriate literacy programs to prepare low-literate adults for job training and employment.

- Unemployment rates in rural areas are above the statewide average in 20 of the state's 25 rural labor markets.
- Though employment levels in urban areas are at a record high, there are less people employed in rural Pennsylvania today than in 1979.
- Rural per capita income is about 75% of urban areas in Pennsylvania (Pennsylvania Rural Coalition, 1989).

Local economic development needs can be met only through joint planning and the establishment of partnerships among various sectors of the community. Community partnerships are also a key factor in the development of appropriate and effective adult basic education programs. Community-wide planning efforts create feelings of ownership of these programs on the part of the community and ensure recognition and respect for local values and lifestyles, as well as respect for the individual.

One fifth of rural adults in Pennsylvania have not continued their education beyond eighth grade (Askov, 1989). At the same time new jobs created by a shift from manufacturing to service industries will require higher levels of basic skills than currently available jobs (Sticht, 1987). The standards of literacy are changing as a result of the changing economy. In the 1940's and 1950's, a person finishing the eighth grade was considered functionally literate (Hunter & Harman, 1985). Now, however, advancing technology and the changing workplace skill requirements have redefined that standard of functional literacy to completion of twelfth grade. This underlines the need for adult basic education to prepare low-literate adults for job training and employment.

### Rural Education

According to U.S. Census data, 36.9% of young adults living in rural counties of Pennsylvania did not complete high school; 41% of the rural farm population did not complete high school (Askov, 1989). This percentage is high compared to national data indicating that estimates one out of every four 18 and 19 year-olds has not completed high school (National Center for Educational Statistics (NCES), 1989). Levels of educational attainment are objective indicators of competencies associated with literacy (Askov, 1988). This may explain why the unemployment rate of 20 to 24 year-old high school dropouts in 1988 was 20.5%, compared to a 10.7% unemployment rate for high school graduates (NCES, 1989).

### Purpose of the Study

The gap between traditional occupational skill level requirements and those required by new jobs and technology must be addressed by the provision of appropriate and effective community-based adult basic education services. As mentioned earlier, effective delivery of educational services and adequate participation are two major components of a successful literacy program. Literacy programs in northern Pennsylvania (north of U.S. Route 80) were studied to identify characteristics of existing delivery systems and factors affecting participation of adult students.

Based on this study and the findings of previous research, recommendations have been made to improve and enlarge existing adult literacy programs in rural Pennsylvania. Recommendations also address the need to increase effective utilization of available community and regional resources. All recommendations were designed to be both practical and feasible in order to increase the likelihood of them being of value to the various programs and areas, and to encourage replication.

## Chapter Two

### PROJECT DESIGN

This is a descriptive study designed to identify and assess programmatic characteristics of rural literacy services and factors affecting participation of adult literacy students in those services. The study focuses on service delivery aspects of programming and incentives/motivations as well as barriers affecting participation. One of the difficulties of measuring the effectiveness of service delivery and participation in services is the lack of standards or models to which existing programs can be compared. Little research has been done on rural adult education, in particular rural adult basic education (Stephens, 1988). Compounding the difficulties of program evaluation, rural regions have discrete and unique characteristics, so even a universal model has its limitations. The purpose of this study was to establish a baseline of information about rural adult basic education programs from which practical and feasible recommendations could be formulated and upon which additional research could be conducted.

Data were accumulated through survey questionnaires and interviews with adult basic education program administrators, teachers, and participating adult basic education students. The data collected from surveys and interviews have identified factors and conditions that influence the delivery of adult basic education in the northern Pennsylvania. An accumulation of characteristics common to students participating in rural

literacy programs has resulted in the development of a profile of adult student participant needs.

### Materials

Two survey questionnaires were developed to collect data for the present study. An administrator survey was designed to gather information regarding the instructional types of programs offered, utilization of paid and volunteer staff, enrollment distribution among program types, service delivery characteristics, instructional techniques and media, and the provision of student support services. Questions on the student survey were designed to collect information regarding participants' ages, educational attainment, and employment status, as well as to identify barriers to participation and accessible media. These data were used to develop a profile of the adult student participating in literacy programs. A cover letter, description of the study, instructions for completing the surveys, and consent forms for telephone interviews accompanied the surveys (see Appendix A).

Interview instruments were developed for both face-to-face and telephone interviews. Interview questions addressed attitudes and perceptions as well as factual data regarding rural literacy needs and the provision of appropriate literacy services. Adult literacy students, program administrators, teachers, local government officials, vo-tech and school district personnel and economic development specialists were among those interviewed during the study.

## Subjects

Subjects were self-selected from the 28 counties in Pennsylvania located north of U.S. Route 80. These include: Bradford, Cameron, Centre, Clarion, Clearfield, Clinton, Columbia, Crawford, Elk, Erie, Forest, Jefferson, Lackawanna, Luzerne, Lycoming, McKean, Mercer, Monroe, Montour, Pike, Potter, Sullivan, Susquehanna, Tioga, Venango, Warren, Wayne, and Wyoming (see Appendix B).

A major difficulty in assessing adult literacy in rural regions is the lack of consensus regarding the definition of "rural." "Rural" was first defined by the U.S. Bureau of Census (1874) as the population of any county exclusive of any cities or towns having 8,000 or more inhabitants (Whitaker, 1982). This has been modified over the years and the Bureau of Census has now dropped a specific definition; "rural" is defined as any population not classified as urban (U.S. Department of Census, 1983). The definition of rural counties used by Sexauer and Paul (1989) in Designing Delivery Systems for Adult Education in Rural Areas includes only counties with less than 100,000 people and a density of less than 75 people per square mile which excludes a number of counties in the northern region due to the presence of metropolitan areas such as Erie, Williamsport, and Wilkes-Barre and Scranton. In spite of the presence of these population centers in their respective counties, this study does not exclude these counties as a part of the northern rural region.

Ninety-nine adult basic education programs, including both federal and state funded Adult Basic Education (ABE), General Education Development (GED), and English As a Second Language (ESL) programs, were identified in these northern counties as the target of survey

questionnaires (see Appendix C). Workplace (job or industry-specific) programs and institutional sites (e.g., prisons) were not included since the purpose of the surveys was to assess community-based programs. Thirty-nine of these 99 programs responded to the surveys.

Two different survey questionnaires were sent to each program. One questionnaire, Survey of Administrators of Existing Programs, was sent to the administrators of adult literacy programs in the 28 counties. The second questionnaire, Survey of the Students, was addressed to a sampling of adult literacy students (5,962 as estimated by administrators) participating in the 39 programs.

In addition to the surveys, interviews were conducted with community leaders, literacy providers, regional economic development planners, and personnel of referral agencies, such as welfare and Job Training Partnership Act (JTPA), as well as with adult students participating in these literacy programs.

### Procedure

Surveys were designed to collect data from literacy program administrators and participating adult students. A survey packet was designed to include both administrator and student survey questionnaire forms with supporting information about the study and the purpose of the surveys. Survey packets were sent to all adult basic education programs identified in the 28 northern counties of Pennsylvania.

The survey data received from the program administrators were analyzed to identify the characteristics of delivery systems currently being used by these programs. Data collected from student questionnaires were

used to create a profile of adult literacy student needs. Percentages of responses for both the administrator and student surveys were tabulated for each questionnaire item and will be discussed in Chapter 3.

Open-ended questions included in the administrator survey and interviews provided information regarding perceived programming problems and encouraged recommendations. Interviews were conducted throughout the study, by telephone and face-to-face. This information is also discussed in Chapter 3. Conclusions were drawn and recommendations were made from the data collected in surveys and interviews. The Sexauer and Paul (1989) study provided a good foundation from which to accumulate data and develop a perspective of adult literacy programs in northern Pennsylvania.

Dr. Bernard Vavrek, Coordinator of the Center for the Study of Rural Librarianship at Clarion University of Pennsylvania, conducted a supporting study of public library involvement in local literacy efforts to supplement the present research. Dr. Vavrek developed, distributed, and analyzed data from 83 public libraries located in the previously defined target counties of Pennsylvania (see Appendix D).

## Chapter Three

### SURVEY RESULTS

#### Responses to Administrator Survey

The data provide an overview of the present configuration of adult literacy services in northern Pennsylvania. To take it a step further, the data provide a base from which to identify areas for growth and improvement. The discussion accompanying survey questionnaire responses places the research findings in a theoretical framework to describe practical implications of this data.

The following compilation of survey questionnaire responses is categorized by question topic. Responses to the Administrator Survey questionnaire are contained in sections A through J of this chapter, and sections K and L summarize Student Survey questionnaire responses.

#### Enrollment

##### **A.1. Distributions of classes by type offered by programs in northern Pennsylvania.**

- Almost two thirds of all classes offered by responding program administrators are ABE classes. There are approximately the same number of GED and Combination ABE/GED classes offered. Only 5% of all classes offered are ESL classes (see Figure 1).

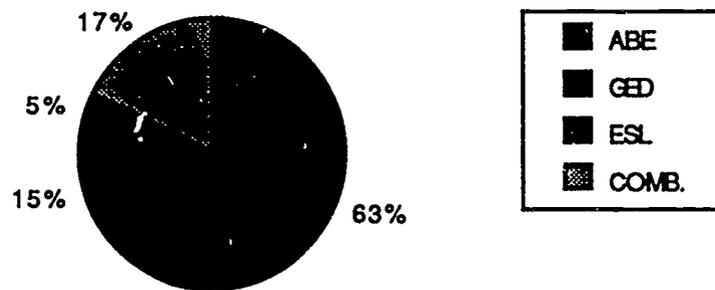


Figure 1 CLASSES OFFERED BY PERCENT

Most adults needing basic skills education to obtain employment, to participate in job training, or to improve job performance, require ABE level instruction (Alamprese, 1988). Enrollment in ABE classes during 1987-88 accounted for 72.5% of total enrollment in adult basic education programs in the target counties, which is consistent with the present research findings; 50% of those enrolled in ABE, in addition to 25% in Combination classes (see Appendix E).

#### A.2. Distribution of students among class types.

- One half of students currently participating are enrolled in ABE classes. Another quarter are in the Combination / BE/GED classes. Twenty percent are enrolled in GED classes and 5% are in ESL classes (see Figure 2).

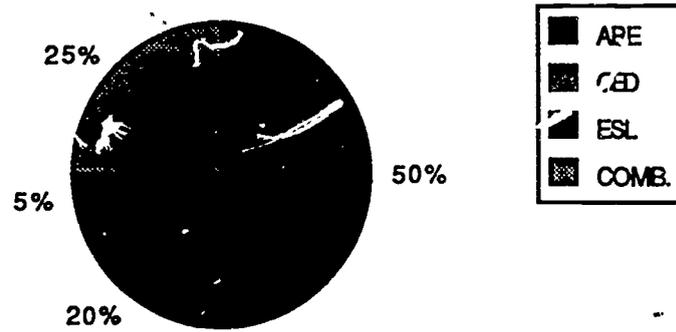


Figure 2 STUDENTS IN PROGRAMS BY PERCENT

Demographic indicators predict a change in the makeup of the workforce (Hudson Institute, 1987). The workforce is shrinking, yet there is a large influx of immigrants into the workforce. This is often a source of tension in smaller communities and suggests a need to address the literacy needs of this non-native English speaking portion of the population.

Very few adult literacy programs in northern Pennsylvania address the needs of non-native English speaking adults. At present, this is a reflection of the small portion of the population that might not speak English as a first language (see Table 1).

**Table 1. Non-native Speaking Adults in Pennsylvania (Office of Economic Policy, Planning and Research & Pennsylvania State Data Center, 1987).**

	Asian, Hispanic, Other Population	Black, Amer. Indian, Eskimo, Aleut Pop.	White Population
<b>28 COUNTY TOTAL</b>	<b>19,770</b>	<b>30,106</b>	<b>2,079,537</b>

**A.3. Completion rates of those enrolled in fixed term classes.**

- Of the respondents, 75% indicated that  $\geq 70\%$  of students enrolled in fixed term classes complete these classes.

**A.4. Repeat enrollment rates for students enrolled in open-entry, open-exit classes.**

- Of the respondents, 60% indicated that  $\geq 70\%$  of students attended more than one term of instruction (for example, a term of instruction might be from September to December).

### Staff

**B.1. Distribution of teacher involvement among class types.**

- Most teachers provide ABE and/or GED instruction. Relatively few teach ESL classes (see Figure 3).

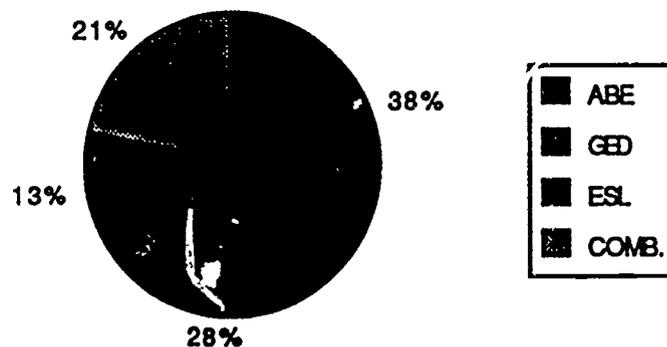


Figure 3

TEACHERS IN PROGRAMS BY PERCENT

**B.2. Distribution of tutor involvement among class types.**

- Approximately 95% of tutors are utilized by ABE and/or GED classes, but of this 95%, the vast majority of these tutors provide ABE instruction (see Figure 4).

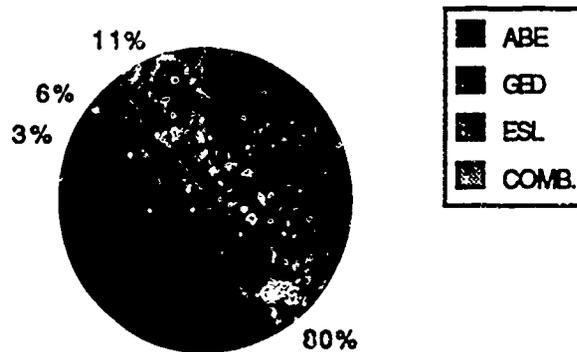


Figure 4 TUTORING IN PROGRAMS BY PERCENT

"Adult educators. . . increasingly are faced with the challenge of operating quality programs with limited technical and human resources" (Alamprese, 1988, p. 12). The results indicate that traditional classroom instruction and individual tutoring are used most often by most programs. The tutoring component of these programs addresses some of the limitations of traditional classroom instruction. Though classroom instruction provides the opportunity to take advantage of the expert teacher, the tutors allow for the important aspect of individual needs and differences to not be ignored.

Tutors include paid staff and volunteers who teach in small groups or on a one-to-one basis. Many tutors working in northern Pennsylvania are trained by TLC: Tutors of Literacy in the Commonwealth, a statewide organization of adult literacy providers. During the 1988-89 fiscal year, TLC was responsible for the facilitation of the training of 813 tutors in this region. TLC also reports that throughout the 17 programs in northern Pennsylvania with whom they are associated, as of June 30, 1989, there were 1437 volunteer tutors and 184 other volunteers.

### B.3. Volunteer use in class types.

• Volunteers are used in 90% of ESL classes, 70% of ABE classes, 54% of GED classes and 40% of Combination ABE/GED classes. Of all the classes that use volunteers, nearly half of them are ABE classes (see Figures 5 and 6).

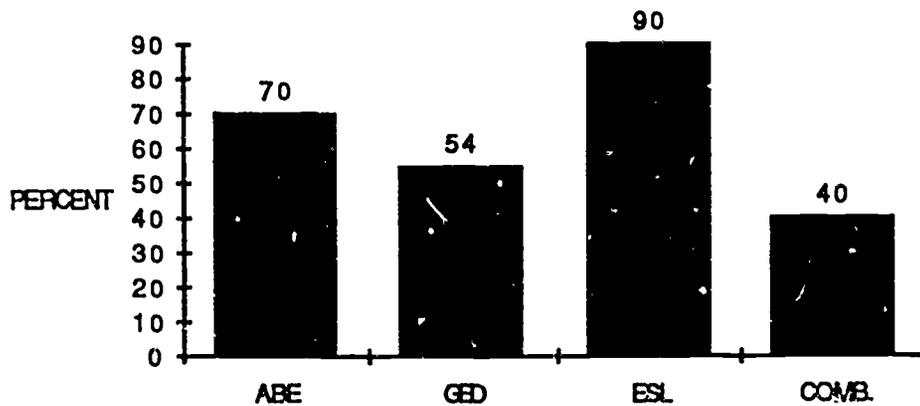


Figure 5

USE OF VOLUNTEERS  
IN EACH PROGRAM TYPE

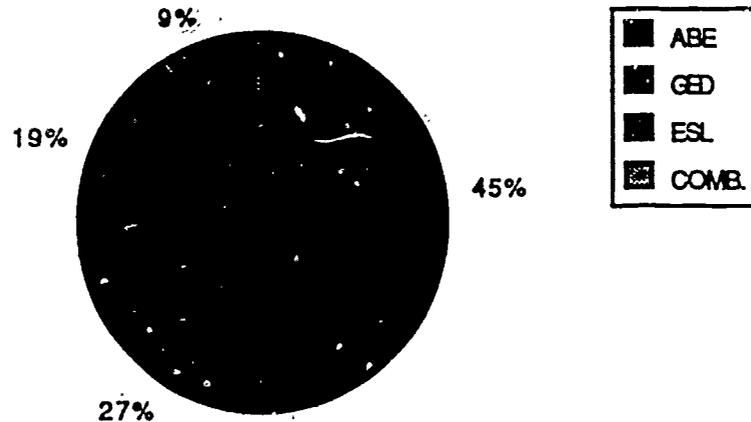


Figure 6

## USE OF VOLUNTEERS BY PROGRAM

The increasing demand for adult basic education programs requires an increasing number of paid instructors, who need to be complemented by well-trained volunteers (Chisman, 1989). This is often hampered by limited budgets for paid staff which, in turn, creates a greater reliance on volunteer staff support.

Interviews with literacy providers reflected this reliance on volunteer tutors. Volunteer tutors are viewed as an important component to successful programs. Several of the programs rely solely on these tutors (for example, Susquehanna County Volunteer Literacy Council, Lycoming County Literacy Project, Literacy Council of Venango County, and Monroe County). The Literacy Volunteers of the Cowanesque Valley has no paid staff while serving both Potter and Tioga Counties with over 100 volunteer tutors. It is interesting to note that at present there are more trained tutors in those two counties (using Literacy Volunteers of America materials) than adult learners (40) being served. Susquehanna County Volunteer Literacy Council reports a similar ratio between tutors and participating learners.

Matching tutor to learner in this rural region requires a geographic matching as distance and transportation requirements are important considerations for a volunteer tutor who is responsible for any costs incurred while providing service. Volunteers are primarily used as tutors, but the Adult Literacy Program of Wayne/Pike Counties, for example, reported that volunteers there are used as members of the Board of Directors, as trainers, for fund-raising, for outreach, and for public speaking.

Adult learners of basic skills often require individualized instruction to meet their learning needs (Alamprese, 1988). This places a large demand on resources to serve these adults. Volunteers provide a means by which these needs can be met, given the lack of funds. Act 143 funds are the only funds available for staff development and tutor training (Pennsylvania Department of Education, 1989). However, "volunteers alone cannot solve the problem, nor are they a 'cheap way out'" (Chisman, 1989, p. 10). It is irresponsible to think that anyone who can read is necessarily able to teach another individual without training and support. This is reinforced by leaders of volunteer organizations (Chisman, 1989).

## Facilities

### **C.1. Distribution of classes among public and private sites.**

- Nearly half of all classes are held in public schools, public libraries or churches. Other sites which include homes, businesses, and YMCAs, make up over one third of the sites (see Figure 7).

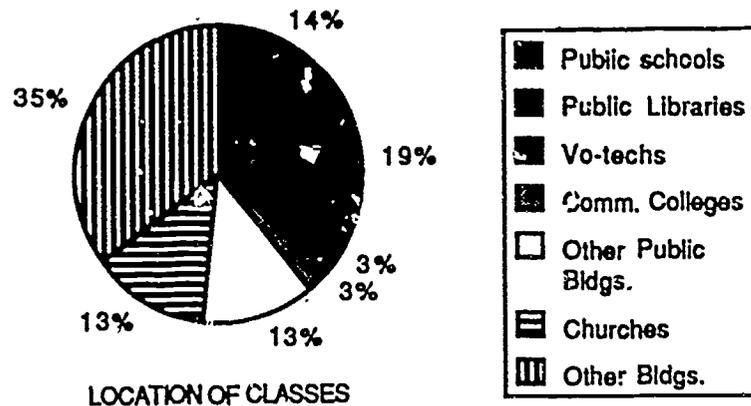


Figure 7

The geographic isolation, and subsequent social isolation, characteristic of rural regions due to the small number of population centers contributes to the difficulty of locating appropriate and convenient sites for adult literacy services. Sexauer and Paul (1989) encourage the use of public buildings. This is supported by the responses collected during the current study (see Figure 7).

Public libraries are an important component of literacy services and, as such, can function as appropriate and convenient sites for local literacy services (Vavrek, 1990a & 1990b). The public library, regardless of the size of its constituency and the severe limitations of its budget, has the potential to meet many of the needs of rural communities. Libraries offer adults practical information in a community setting and, in so doing, are a natural support for community-based literacy programs. There is no stigma attached to using the library, suggesting the use of the library to ensure confidentiality and privacy. The average rural library user has only a high school education, making the library a comfortable, yet motivating setting for adults learning basic skills (Vavrek, 1990a; see Appendix D).

Churches are often convenient locations not commonly associated with literacy services and, therefore, protect confidentiality. The Susquehanna County Volunteer Literacy Council is housed in a church in Montrose, Pennsylvania. This also is the location of the local food bank. There is often an association between those in need of food bank services and those who may need literacy support. The arrangement described contributes to the maintenance of confidentiality and provides an opportunity to make contact with those in need of literacy services who might not otherwise be aware of them or know how to find them.

Public schools are other locations that avail themselves to the community at large. Though local school districts are often literacy providers, the use of public schools as sites for literacy programs is often impeded by the reluctance of rural districts to make facilities available in the evening due to the requirement of paying janitorial staff to make this possible.

### **C.2. Maintaining confidentiality.**

- Difficulty in maintaining confidentiality at various facilities was not reported as a problem by any respondents.

## **Instructional Characteristics**

### **D.1. Time of day classes are offered.**

- Across all programs, almost half of the classes are held in the evening. However, more ABE classes are offered in the afternoon than in the evening (39% vs. 36%). Fewest classes across programs are offered in the morning (see Figures 8 and 9).

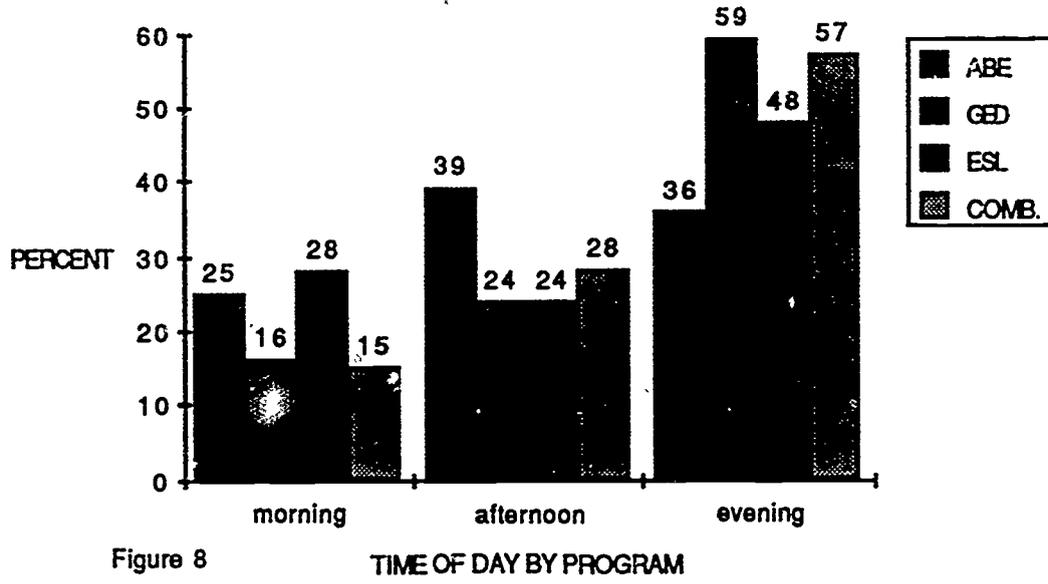


Figure 8

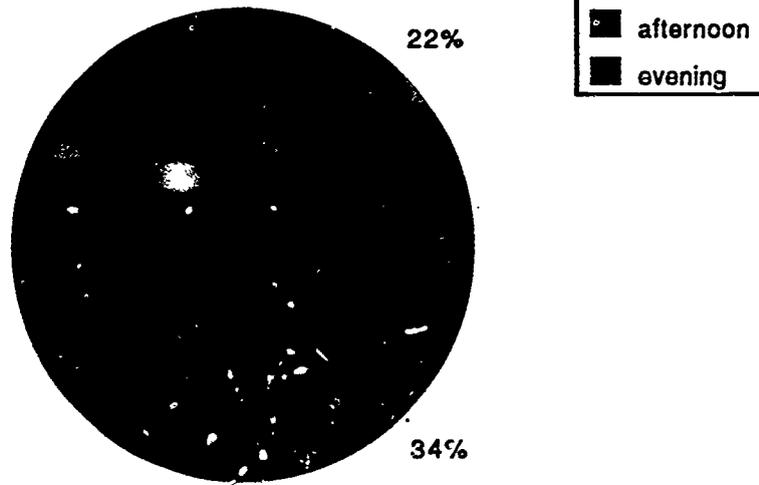


Figure 9

TIME OF DAY CLASSES OFFERED  
TOTAL

**D.2. Days of the week classes are offered.**

• Classes are fairly evenly distributed Monday through Thursday (see Figures 10 and 11).

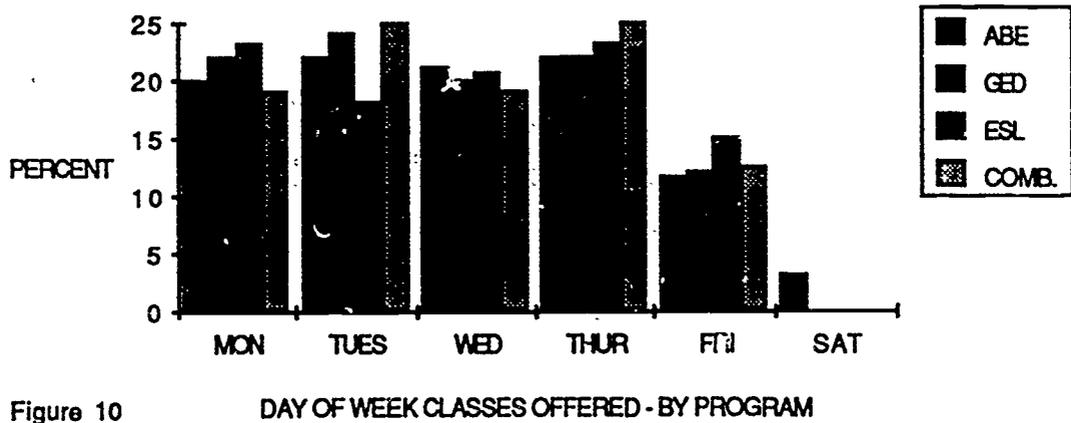


Figure 10

DAY OF WEEK CLASSES OFFERED - BY PROGRAM

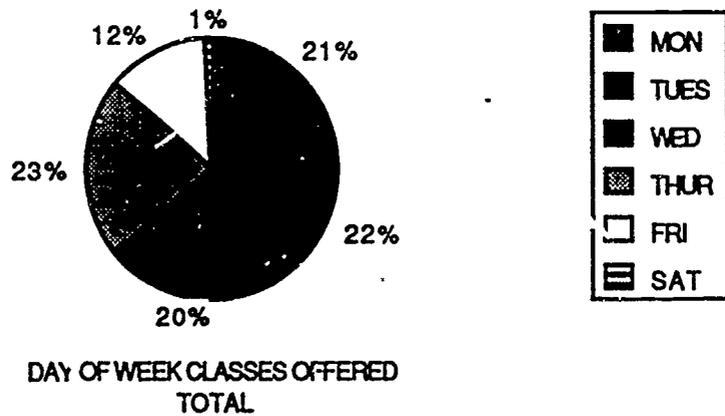


Figure 11

DAY OF WEEK CLASSES OFFERED TOTAL

### D.3. Length of classes by type.

The largest portion of classes offered is three hours in length. This three-hour length format is used most frequently in Combination ABE/GED classes (60%). Nearly half of the classes are between one and two hours in length (see Figures 12 and 13).

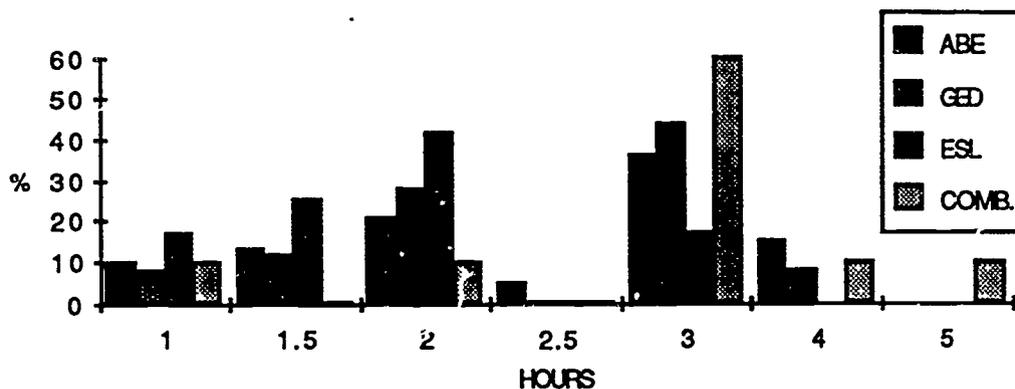


Figure 12

LENGTH OF CLASSES BY PROGRAM

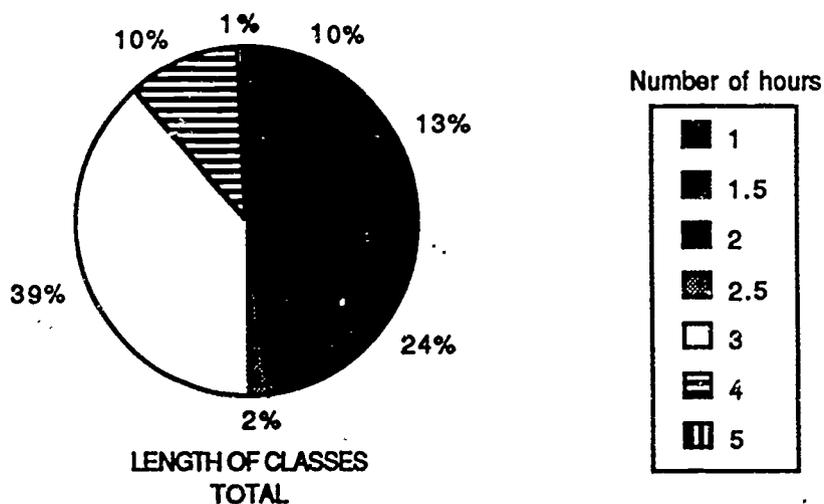


Figure 13

LENGTH OF CLASSES  
TOTAL

#### **D.4. Number of times per week classes are offered.**

- Most classes meet two times a week (see Figures 14 and 15).
- The reason to look at scheduling and its place in adult literacy program design is, once again, because adults are voluntary learners. Educational opportunities must be planned with consideration for the time constraints of adults, who often have family and employment responsibilities. In rural programs, geographic isolation influences these considerations as well as child care responsibilities.

The diverse needs and responsibilities of adult learners necessitate the provision of a variety of scheduling arrangements within delivery systems. To facilitate this, delivery system models being developed must be assessed in order to create alternatives to serve program participants (Alamprese, 1988). The present data reflect the arrangements that already exist in northern Pennsylvania and encourage the design of alternative delivery systems to improve participation of rural adults in adult basic education.

### **Instructional Techniques**

#### **E.1. Traditional instruction (teacher in front of classroom).**

- Almost half of programs (48%) use traditional instruction  $\geq 50\%$  of the time.

#### **E.2. Small group tutoring in classroom instruction.**

- Of all programs, 17% use small group tutoring  $\geq 50\%$  of the time.

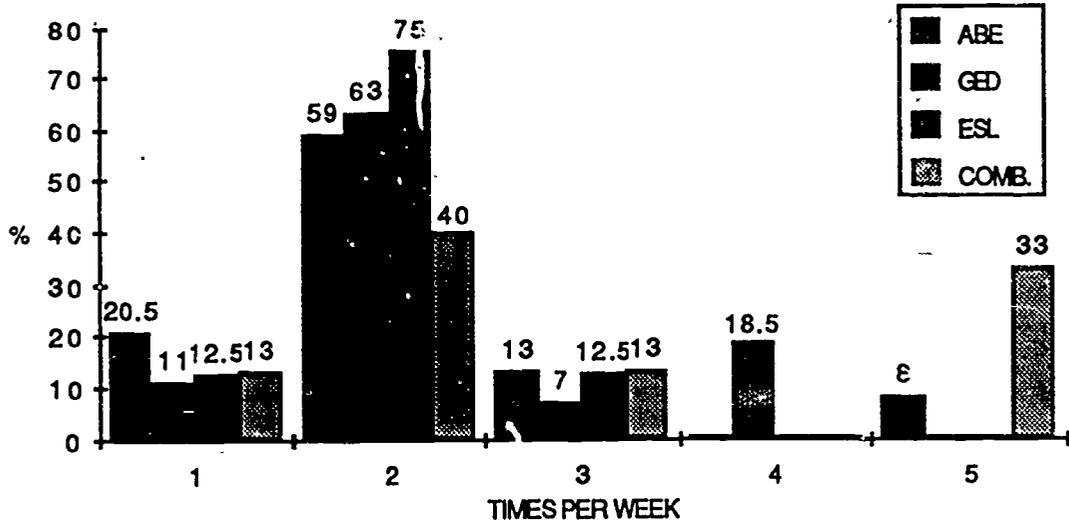


Figure 14

FREQUENCY OF CLASS OFFERINGS BY PROGRAM

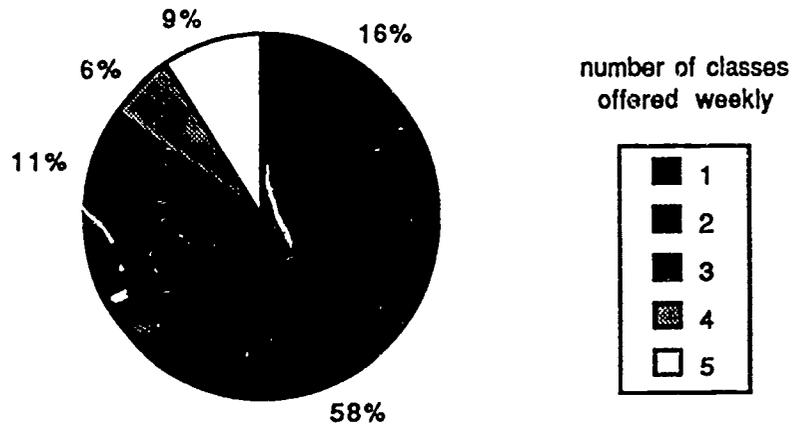


Figure 15

FREQUENCY OF CLASS OFFERINGS TOTAL

### **E.3. Individual tutoring in classroom instruction.**

- Of all programs, 7.5% use individual tutoring  $\geq 50\%$  of the time.

### **E.4. Tutor training.**

The following is a list of means of training tutors based on the reports of the respondents to the administrators survey. Not all surveyed responded to this question. The examples listed first are those that were mentioned by more than one respondent. Percentages are provided for these.

- Laubach Literacy Action training (28%)
- Training developed by particular program (13%)
- Combination of Laubach Literacy Action (LLA), Literacy Volunteers of America (LVA) and other reading techniques
- Intensive Phonics
- Retired educators using their own methods
- Training by teacher; the tutor assists

## **Instructional Media**

### **F.1. Use of instructional media.**

- Two thirds of all programs surveyed use computer-assisted instruction. Telephone conferencing is used to supplement instruction by nearly half of all programs (see Figures 16 and 17).

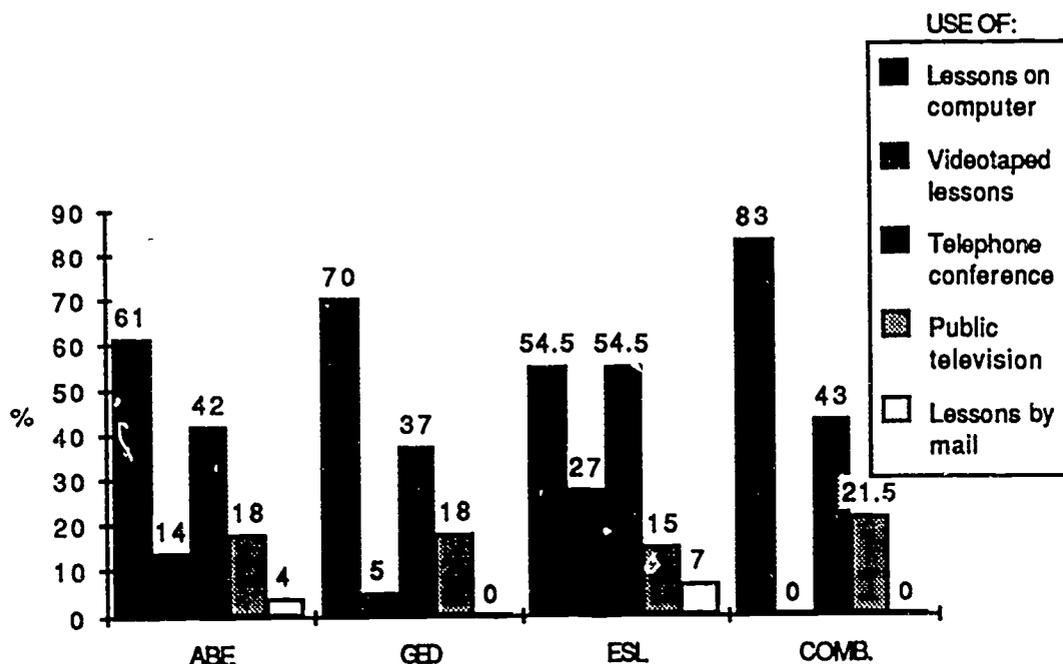


Figure 16

USE OF INSTRUCTIONAL MEDIA BY PROGRAM

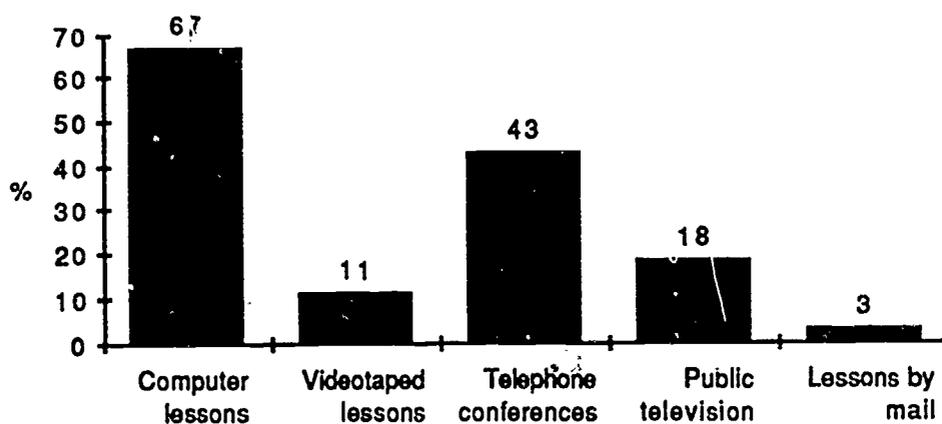


Figure 17

USE OF INSTRUCTIONAL MEDIA TOTAL

## F.2. Supply of instructional materials.

•Virtually all programs have enough books for all students in all classes. Half of the classes have enough audio-visual materials. There is enough computer hardware and software in only one quarter of the classes, according to respondents (see Figures 18 and 19).

“Technology is not a dehumanizing element in basic skills education, nor is it a substitute for teachers” (Chisman, 1989, p. 11). It provides the opportunity to overcome geographic isolation, as well as to broadcast the expertise of a limited number of qualified instructors. Traditionally, education has been viewed as a triangular relationship between teacher, learner, and subject. The introduction of new educational technologies often changes these relationships. Tutors can support distance education delivery by answering specific questions, assisting in the search for provide one-to-one support, additional or supplemental materials, and/or counseling.

Computer-Assisted Instruction (CAI) offers low-literate adults an opportunity to learn basic skills while becoming computer literate; saving face while becoming more skilled in job-related technology. Most adult students interviewed reported negative experiences in the classroom as a child. Adults who have had bad experiences in school are allowed a new way to learn. CAI offers low-literate adults: 1) privacy and confidentiality; 2) individualized instruction in terms of learning style and control over learning; 3) flexibility in scheduling and learning pace; and 4) the freedom of open-entry/open-exit participation (Askov & Turner, 1989).

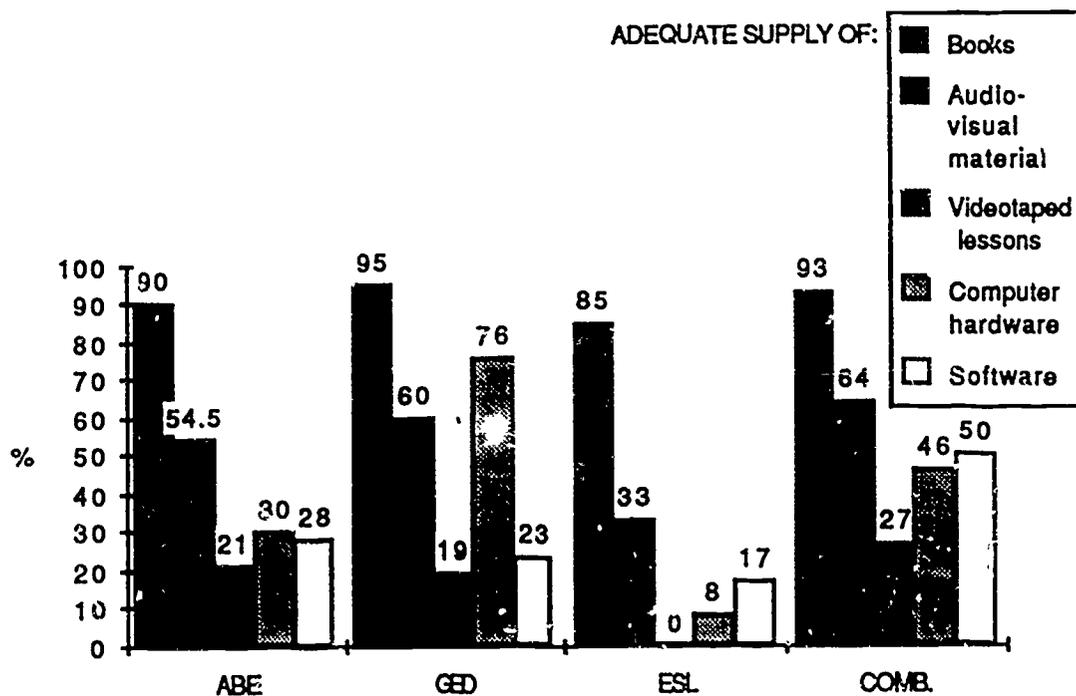


Figure 18

INSTRUCTIONAL MATERIALS  
BY PROGRAM

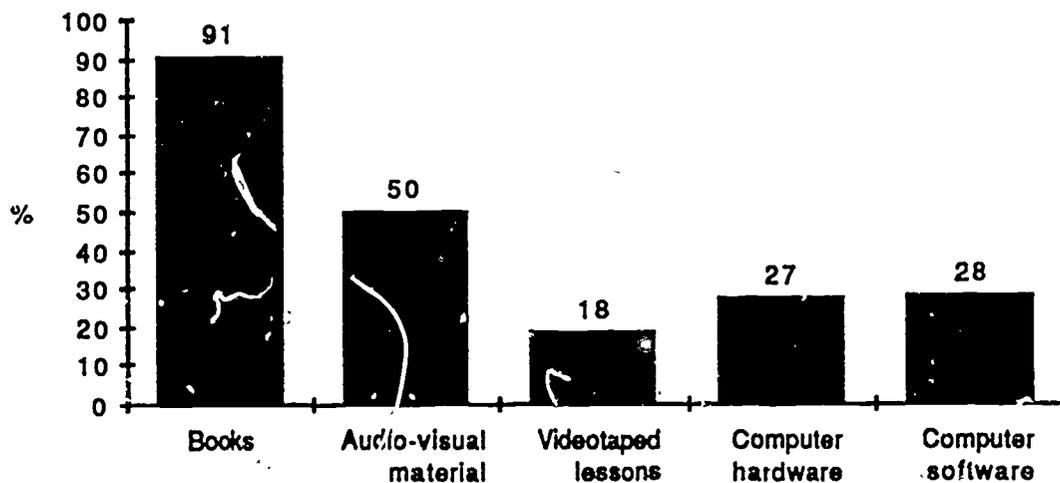


Figure 19

INSTRUCTIONAL MATERIALS  
TOTAL

In addition to CAI, other forms of technology can be combined to deliver literacy services, thereby, overcoming many of the barriers faced by rural adult learners. The use of technology to deliver literacy services enables instruction to go to the student which can, in turn, reduce transportation and child care problems (Packer, 1988).

Literacy providers and adult literacy students in northern Pennsylvania report that use of technology is a strong motivation to the adult learner. Research indicates that the use of technology, in particular computers, encourages "greater learning increases in a given period of time as compared to 'traditional' methods" (Bixler & Askov, 1988).

Distance education media offer ways around the limiting factor of having a large enough gathering of adult learners to justify forming a class. Throughout northern Pennsylvania, those in need of adult literacy services are dispersed over large areas, making it difficult to assemble. The use of technology reduces "the concentration of students needed" (Clark & Verduin, 1989, p. 26) to develop a program in a given area.

In northern Pennsylvania, 67% of the programs surveyed use computers for basic skills instruction, but only 27-28% of them feel that they have an adequate supply of the necessary components (i.e., hardware and software) to serve their students' needs.

## Support Services

### G.1. Child care services.

- Of all respondents, 91% reported no provisions are made for child care.

A 1989 study addressing rural Pennsylvania child care needs reported that child care facilities "are located near the population concentrations or the parents' employment locations" and do not serve those who live in outlying areas or those who are unemployed. (Northern Tier Regional Planning and Development Commission, 1989, p. 55). For example, at the time of the study, there were no known openings in licensed child care facilities in Sullivan County. Though the quality of care is viewed as satisfactory, existing service is expensive. To illustrate the contributing factors to the child care dilemma, at the time of this report, there were less than 2000 licensed slots for "more than 14,000 (projected 1990) infants and preschool age children" (p. 55). Also, the cost of existing child care is not affordable to those working for a low hourly wage (e.g., less than \$5.00/hour).

The lack of child care is a barrier to participation in adult literacy programs. Although some employers provide child care, only 9% of the respondents indicated that their literacy programs addressed this need.

### G.2. Transportation.

- Of all respondents, 67.5% reported no provisions made for transportation.

Rural areas do not have public transportation available to serve those in outlying areas. As a result, even providing allowances for travel would not serve those with no means of transportation of their own. "Only about one-half of the Commonwealth's rural counties have access to a fixed-route system" of public transportation (Pennsylvania Rural Coalition, 1989, p.

67). "Persons. . . living in rural areas without public transportation systems are effectively shut out from employment opportunities and access to essential services available in surrounding population centers. These same population groups are most likely to be among the unemployed and those living in poverty in rural areas" (p. 63).

### **G.3. Counseling.**

- Of all respondents, 89% provide counseling upon completion of class.

It is recognized by literacy providers "that adult students require counseling support if they are to be successful in achieving their personal, academic, and vocational goals" (Lerche, 1985, p. 80). It is not enough to just successfully complete a literacy program, but these adults must also have the support necessary to use their skills in the context of their lives (Lerche, 1985). This is reflected in the responses of rural Pennsylvania program administrators. Literacy providers interviewed who do not provide counseling reported that they refer their students to other agencies with whom they collaborate (e.g., welfare, JTPA) to acquire this service.

## **Referral Agencies**

### **H.1. Referrals from agencies**

- Of all respondents, 72% had less than 40% referrals from public assistance.
- Of all respondents, 75% had less than 40% referrals from job training.
- Of all respondents, 84% had less than 40% referrals from Office of Employment Security.
- Of all respondents, 74% had less than 40% referrals from other sources.

**Examples of other sources (as reported by respondents).**

- Public schools
- Employers
- Head Start
- Catholic Services
- Pennsylvania Department of Transportation
- Office of Mental Health/Mental Retardation
- Military recruiters
- Human Services
- Job Centers
- Rehabilitation services
- Child Development Councils
- National Association for the Advancement of Colored People (NAACP)

The list of referral sources indicates some cooperation among human resource services. Literacy providers reported that many of them have informal arrangements between themselves and other agencies, while some reported "turf issues" that prevented a functional exchange of services and information.

Mutual benefits can be gained from a functional exchange with other agencies (Gilmore, 1988, p. 13):

1. student referrals for special needs
2. access to their facilities
3. information about resources and procedures of their agencies
4. staff members to assist community agencies in their programs

5. political leverage
6. testing services (assessment of clients' basic skills).

### **Assessment and Evaluation**

#### **I.1. Assessment of student entry level.**

The following is a list of means of assessing student entry level skills compiled from the Administrator Survey. Those listed first were mentioned by more than one respondent. Percentages are provided for these.

- Test of Adult Basic Education (TABE) (28%)
- Woodcock Reading Mastery Test (W-RMT) (18%)
- Wide Range Achievement Test (WRAT) (18%)
- Slosson Oral Reading Test (SORT) (13%)
- GED Predictor (10%)
- Adult Basic Learning Examination (ABLE) (8%)
- Gates McGinitie Test (Reading) (5%)
- GED Predictor Test (5%)
- Gilmore Oral Reading Test (5%)
- Individual interview (in conjunction with various instruments) (5%)
- Laubach Student Reading Profile (5%)
- Slosson Intelligence Test (SIT) (5%)
- Stanford Achievement Test (SAT) (5%)
- Bader Reading and Language Inventory
- Baltimore County Design (0-4th grade level)
- Brigance- Word Recognition, Oral Reading, Silent Comprehension

- Brigance/TABE/one-on-one interview
- Cambridge Language Skills (Books 1 & 2) Pretests
- Contemporary Book Co. Pre-GED Series Pretests
- Informal Modality Test
- Laubach Math Locator
- McGrath Test of Reading Skills
- Mid-State Literacy Center's Phonics and Spelling Tests
- Nelson Reading Test
- Noonan-Spradly Computational Math Skills Diagnostic Survey
- Selectable Exam and counseling interview
- Student Self-assessment

### **I.2. Program evaluation.**

The following is a list of means of program evaluation compiled from the Administrators Survey. Those listed first were mentioned by more than one respondent. Percentages are provided for these.

- Yearly PDE state evaluation (25%)
- Student evaluations (20.5%)
- GED students who take and pass GED test (13%)
- Post-test using instrument administered to determine entry level (ex: Woodcock-Reading Mastery Test (W-RMT), Wide Range Achievement Test (WRAT), Slosson Oral Reading Tests (SORT)) (14%)
- Goals reached (determined upon entry) (10%)
- Monthly reports by tutors (5%)
- Student attendance (5%)
- Administrative evaluation

- Compare to PDE grant predictions
- Grade level change of students reading level
- Number of ABE students that progress one grade level or move to GED preparation
- Observation of sessions
- Percent of passing GED students who attempted GED exam
- Post-test students (ex: Test of Adult Basic Education (TABE))
- Pretest GED scores compared to actual GED results
- Program goals achieved
- Staff and tutor surveys
- Student progress/ success rate/ evaluation
- Students re-evaluated every 50 hours of instructions or when changing books or techniques
- Supervisor observation and evaluation
- Teacher evaluation

There is a lack of consensus regarding effective means of assessment of students' entry level and program evaluation. While some programs rely on assessment instruments, others rely solely on observations and subjective accounts. A combination of techniques may best serve the adult learner and literacy programs (Lerche, 1985). Strictly subjective reports provide no means of comparing either an individual or a program to a standard or expectation, while using only standardized instruments neglects the unique qualities of an individual, be it a person or a program.

Alamprese (1988) reports that rarely are basic skills learners or programs evaluated. She mentions lack of staff who are trained in evaluation methodology and lack of funds for third-party evaluations as

major factors accounting for this. Literacy providers reported an additional factor of lack of personnel and time, independent of training.

### Funding

A commonly voiced concern of literacy providers is that requirements of funding are not aligned with the needs of those seeking funding. Based on what these various sources of funding allow and disallow, literacy providers in northern Pennsylvania cite the following concerns:

- JTPA guidelines, based on economics, are so rigid that JTPA funded programs cannot serve many who need the services
- JTPA funds are lessening each year.
- Territoriality exists among providers. Depending upon the county, some providers are frustrated by duplication of services within county.
- Reliance on volunteer tutors can be a problem. Providers find it difficult to develop a plan without commitment of tutors over a period of time.
- Some employers deny the need for basic skills training in the workplace, while others' requests for workplace literacy programs go unmet due to lack of providers trained to develop workplace literacy programs.
- SPOC (Single Point of Contact) is not sufficiently defined for local level operation. People are afraid to commit because they are not certain of what is allowed.

- It is often difficult getting money to continue existing programs, though there may be money for new and/or innovative programs
- The involved and time consuming process to apply for funds are a burden to small programs that do not have the human power to devote to application process.
- The long time lag between approval and disbursement of funds causes program planning and implementation problems.
- One year funding prevents long term planning. "Will I be here next year?" There is no security for staff or clients.
- It is difficult to free money to purchase needed equipment.
- The percentage allowed for "administrative costs" does not go up and is low to begin with.
- Class size restrictions make it difficult for small communities to apply for funding. There must be 10 students enrolled in order to hire a teacher.
- Funds are needed for transportation and child care.
- Limited money is allowed for in-service and proper training of teachers and tutors.
- There is a lack of coordinated Adult Literacy/Basic Education programs at federal and state levels.
- There are insufficient funds to provide students with necessary materials (e.g., own text).
- Limitations (size and scope) of state grants require looking for other sources. This requires time.
- Rural circumstances (low density, small communities) diminish the likelihood of being awarded funds.

## Responses to Student Survey

### Demographics

#### **K.1. Gender of Participants.**

- Female participants equal 59%; 41% of participants are male.
- Of the adult literacy students in northern Pennsylvania who responded to this survey, 59% are female, whereas 52.9% of the adult literacy students throughout Pennsylvania in the 1987-88 year were female (Pennsylvania Department of Education, 1983). A chi-square analysis of the proportion of females shows that a significantly higher percentage of females participate in adult literacy programs in northern Pennsylvania than in the state as a whole ( $\chi^2(1) = 16.29, p < .01$ ).

The 59% female participation as compared to the 41% male participation means that there are nearly half again as many women participating in these programs than men. This underlines the importance of taking into consideration the different needs of male and female adult learners. One contributing factor to the larger female participation might be that (as of 1980) the average female income was 40% of the average male income (\$12,544 vs. \$4,927) (Comwell & Thorsen, 1985), indicating more fiscal pressure to acquire basic skills.

#### **K.2. Age of Participants.**

- The largest portion of participating students are between the ages of 16 and 25 (see Figure 20).

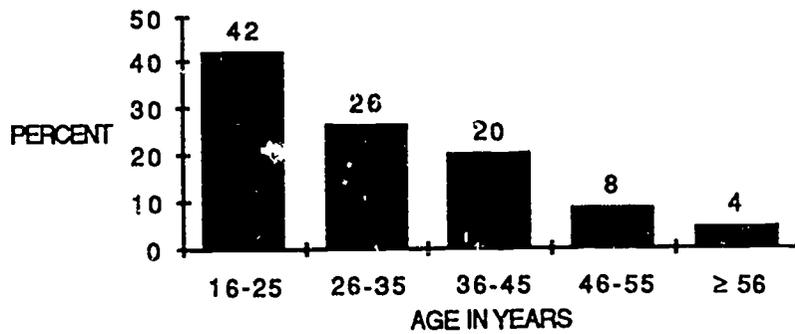


Figure 20

## AGE OF STUDENTS

When comparing the age breakdown in northern Pennsylvania to that of the whole state with regard to participation in adult basic education programs, there is no significant difference between them ( $C^2(4) = 6.00$ , n.s.). Though this suggests a consistency when looking at these numbers in this manner, it is interesting to note that in 1981, 35% of participants in all forms of adult education were in the 25-34 year age group and 19% were in the 16-24 year age group (NCES, 1989), as compared to 26% of the participants in adult literacy programs in northern Pennsylvania are in the 25-34 year age group and 42% of participants are in the 16-24 year age group. These differences might be explained by comparing reasons for participation. Low-literate adults in search of negotiable job skills are more likely to participate in programs for reasons related to employment and job training rather than information acquisition. Entry level jobs now require higher skill levels than ever before, spurring on the low-literate 16-24 year age group to participate in basic skills education as a means to career development.

### K.3. Highest Grade Completed.

- The largest portion of students completed the tenth grade.

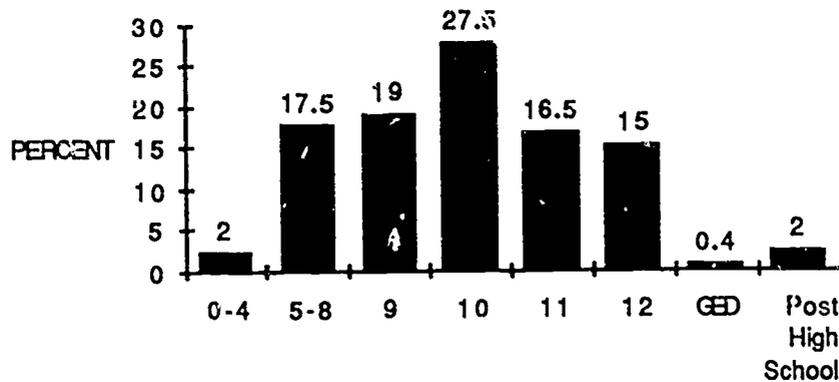


Figure 21

HIGHEST GRADE COMPLETED

At age 16, one can legally drop out of school in the state of Pennsylvania, which is probably a factor in high drop-out rates after tenth grade, when most have turned 16. During interviews with participating adult students, all reported negative associations with the classroom. Adult literacy classes, which tend to address individual needs and differences more than a traditional high school classroom, provide a viable alternative toward completion of high school. With dropping out of high school being viewed as failure in our society, adult literacy programs provide an opportunity for a second chance to acquire a high school diploma. In addition, these students acknowledged the need for a high school diploma for employment or job training. A relatively short term investment in education is believed to provide more options in the job market.

### K.4. Public Assistance.

- Of participating adult literacy students, 44% receive public assistance.

This large percentage of welfare recipients in these programs is an obvious indication of the low socioeconomic status characteristic of adults participating in adult literacy programs in northern Pennsylvania.

#### **K.5. Employment Rates.**

- Of participating adult literacy students, 37% are either employed full-time or part-time. Of those adult literacy students who are employed, 18% are salaried and 82% are hourly employees.
- When comparing the percentage of employed adult literacy students in northern Pennsylvania with the percentage of employed adult literacy students across the state, there is no significant difference between them ( $C^2(1) = 1.67$  n.s.). These statistics suggest a number of things:

1. Those employed and in need of basic skills education may not be able to attend due to scheduling problems or other commitments.
2. The employed may fear that disclosure of basic skills inadequacies may result in loss of job, job promotion, or ridicule from peers (Turner, 1988).
3. The predominance of hourly workers over salaried workers further supports the association between low socioeconomic status and low educational attainment.
4. Those unemployed have more of a need for basic skills.
5. Assuming that those employed are not on public assistance, 70% of the unemployed participants receive welfare.

#### **K.6. Status of Enrollment.**

- Of respondents, 65% indicated that this is their first adult class.
- Of respondents, 83% indicated that they would attend another adult class.

That 83% of the respondents will attend another literacy class indicates that those who chose to take advantage of adult literacy services are likely to continue with the necessary programming to improve these skills. It appears that this initial participation contributes to the motivation of the adult learner in literacy programs. The students interviewed all reported that their experience in literacy programs was different in a positive fashion from their earlier classroom experiences. They remarked that they felt little pressure to adhere to a timetable other than what their abilities allowed and that the teachers and tutors in these programs were supportive and paid attention to their individual needs.

This high percentage of respondents who are willing to take another class, along with 65% of the respondents who are participating for the first time might suggest a recent jump in interest in participation, which could be attributed to the growing demand by the adult learners to provide necessary skills training required for economic survival. It may be an example of a weakening belief that a satisfactory paycheck can be acquired without these basic skills.

- Of respondents, 58% indicated their interests in studying together with other students outside of class.

The data regarding interest in studying with others are valuable when addressing ways to increase participation, addressing geographic and social isolation, and more effectively using resources available. A willingness to study together provides another means of reinforcing and practicing what was learned under the guidance of a tutor or teacher. This increases the value of the teacher and tutor by enlarging the number of students taking advantage of their services, even in this indirect manner. This also

emphasizes the value and importance of including the adult learner him/herself in the development of programming.

## Barriers to Participation

### L.1. Child Care Services.

- Of participating students, 21.5% miss class because of child care problems.

That one fifth of those currently enrolled in adult literacy programs in northern Pennsylvania have problems with child care may suggest that there are others who are not participating because of child care considerations associated with participation.

### L.2. Transportation Services (see Figure #2).

- Of responding administrators, 63% report  $\geq 50\%$  of their students travel 0-5 miles.
- Of responding administrators, 96.5% report  $\leq 50\%$  of their students travel 6-10 miles.
- Of responding administrators, 90% report  $\leq 40\%$  of their students travel 11-15 miles.
- Of responding administrators, 69% report  $\leq 10\%$  of their students travel 16-20 miles.
- Of responding administrators, 90% report  $\leq 10\%$  of their students travel  $> 20$  miles.
- One third of all responding students are not willing to travel more than 5 miles to class.
- Of all responding students, 16% would be willing to travel over 20 miles to class.

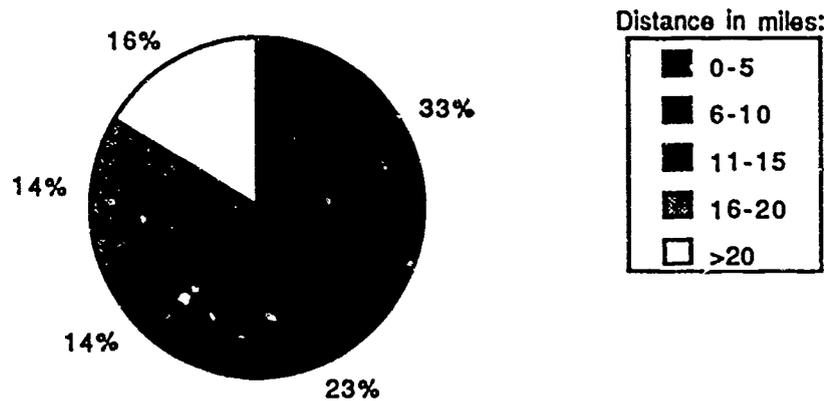


Figure 22 DISTANCE STUDENTS WILLING TO TRAVEL

Transportation problems such as time required for travel, conditions of travel (bad weather, mountain roads), expense, and availability of transportation are reflected by the reports of both the administrators and the students. This underlines the major obstacles distance and geographic location present to delivery of literacy services in rural areas.

Interviews with providers and students alike indicated that transportation and child care were the two biggest problems in attending adult literacy programs. As mentioned earlier, the costs of transportation and child care in terms of money and inconvenience are often too high, even when a means is accessible.

- Of all responding students, 24% know others who would like to come to class but do not have a way to get there.

This question was asked in an attempt to develop some idea of the number of those interested in participation, but yet to become involved. Interest in those not reached by existing services is universal among literacy providers and funding sources. If the responses to this question were the

sole indicator of those interested in participating but not served, then there is at least 25% more adults wanting to participate in literacy services. It is probably safe to say that this under estimates the true need.

### Accessible Media

- Of responding students, 87% have a telephone in their household.
- Of responding students, 96% have a radio in their household.
- Of responding students, 96% have a television in their household.
- Of responding students, 62% have a VCR in their household.
- Of responding students, 50% have a daily newspaper in their household.

These data were accumulated to determine the feasibility of alternative technology-based delivery systems. Several forms of electronic media are comfortably in place in most households, available to be utilized for distance education. The presence of these media in so many households should encourage the use of these different forms of communication to enhance existing services and to develop new ones. They provide a means of recruiting hard-to-reach adults as well as facilitating the delivery of services. Their presence means that no additional monetary outlay is required of the potential adult learner and affords the opportunity to diminish the obstacle of geographic isolation.

### Summary

In summary, this study identified trends, characteristics, and issues of importance to participation in and delivery of adult basic education in rural regions of Pennsylvania. The results indicate that most adult literacy providers

and consumers are involved in ABE programming, more so than in GED or ESL programs. Volunteers are an important component of most adult literacy programs in northern Pennsylvania. Tutors, paid and volunteer, are used both in and out of the classroom as a means of providing the individual attention needed by adult literacy learners. Traditional classroom instruction (teacher in front of the classroom) is used in almost half of the programs, while some programs have no paid staff and rely solely on volunteer tutors.

Most classes are scheduled Monday through Thursday, meet two times a week, with fewest classes being offered in the morning. The largest portion of classes are three hours long, though Sexauer and Paul (1989) report a preference of adult literacy participants and teachers for a two-hour class length.

Computer lessons are used in two thirds of the programs responding to this survey, though only a little more than a quarter of the respondents indicated that they had an adequate supply of computer hardware or software. Though 62% of participating students responding to this survey have VCR's and 96% have televisions in their households, videotaped lessons and public television are under-utilized media for basic skills instruction.

Child care and transportation problems were cited as the two major barriers to participation in literacy classes. The largest portion of participating adult learners are between 16 and 25 years old. Characteristic of this age group are family and employment concerns. In addition, two thirds of the participants do not have more than a tenth grade education. This implies a need for child care services and an interest in basic skills development with regard to improved employability.

Though networking among agencies appears to be practiced throughout the region, territoriality and "turf issues" sometimes impede communication and maximum use of existing local resources. The local agencies involved in human resources and economic development (e.g., Office of Employment Security, JTPA, public assistance) are most active in referring clients to local literacy services.

It is interesting to note that despite the fact that 44% of participants are receiving public assistance, 75% of the programs reported less than 40% referrals from local public assistance agencies. Assessment of students' skill levels and evaluation of existing programs lack standard practices shared across programs. Numerous assessment and evaluation techniques are used, including subjective assessment as well as the use of measuring instruments. Lack of funding, time, and appropriate training constrain both the proper development and implementation of evaluative procedures.

## Chapter Four

### CONCLUSIONS AND RECOMMENDATIONS

The goal of the present study was to identify existing community-based literacy programs in rural Pennsylvania and examine factors influencing the delivery of literacy services and subsequent participation in local literacy programs. Based on the data collected during this study, recommendations have been made for the improvement and expansion of existing literacy services.

The northern region of Pennsylvania is a diverse, although predominantly rural, area made up of agriculture, lumber and mining communities, sparsely populated forests, and towns varying in size and similarity from their urban counterparts. Standards of literacy are changing in rural Pennsylvania as they are elsewhere. According to rural literacy providers, although more low-literate adults are requesting basic skills instruction to improve their employability, there are many who cannot or will not come forward for help. Despite the successes of a few effective and innovative literacy programs, literacy services in rural Pennsylvania are not able to meet the literacy needs of many low-literate adults and rural literacy efforts remain fragmented.

The following table (Table 2) identifies barriers to participation in and delivery of adult basic education services in rural Pennsylvania and corresponding recommendations.

Table 2. Rural Barriers and Recommendations.

Rural Barriers	Recommendations
<p><b>Low motivation/few incentives</b></p> <ul style="list-style-type: none"> <li>• Negative attitudes about education and self-worth are barriers to participation.</li> <li>• The most common reason given for participation in literacy programs is to improve basic skills needed for employment or job training.</li> <li>• In rural areas, however, there is limited cooperation among literacy services, job training, and business/industry/labor.</li> <li>• Consequently, the low-literate adult sees no link between adult basic education and job training or employment opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an informal campaign to change attitudes about literacy and personal potential.</li> <li>• Create community-wide awareness of the many problems resulting from illiteracy.</li> <li>• Initiate cooperation among various public and private sectors of the community to set mutual goals to support and promote local literacy efforts.</li> <li>• Establish partnerships among literacy, job training, and business/industry/labor.</li> <li>• Provide assistance in the development and support of workplace literacy or job-specific literacy programs.</li> </ul>
<p><b>Need for confidentiality</b></p> <ul style="list-style-type: none"> <li>• Confidentiality is a major concern in rural areas due to the smallness of communities.</li> <li>• Confidentiality affects recruitment and participation.</li> <li>• Participation in literacy programs is adversely affected by fears of disclosure.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidential sources information about available literacy services must be available in community settings..</li> <li>• Adult basic skills classes must be offered in locations that are not commonly associated with literacy services.</li> <li>• Tutors should be available to teach basic skills on an individual and private basis.</li> </ul>
<p><b>Inadequate transportation</b></p> <ul style="list-style-type: none"> <li>• In rural regions, adult students often have to travel great distances to participate in adult basic education.</li> <li>• Geographic isolation, poor roads, and lack of public transportation services are characteristic of rural areas.</li> <li>• Many adult literacy students cannot afford to purchase or maintain their own car.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote and support the improvement and expansion of public transportation routes and services.</li> <li>• Network the use of vans, etc. belonging to community agencies to coordinate car-pooling for adult literacy students.</li> <li>• Provide literacy services at workplaces.</li> <li>• Network literacy services to match tutors with students living in the same geographic area.</li> <li>• Promote and support the use distance education to deliver literacy services in places that are convenient to adults living in remote areas.</li> </ul>
<p><b>Lack of child care services</b></p> <ul style="list-style-type: none"> <li>• Rural areas lack the child care facilities needed for many adults to participate in adult basic education.</li> <li>• Where child care facilities do exist, the cost is often too high for low-literate adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide or subsidize child care facilities.</li> </ul>

<p><b>Lack of community leadership</b></p> <ul style="list-style-type: none"> <li>• Many rural communities rely on volunteer or part-time community leaders who do not necessarily have the skills needed for community organization or planning.</li> <li>• Strong community leadership is needed to promote and support local literacy efforts directed toward economic development.</li> <li>• Strong leadership is needed to build partnerships, coalitions and networks.</li> </ul>	<ul style="list-style-type: none"> <li>• Create community awareness and responsibility for local literacy problems.</li> <li>• Train and provide on-going technical assistance to community leaders.</li> <li>• Assist and support the development of community partnerships, coalitions and networks.</li> </ul>
<p><b>Lack of professional support</b></p> <ul style="list-style-type: none"> <li>• There is a lack of funding for adequate and specialized training in adult basic skills instruction.</li> <li>• There is a lack of training resources and models.</li> <li>• Due to geographic remoteness, rural areas do not receive the on-going technical assistance available in urban areas.</li> <li>• Adult basic educators desire a more professional image.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop regional technical assistance services that are available and accessible throughout rural Pennsylvania.</li> <li>• Ensure that on-going technical assistance is available throughout rural regions.</li> <li>• Upgrade the quality of instructional materials, resources and models for adult basic education.</li> </ul>
<p><b>Inappropriate funding</b></p> <ul style="list-style-type: none"> <li>• Although there have been efforts at the state level to provide funding for staff development and training, these funds are often not available to many rural programs due to funding priorities.</li> <li>• Funding restrictions often disallow or limit expenses for staff development or specialized training.</li> <li>• Funding does not address support services necessary for many rural adults to participate.</li> <li>• Funding expenditures do not allow for needed investments in technology to deliver adult basic education services in isolated rural areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise funding priorities to take into account the specific needs of rural literacy programs.</li> <li>• Revise funding restrictions to include more extensive and specialized staff training.</li> <li>• Revise funding restrictions to include child care and transportation subsidies.</li> <li>• Revise allowable funding expenditures to include the purchase of needed equipment and hardware.</li> </ul>

## Low Motivation

The rural situation provides no easy answers to the problem of motivating low-literate adults to participate in local literacy programs. The concept of motivation is central in any learning situation but, however, if adults do not value education or their own self-worth, there will be no motivation to participate in a learning situation. It is recommended that literacy providers encourage participation with an informal campaign to change nonparticipants' negative attitudes about literacy programs and their own potential.

For most rural adults, motivation is based on incentives that promise the increased likelihood of employment based on the acquisition of these skills. Literacy programs, therefore, can no longer remain discrete services offering standard basic skills instruction. There is a need for cooperation and coordination among various sectors of the community in order to offer services that encourage intrinsic motivation and provide valued incentives. This requires mutual goal setting among community services such as literacy services, welfare and public assistance, local school districts, and local job training programs (e.g., JTPA, Vo-Techs). The business community must become an active partner in the assessment of community needs, providing physical support and incentives for employees and prospective employees to participate.

Workplace literacy programs can provide low-literate adults with greater motivation and incentives to participate. Workplace literacy programs can be developed to offer adults basic skills instruction using job-related content, thereby increasing motivation to participate and continue participating. "With the increased emphasis on improving the quality of

our workforce, new efforts are needed to attract learners who ordinarily would not participate in an education program to upgrade their skills" (Alamprese, 1988, p. 34). Workers learn job terminology and concepts while improving their basic skills. Upgrading Basic Skills in the Workplace (Institute for the Study of Adult Literacy, 1989) is a manual created to assist literacy providers in developing and implementing occupation-focused basic skills instruction (see Appendix F).

A novel way of addressing the concerns of prospective participants is used by the Susquehanna County Volunteer Literacy Council. This council shares a problem familiar to many small rural communities. There is an awareness of those in need of literacy services, but enrollment compared to perceived need is low. Volunteers and staff members wrote, directed, and performed a series of skits that portray common situations that a low-literate adult might face or is afraid to face. The purpose of these skits is to help dispel these fears and to provide these adults with the knowledge that their fears are not unique to them alone.

Literacy program administrators must develop a marketing approach in order to recruit new students; recruitment campaigns that have been developed to meet the specific needs of local adults (National Alliance of Business, 1986). This requires a local needs assessment including input from business, industry and labor, job training, adult education and literacy providers, and participating and potential students.

Personal contact is an effective means of recruitment and can be used to reach potential students on an on-going basis through interagency referrals made possible through the establishment of community networks. Church staff can inform their congregations of available services and door-to-door campaigns can be conducted in low income housing projects (National Alliance of Business, 1986).

Graduates of literacy programs are credible spokespeople and can be asked to help with campaigns to recruit students. The Clinton County Development Center for Adults takes advantage of this concept through the use of an Alumni Association made up of GED graduates of the program. These graduates go into schools and talk to at risk youth, reporting their experiences and successes.

### Need for Confidentiality

Another major concern mentioned in interviews with literacy providers was confidentiality as it affects both recruitment and participation. Rural residents are often reluctant to show any evidence of interest in literacy services where the possibility of exposing their basic skills deficiencies exists. Even once enrolled, there is the fear of being observed entering a location known to be used exclusively for literacy services. (This prompted the inclusion of a question on the survey addressing this issue). The study indicates that confidentiality is being effectively addressed by the programs surveyed. However, it is important to maintain awareness of this sensitivity and to work to diminish fears of

disclosure and failure. "The possibility of ridicule, and the fear of disclosure have kept a majority of illiterates from 'coming out of the closet'" (Turner, 1988, p. 643). Based on the interviews and the surveys, literacy providers are attentive to this concern of low-literate adults and confidentiality is maintained in a variety of settings including libraries and churches, places that anyone might go for a variety of reasons.

### **Lack of Transportation and Child Care Services**

Transportation and child care problems were the two most frequently cited barriers to participation in adult literacy classes. In rural regions, adults often must travel great distances to participate in literacy programs. Poor road conditions and inadequate public transportation create additional problems for adults living in outlying areas. Nearly one quarter of responding students reported knowing others who were interested in participating in adult literacy programs but had no means of transportation available to them. One way to help adults with transportation is to provide driving lessons for persons needing them; welfare clients are often eligible for help with buying a car. Taxis, school buses and vans can often be made available to transport adult literacy students when not being used by other community-based organizations. Car pooling is also a possibility when adults are encouraged to meet and work together to form strategies to circumvent barriers to participation (National Alliance of Business, 1986).

Another means of reaching those in need of literacy services and who are currently employed is by providing basic skills instruction at the workplace, using worksites as instruction sites often reduces transportation

problems. Tutor networks can also be used effectively to match tutors with students living in the same geographic area.

Rural literacy providers must be assisted with the development and implementation of basic skills programs designed to overcome "geographic distances, severe climate fluctuations, inadequate public transportation, sparse populations, and limited communications systems (television, radio, telephone)" (Hone, 1984, p. 10). "There is no single ideal service-delivery system for basic skills education...(existing delivery systems) are outstanding successes in some places, outright failures in others and nonexistent in a great many instances" (Chisman, 1989, p. 12). "It is critical to maintain our pluralistic delivery system by exploring new organizational and structural arrangements that can be developed to serve adult learners" (Alamprese, 1988, p. 34). Developing innovative technology-based delivery systems includes "evaluating both emerging and mature technologies to find the best tool for a specific need" (Emery, 1984, p. 12).

Distance education technology can facilitate the delivery of literacy services to those unable to attend classes on a regular basis due to geographic isolation, transportation problems, child care demands, or other responsibilities. This can take many forms including teleteaching, audio and computer conferencing, computer-assisted instruction and increased use of audio and video tapes. Distance education delivery systems are now being designed by the Institute for the Study of Adult Literacy at Penn State to serve rural adult basic education needs. Various distance education media are available and different combinations of technology are being tested for their effectiveness in terms of quality of instruction and cost-efficiency.

At present, neither participants nor providers have adequate funds to support necessary child care services. New funding sources need to address

this deficiency through revising fund restrictions to reflect this need for child care. Various sources of welfare funding under the Family Support Act of 1988 strengthen family self-sufficiency and, therefore, have significance for the development of family literacy programs. For example, Job Opportunities and Basic Skills Program (JOBS) provides educational services leading to GED, remedial education to achieve a basic literacy level, and education for individuals needing help with English as their second language. JOBS also provides adults with child care and transportation services.

### **Lack of Community Leadership**

Rural communities often suffer from a lack of leadership and, consequently, a lack of community organization (McDaniel, 1986). Partnership was alluded to in the section on participant motivation and is central to the success of community programs in general. These partnerships must develop between the public and private sector as means to develop 1) student referrals; 2) access to better facilities, 3) information about other resources; 4) political leverage; and 5) staff assistance (Gilmore, 1988, p. 13).

“There is a need for cooperation among educational institutions, business/industry and governmental agencies—‘the solution triangle’—if we are to solve these problems” (East Regional Planning and Development, 1989, p. 8). Gilmore (1988) defines networks as formal or informal models; literacy programs often have informal arrangements with other community groups “so they can refer clients to each other for needed services” (p. 8).

Public and private sectors of the community may have resources that can be donated to literacy programs.

Corporations are often willing to provide space and equipment for literacy programs available to their employees and to the public: both space and equipment have been donated to local literacy programs by the Prudential Insurance Company of Newark, New Jersey (Lerch, 1985). Another New England corporation, a fast food chain, paid for the printing one million placemats to be used in its twenty-two locations to advertise local job training training. Negotiations are underway with a major dairy store chain to support the printing of similar messages on take-out bags and milk cartons (National Alliance of Business, 1986).

Churches, the Salvation Army, and other service organizations can often assist with supportive services. Speaking at community meetings and at organization meetings and activities can help develop linkages with these service organizations that may result in additional funding or donations of supporting services (National Alliance of Business, 1986).

Public libraries can often donate space for tutoring, materials and/or equipment. Vavrek (1990b) recommends that library staff members receive more training about managing literacy activities including information regarding the availability of existing resources and services, management and effective use of volunteers and grant writing. He further recommends that a formalized training be offered as a cooperative venture

among existing educational institutions that would address literacy awareness at the programmatic level (see Appendix D).

For example, class sites for a West Coast literacy program have been organized in libraries throughout its county, and serve approximately ten thousand students annually every year (Lerch, 1985).

Local libraries should be encouraged to look toward additional and new involvement with literacy programs. The library is an excellent host for family literacy activities that provide services to young children and their low-literate parents. The American Library Association (ALA) and Bell Atlantic Corporation are sponsoring the Bell Atlantic-ALA Family Literacy Project. It was proposed that more than twenty libraries be provided with \$5,000 grants for the establishment of family literacy programs (Baker, 1989) (see Appendix G).

The Coalition for Adult Education Providers in New York City is an example of partnership among community-based organizations and community colleges that offer literacy services. Its mission is to share information, to work together in the development of innovative practices, and to promote themselves to gain more attention and support for literacy programs (Lerche, 1985). This is an example of a cooperative organization made up of exclusively literacy providers as opposed to the Northampton County Literacy Coalition in Pennsylvania which includes representatives of public and private sectors of the community.

The Northampton County Coalition meets monthly for the purpose of promoting and supporting adult literacy efforts throughout the county. Coalition members work together to establish common goals and to develop and implement strategies for enhancing local economic development. This provided the first opportunity for the literacy providers in this area to come together and share information, concerns, and successes. As a result, every other month meetings are now held to focus on instructional issues of interest to local literacy providers, while addressing broader community issues associated with literacy at the other meetings.

## Lack of Professional Support

Adult basic education does not receive the support necessary to develop a professional workforce, primarily due to a lack of funding and resources devoted to adequate training of program staff (Alamprese, 1988). Special populations now participating in adult literacy programs often require staff to have more than standard basic education skills that are taught through training available through organizations such as Laubach Literacy Action (LLA) and Literacy Volunteers of America (LVA). As literacy programs become more diverse, and more specialized instructional and programming skills are needed, training deficiencies become more apparent. Though federal and state investment in adult literacy has increased over the past twenty years, little has been devoted to the improvement of basic skills instruction (Alamprese, 1988). The need for improved training of adult literacy staff must be addressed through funding specifically designated for this purpose. Beyond that, adult basic education (adult literacy) professionals must be recognized as such. Efforts must be made to uphold that professional image statewide as well as locally. State educational plans and policy must acknowledge the demands of adult literacy as any other form of publicly supported education.

In rural regions where there is often a shortage of expertise, it is recommended that a literacy training fund be established to encourage the development of a "cadre of change agents. . . who can take leadership in the development and management of basic skills programs" and that training and on-going technical assistance be available and accessible to local literacy providers, community leaders, volunteer groups, human resource agencies and other members of both public and private sectors of the community.

(Chisman, 1989, p. 27). In order to reach rural communities, professional development opportunities must be available at times and places that are convenient to rural practitioners.

There are many qualified individuals throughout the northern tier of Pennsylvania who are committed to their communities and interested in providing literacy services to the local adults. Their expertise, however, may be in teaching reading or other subject areas and may not include experience or training in the development of programs or dealing with funding sources. Rural practitioners must be trained to assume multiple roles necessary for working in rural areas; to provide them with knowledge of rural issues, the communities and the people they serve (McDaniel, 1986).

Adult literacy programs in rural Pennsylvania would benefit from an expert in management and program development to work with local literacy providers in creating and enhancing programs, to guide those who will run these programs through the necessary steps to build them, and to teach these individuals the skills required to maintain an on-going program.

Two sources of technical assistance available to literacy programs in rural Pennsylvania are TLC: Tutors of Literacy in the Commonwealth and Workplace Technical Assistance Program (WorkTAP). TLC trains volunteer tutors, provides one-to-one basic literacy and small group instruction to adults and manages a Regional Consulting Network to support training efforts of local programs and provide technical assistance. WorkTAP, a statewide technical assistance program funded by the Pennsylvania Department of Education in 1988-89 and 1989-90, offers literacy providers and business/industry/labor organizations training and technical assistance in the establishment of literacy/business partnerships and in the development and implementation of workplace literacy programs. The program is offered through the services of WorkTAP Consultants located throughout the state (see Appendix H).

### **Inappropriate Funding**

Most literacy programs' existence is on a year-to-year basis. There is, therefore, a continual struggle to keep "programs funded and to develop new funding sources for expansion" (Hone, 1984, p. 9).

Federal and state grants to support literacy programs are administered by the Pennsylvania Department of Education; federal funds are available under Sections 321 and 353 of the U.S. Department of Education Act of 1966 and state funds are available under Act 143 of the Pennsylvania Adult Education Act of 1986. In addition, funding is possible in conjunction with other federal programs such as the Job Training

Partnership Act (JTPA), the Joint Jobs Initiative and the Library Service and Reconstruction Act (see Appendix G).

Specific recommendations regarding funding as it relates to the various components of literacy programming have been made throughout the other sections of this chapter. Revisions in funding restrictions should 1) support the training of a professional literacy workforce; 2) subsidize child care and transportation support services; and 3) allow the purchase of technology systems to improve and enhance delivery of literacy services. To complement these revisions, it is also recommended that training, support services and technology resources be used to their full potential. Use of these resources should not be delimited by a particular grant or individual program, but should be utilized across programs and agencies. For example, computer equipment purchased for evening ABE classes could be made available to ESL classes meeting at other times in the same facility.

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**Appendix A**

**SURVEY PACKET**

## Administrator Cover Letter

November 9, 1989

«First Name» «Last Name»  
 «Title»  
 «Organization»  
 «Address»  
 «City», «State» «Zip»

Dear Colleague:

The Institute for the Study of Adult Literacy at Penn State University is conducting a study of the delivery and participation of adult literacy programs throughout the northern tier of Pennsylvania (north of US Rte 80). The purpose of this study is to properly assess existing services and to make practical and practicable recommendations to enhance, enlarge, and increase the number of ongoing programs.

Enclosed you will find a survey of administrators and two copies of Consent to Participate Interview/Survey Form. It should take approximately 10 minutes to complete. To insure representativeness of the results of this survey, it is important that each survey be completed and returned. Please return your completed survey by November 17, 1989. Also, please sign, date and return one copy of Consent to Participate. Keep the other copy for your records.

You may decline the opportunity to participate in this study, and participation has no effect on your funding; however, your response and input are very valuable to the study. Your response will remain confidential and your comments about the survey and study are encouraged. Please include phone number and place a check mark in ( ) beside it if you give us permission to speak with you further. Surveys limit what type of information can be gathered and having the option to speak with you will help us use that information better.

Also enclosed are surveys for students of adult literacy programs. Accompanying these are scoring forms, a description of purpose to be read to students before they complete the survey, and instructions for completing the survey. Feel free to make copies of this survey if there are not enough forms enclosed. The purpose of this survey is to develop a profile of the adult student using literacy services. We ask that you distribute and collect

these surveys in your classes. Read the surveys aloud to the students if necessary. We request that they be returned to us by December 15. All surveys can be returned in the enclosed postage paid envelope.

If you have any questions, please call me. We at the Institute for the Study of Adult Literacy appreciate your help with this study and will do all we can to facilitate your participation.

Sincerely,

Neal A. Hemmelstein  
Project Assistant

\_\_\_\_\_  
PROGRAM  
\_\_\_\_\_  
DIRECTOR  
\_\_\_\_\_  
ADDRESS  
\_\_\_\_\_

\_\_\_\_\_  
COUNTY  
( ) \_\_\_\_\_  
PHONE

**SURVEY OF ADMINISTRATORS OF EXISTING  
ADULT EDUCATION PROGRAMS**

PLEASE DO NOT INCLUDE WORKPLACE LITERACY CLASSES IN ANY RESPONSES.

Type

1. Of the following, how many classes do you offer?  
ABE \_\_\_ GED \_\_\_ ESL \_\_\_ Combined classes (ABE/GED) \_\_\_
2. Approximate number of students served in each program:  
ABE \_\_\_ GED \_\_\_ ESL \_\_\_ Combined classes (ABE/GED) \_\_\_
3. Approximately how many teachers do you employ in these programs?  
ABE \_\_\_ GED \_\_\_ ESL \_\_\_ Combined classes (ABE/GED) \_\_\_
4. Approximately how many tutors do your programs have?  
ABE \_\_\_ GED \_\_\_ ESL \_\_\_ Combined classes (ABE/GED) \_\_\_

Time

5. When are classes offered? (indicate number of classes beside appropriate time of day)-  
ABE MORNING \_\_\_ AFTERNOON ( 12- 5p.m.) \_\_\_ EVE. (after 5 p.m.) \_\_\_  
GED MORNING \_\_\_ AFTERNOON ( 12- 5p.m.) \_\_\_ EVE. (after 5 p.m.) \_\_\_  
ESL MORNING \_\_\_ AFTERNOON ( 12- 5p.m.) \_\_\_ EVE. (after 5 p.m.) \_\_\_  
COMB MORNING \_\_\_ AFTERNOON ( 12- 5p.m.) \_\_\_ EVE. (after 5p.m.) \_\_\_
6. Classes are offered on (circle all that apply)  
ABE-1 MONDAY GED - 1 MON ESL-1 MON COMB - 1 MON  
2 TUESDAY 2 TUES 2 TUES 2 TUES  
3 WEDNESDAY 3 WED 3 WED 3 WED  
4 THURSDAY 4 THUR 4 THUR 4 THUR  
5 FRIDAY 5 FRI 5 FRI 5 FRI  
6 SATURDAY 6 SAT 6 SAT 6 SAT  
7 SUNDAY 7 SUN 7 SUN 7 SUN

7. Classes are \_\_\_\_\_ hours long. (circle all that apply)
- |     |   |       |     |   |       |     |   |       |      |   |       |
|-----|---|-------|-----|---|-------|-----|---|-------|------|---|-------|
| ABE | 1 | ONE   | GED | 1 | ONE   | ESL | 1 | ONE   | COMB | 1 | ONE   |
|     | 2 | TWO   |     | 2 | TWO   |     | 2 | TWO   |      | 2 | TWO   |
|     | 3 | THREE |     | 3 | THREE |     | 3 | THREE |      | 3 | THREE |
|     | 4 | FOUR  |     | 4 | FOUR  |     | 4 | FOUR  |      | 4 | FOUR  |
|     | 5 | FIVE  |     | 5 | FIVE  |     | 5 | FIVE  |      | 5 | FIVE  |
|     | 6 | OTHER |     | 6 | OTHER |     | 6 | OTHER |      | 6 | OTHER |

8. Each class is offered \_\_\_\_\_ time(s) per week. (circle all that apply)
- |        |     |       |   |     |       |   |     |       |   |     |       |
|--------|-----|-------|---|-----|-------|---|-----|-------|---|-----|-------|
| ABE -1 | ONE | GED   | 1 | ONE | ESL   | 1 | ONE | COMB  | 1 | ONE |       |
|        | 2   | TWO   |   | 2   | TWO   |   | 2   | TWO   |   | 2   | TWO   |
|        | 3   | THREE |   | 3   | THREE |   | 3   | THREE |   | 3   | THREE |
|        | 4   | FOUR  |   | 4   | FOUR  |   | 4   | FOUR  |   | 4   | FOUR  |
|        | 5   | FIVE  |   | 5   | FIVE  |   | 5   | FIVE  |   | 5   | FIVE  |
|        | 6   | OTHER |   | 6   | OTHER |   | 6   | OTHER |   | 6   | OTHER |

9. What percent of those enrolled in fixed term classes (ex: 10 weeks) completes these classes? \_\_\_%
10. What percent of those enrolled in open entry , open exit classes attends more than one programming period (ex: September - December)? \_\_\_\_\_%

Location

11. Classes are offered in: (indicate approximate number of classes beside appropriate location)
- |   |                                   |       |
|---|-----------------------------------|-------|
| 1 | PUBLIC SCHOOL BUILDINGS           | _____ |
| 2 | PUBLIC LIBRARIES                  | _____ |
| 3 | VO-TECH SCHOOLS                   | _____ |
| 4 | COMMUNITY COLLEGES                | _____ |
| 5 | OTHER PUBLIC BUILDINGS            | _____ |
| 6 | CHURCHES                          | _____ |
| 7 | PRIVATELY OWNED BUILDINGS         | _____ |
| 8 | BOTH PUBLIC AND PRIVATE BUILDINGS | _____ |
| 9 | OTHER                             | _____ |

12. Is instruction available at locations where confidentiality can be maintained? (circle one)
- |       |     |       |     |     |    |     |       |     |
|-------|-----|-------|-----|-----|----|-----|-------|-----|
| ABE-1 | YES | GED-1 | YES | ESL | 1  | YES | COMB1 | YES |
|       | 2   | NO    |     | 2   | NO |     | 2     | NO  |

13. What percent of students travel \_\_\_\_\_ miles to get to class?
- \_\_\_\_\_% travel 0-5 miles
- \_\_\_\_\_% travel 6-10 miles
- \_\_\_\_\_% travel 11-15 miles
- \_\_\_\_\_% travel 16-20 miles
- \_\_\_\_\_% travel more than 20 miles

Services

14. Are provisions made for child care services for students while they are in class? (circle one)
- 1 YES    2 NO
- If you circled YES, list the percentage of students who use these services. \_\_\_\_\_%.
- List below all sources of funding for child care services

15. Are provisions made for transportation of your students to bring them to class.  
1 YES 2 NO  
If you circled YES, list the percentage of students who use these provisions. \_\_\_\_%.  
List below all sources of funding for transportation
16. Do you provide counseling for students upon completion of a class to help determine what step comes next?  
1 YES 2 NO

Instructional Techniques (Fill in approximate percentage to the best of your knowledge)

17. Traditional instruction (teacher talking to whole class) is provided to the students \_\_\_\_% of the time.
18. Individual tutoring is provided for the students \_\_\_\_% of the time.
19. Small group tutoring is provided for the students \_\_\_\_% of the time.
20. We provide lessons on computer for students, \_\_\_\_% of the time.  
We provide lessons on computers for students.  
ABE 1 YES GED 1 YES ESL 1 YES COMBINED 1 YES  
2 NO 2 NO 2 NO 2 NO
21. We provide lessons on video tape for students to use at home.  
ABE 1 YES GED 1 YES ESL 1 YES COMBINED 1 YES  
2 NO 2 NO 2 NO 2 NO
22. We offer telephone conferences about lessons with the students.  
ABE 1 YES GED 1 YES ESL 1 YES COMBINED 1 YES  
2 NO 2 NO 2 NO 2 NO
23. We use publicly broadcasted televised lessons with students.  
ABE 1 YES GED 1 YES ESL 1 YES COMBINED 1 YES  
2 NO 2 NO 2 NO 2 NO
24. We use correspondence lessons.  
ABE 1 YES GED 1 YES ESL 1 YES COMBINED 1 YES  
2 NO 2 NO 2 NO 2 NO

Referral Agencies

25. Our students are referred from the following agencies. (give approximate percentage for each agency)
- 1 PUBLIC ASSISTANCE AGENCY \_\_\_\_\_%
- 2 JOB TRAINING PROGRAM \_\_\_\_\_%
- 3 OFFICE OF EMPLOYMENT SECURITY \_\_\_\_\_%
- 4 OTHER (please specify) \_\_\_\_\_%  
AGENCY
26. Approximate percent of the students in your classes receiving public assistance \_\_\_\_%

27. Approximate percent of your students who are employed. FULL-TIME\_\_%  
PART-TIME\_\_%

Supplies

28. Do you have enough books for each student in all classes?  
 ABE 1 YES GED 1 YES ESL 1 YES COMBINED 1 YES  
 2 NO 2 NO 2 NO 2 NO
29. Do you have enough audio-visual material for all classes? (circle one)  
 ABE 1 YES GED 1 YES ESL 1 YES COMBINED 1 YES  
 2 NO 2 NO 2 NO 2 NO
30. Do you have enough video-taped lessons for all classes? (circle one)  
 ABE 1 YES GED 1 YES ESL 1 YES COMBINED 1 YES  
 2 NO 2 NO 2 NO 2 NO
31. Do you have enough computer hardware for all classes? (circle one)  
 ABE 1 YES GED 1 YES ESL 1 YES COMBINED 1 YES  
 2 NO 2 NO 2 NO 2 NO
32. Do you have enough computer software for all classes? (circle one)  
 ABE 1 YES GED 1 YES ESL 1 YES COMBINED 1 YES  
 2 NO 2 NO 2 NO 2 NO
33. Do you use volunteers?  
 ABE 1 YES GED 1 YES ESL 1 YES COMBINED 1 YES  
 2 NO 2 NO 2 NO 2 NO

If so, in what capacity?

How are they trained?

34. How do you assess a student's entry level? (Include any instruments used)
35. How do you evaluate your programs?
36. What funding issues, problems, or concerns do you have? (e.g., amount, restrictions, information flow between you and funding source, etc.) **PLEASE BE SPECIFIC**

THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION.  
 PLEASE ADD ANY COMMENTS OR SUGGESTIONS WHICH WILL HELP US  
 WITH THIS RESEARCH PROJECT. Feel free to use back of this page or to add another  
 page.

## DESCRIPTION OF PURPOSE

The purpose of this study is to properly assess existing services and to make recommendations to improve, enlarge, and increase the number of ongoing programs. The survey you are asked to complete is intended to develop a profile of adult students using literacy services. This information will help in the development of programs based on your interests and needs.

Your name is not asked for on this survey. You may choose not to participate in this study; however, your response and comments are very valuable to this study. There is space at the end of the survey for additional comments. Anything you care to share will help and is appreciated.

It should take less than 10 minutes to complete this survey. If you have any questions, problems, or concerns about this survey or study that are not answered, you may contact:

Neal Hemmelstein  
Institute for the Study of Adult Literacy  
248 Calder, Suite 307  
University Park, PA 16801  
814-863-3777

Thank you for your participation in this study.

Sincerely,

Neal A Hemmelstein

## STUDENT SURVEY

**FOR ITEMS ON PAGE 1, PLEASE USE SCORING FORM AND A NUMBER 2 PENCIL. DO NOT MARK ON THIS PAGE. FOR ITEMS ON PAGE 2, WRITE ON SHEET**

- |  |  |
|--|--|
| <p>1. My household has a telephone.<br/>A) YES<br/>B) NO</p> <p>2. My household has a TV.<br/>A) YES<br/>B) NO</p> <p>3. My household has a VCR.<br/>A) YES<br/>B) NO</p> <p>4. My household receives a daily newspaper.<br/>A) YES<br/>B) NO</p> <p>5. My household has a radio.<br/>A) YES<br/>B) NO</p> <p>6. I am interested in studying together with other students outside of class.<br/>A) YES<br/>B) NO</p> <p>7. This is my first adult class.<br/>A) YES<br/>B) NO</p> <p>8. I would attend another adult class based on my experience in my present class.<br/>A) YES<br/>B) NO</p> <p>9. I know people who would like to come to class but do not have a way to get there.<br/>A) YES<br/>B) NO</p> <p>10. I am employed.<br/>A) YES<br/>B) NO</p> <p>11. If employed, are you on salary or paid hourly?<br/>A) SALARY<br/>B) HOURLY</p> <p>12. I receive public assistance.<br/>A) YES<br/>B) NO</p> | <p>13. I am _____.<br/>A) FEMALE<br/>B) MALE</p> |
|--|--|

**PLEASE ANSWER ITEMS ON THIS PAGE IN SPACE PROVIDED**

14. If the class you want is offered, but not near you, how far are you willing to travel to attend? \_\_\_\_\_ miles
15. The highest grade in school I have completed is \_\_\_\_\_.
16. I am \_\_\_\_\_ years old.
17. Sometimes I have to miss class because I have child care problems. a) YES b)NO
18. Other than child care, I sometimes have to miss class because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

**THANK YOU FOR YOUR TIME. ANY COMMENTS OR SUGGESTIONS YOU HAVE WHICH WILL HELP US WITH THIS STUDY ARE GREATLY WELCOMED. PLEASE USE SPACE BELOW.**

**Appendix B**

**MAP OF COUNTIES**



**Appendix C**

**PROGRAM TYPES**

## Program Types

### Adult Basic Education (ABE)

- federal basic skills program
- designed for adults 16 years and older who are out of school and who have not completed high school.
- 0-4 level students

### General Educational Development (GED)

- testing program developed by the American Council on Education (ACE).
- prepares adults for high school equivalency examination
- Pre-GED
  - 5-8 level students
- GED
  - 9-and above

### English as a Second Language (ESL)

- improves proficiency in four skill areas:
  - reading
  - writing
  - listening
  - speaking

**Appendix D**

**VAVREK LIBRARY STUDY**

## Library-Based Literacy Service

The purpose of this investigation was to determine the status of adult literacy services available through rural public libraries in the northern-tier of Pennsylvania. This geographical area comprises the counties in Pennsylvania north of the Interstate 80 highway. In the fall of 1989, the Center for the Study of Rural Librarianship, College of Library Science, Clarion University of Pennsylvania, identified the target libraries by utilizing the 1988/89 edition of The Directory of Pennsylvania Libraries, and the 1989 Rand McNally Commercial Atlas. Public libraries in communities of under 25,000 people were chosen as meeting the definition of "rural." Ultimately, 129 libraries were identified.

In October, 1989, a survey was sent to each of the directors of the targeted libraries with instructions to return the completed questionnaire by November 15, 1989. An "adult," for surveying purposes, was described as someone at least 17 years old. With the use of telephone calls to help stimulate the return, as well as to answer any questions, 64% (83) of the questionnaires were submitted by the target date. Graduate assistants, under the direction of the project director, provided the logistical support for this project. The following discussion is based on the data provided through an analysis of these returns.

An initial question put to the respondents was to determine whether or not their libraries provided any type of literacy support or services--directly or indirectly. To this inquiry, 70% (58) answered in the affirmative. Thirty percent of the total (25) indicated, no. At this point, directions on the survey instrument requested those librarians without literacy services to return the remainder of the form unanswered. Indicative of the nature of literacy support by rural public libraries in Pennsylvania at the present time, is the information provided by the first figure, below. Library directors were asked to describe the role of their

library in providing adult literacy services. The graph illustrates the top six answers, which in most cases represent an "environmental" type of support. This characterization is not made in a denigrating fashion, rather it represents what one might expect. It's important to remember, for example, that the rural public library frequently provides the only suitable meeting space for transacting community activities.

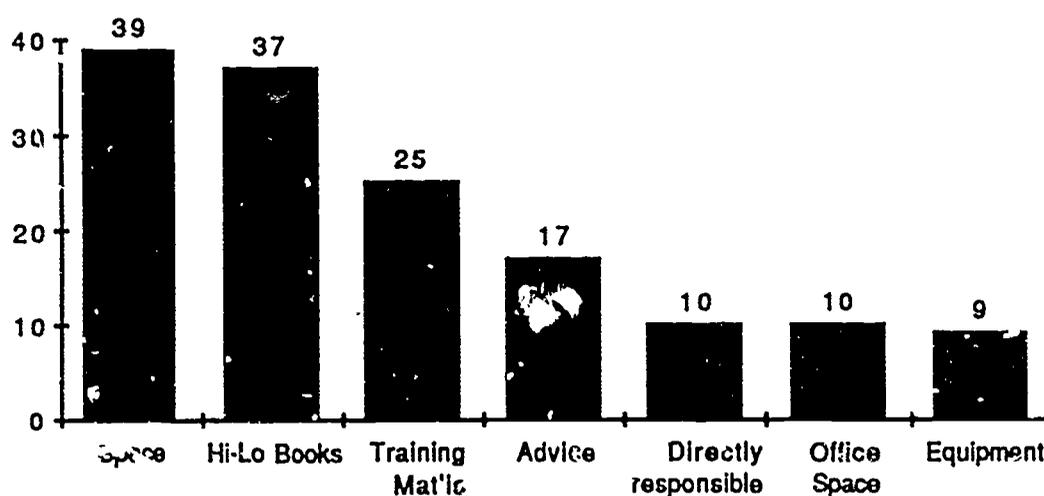


Figure 23

### The Libraries Role in Literacy Services

In Figure 23, 39 respondents indicated that they provide space in the library for training activities; high interest/low level reading materials are provided by 37; training materials are identified by 25 respondents; 17 reported giving advice to literacy students; 10 directly are responsible for literacy training, 10 indicated that they provide office space; and nine provide equipment for literacy training. Parenthetically, in Figure 23, respondents could provide more than one answer.

Of the respondents whose libraries were directly involved in literacy training, the average number of students enrolled over the last six months was six. The range, however, was from one to 20. These individuals were most likely

enrolled into ABE classes. In relation to the ages of these students, the largest category, 33% (20), were identified as 25-34 years old. Twenty-one percent (13) were from the ages of 35-44. To recruit students, a majority of the respondents use a variety of advertising techniques such as notices in newspapers, brochures, and posters.

### Libraries Supporting the Efforts of Other Providers

The remaining questions posed in this investigation related to instances in which rural libraries were supportive of other literacy providers. At the outset, respondents indicated that the average number of students involved in literacy training over the last six months was twelve. The range of answers was from one to 54. While the ages of these individuals were not requested, there is no reason to believe that they would differ considerably from those instances in which the library acted as the literacy trainer. Further, the typical library has been supportive of literacy activities for an average of four years. In response to the type of literacy classes offered (with the library in a supportive role), of the 23 individuals answering, ABE and GED activities were tied at nine, and ESL finished with five "votes."

This investigation helps to confirm the relative inability of the rural library to provide much in the manner of equipment support. Figure 24 shows this.

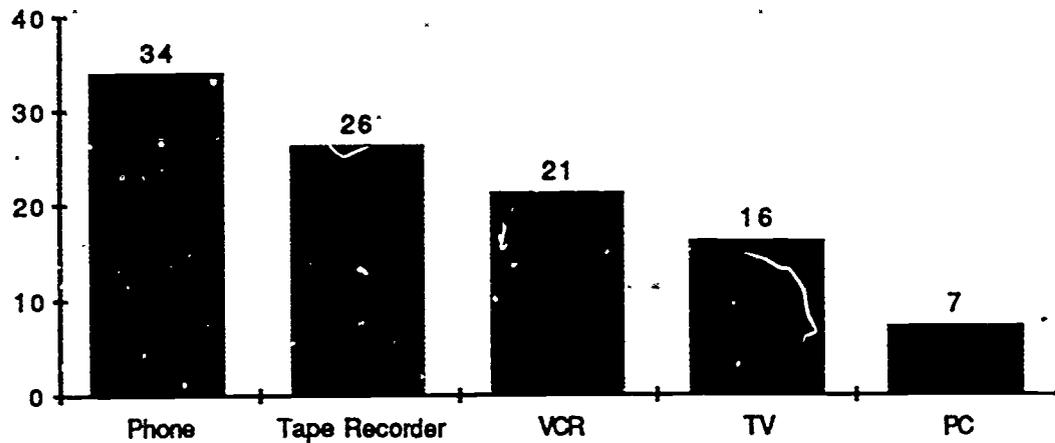


Figure 24 Availability of Equipment to Support Literacy Activities

In interpreting Figure 24, the reader is reminded that the total number of respondents answering is 58. Therefore, only 59% (34) have a telephone available to support the literacy effort, and fewer than half have tape recorders. It is not surprising that when asked about the availability of audiotapes, videotapes, and computer software, 59% (34) indicated they had none of these. On the matter of providing information about literacy activities; 42 of the respondents indicated that they cooperated with other providers; printed information is distributed by 32 individuals; 27 use bulletin boards; 22 talk individually with people in the community; and the local newspaper is utilized by 12 respondents.

The lack of financial support will come as no surprise to the reader. The average amount spent over the last six months, as reported by eight respondents, was \$1,470. This was based, however, on a range of budgets from \$50 to over \$5,000. While one may be skeptical of the high-end of this reporting, grant awards could realistically account for this since LSCA Title VI was reported most often as the manner in which monies were obtained.

Interestingly, while funding is identified by nine respondents as the most difficult problem in attempting to provide adult literacy services, the lack of space, and identifying students who need tutoring are considered to be more significant problems by 12 and 11 library directors, respectively.

Finally, while this survey attempted to identify the magnitude of the literacy effort in relation to the population served, the few respondents answering this question yielded data indicating percentages from 14% to over 100%. It is safe to say that in a majority of cases this information is probably unknown--whether or not one is directly involved in literacy services.

### Summary and Conclusions

As a context for this investigation, it is important to understand the nature of the institution being examined. The typical library surveyed--as shown from the submitted data--serves a population no larger than 15,000 people. One third of the libraries (23) provide for populations under 5,000 individuals. Aside from these data, however, it is significant for the reader to realize that the library directors referred to in this study most often do not have academic training, and are probably the only full-time person employed in the library. Further, annual budgets are approximately \$30,000, and the total book collection numbers no more than 25,000 volumes. These views of the library come from ongoing research activities of the Center for the Study of Rural Librarianship.

With the above commentary as background, it is not surprising that this investigation revealed the fact that only 17% (10) of the libraries surveyed in the northern tier of Pennsylvania play a direct role in providing literacy services. And, while instructing one student/month must be judged significantly, it is only a

beginning. Most of the libraries studied, however, offered support within their means, and for these efforts they should be appreciated.

Because of its modest experience with literacy dynamics through the Rural Adult Literacy Program, the CSRL has come to realize the variety of problems inherent in attempting to provide literacy training in rural Pennsylvania. While the "lack of everything" might accurately characterize the conditions of life at a practical level, one is convinced--although it was not directly tested in this investigation--that the key to future literacy success hinges on the ability of library staff members to acquire more training about managing literacy activities. This would include things such as the availability of existing sources and services, management of volunteers, and grant writing. Without further training, the inability to provide more services will become endemic.

Therefore, it is recommended that a formalized training activity be established, perhaps as a cooperative venture among existing educational institutions that would immediately address literacy awareness at the programmatic level. This training effort should be made available to everyone in Pennsylvania who is concerned about making progress in combating adult illiteracy.

**Appendix E**

**ENROLLMENT**

## 306/143- ABE/GED/ESL PROGRAMS 1987-1988

County	Total Enrollment	ABE Enrollment	GED Enrollment	ESL Enrollment
Bradford	236	195	38	3
Cameron	0	0	0	0
Centre	2126	1603	227	296
Clarion	138	104	31	3
Clearfield	Included in	Centre County		
Clinton	Included in	Centre County		
Columbia	NA	NA	NA	NA
Crawford	458	362	92	4
Elk	NA	NA	NA	NA
Erie	1726	1208	422	96
Forest	NA	NA	NA	NA
Jefferson	68	67	0	1
Lackawanna	406	235	109	62
Luzerne	714	614	45	55
Lycoming	542	311	210	21
McKean	95	46	49	0
Mercer	547	363	182	2
Monroe	NA	NA	NA	NA
Montour	NA	NA	NA	NA
Pike	21	21	0	0
Potter	30	30	0	0
Sullivan	NA	NA	NA	NA
Susquehanna	67	49	1	17
Tioga	112	80	31	1
Venango	127	111	9	7
Warren	51	0	51	0
Wayne	24	0	24	0
Wyoming	55	35	20	0
<b>28 COUNTY TOTAL</b>	<b>7543</b>	<b>5434</b>	<b>1541</b>	<b>568</b>

## **Appendix F**

### **UPGRADING BASIC SKILLS FOR THE WORKPLACE**

Upgrading Basic Skills for the Workplace, a manual for literacy providers, is a guide to developing workplace literacy services. The manual includes background information, an overview of instruction, steps to providing services, resources and examples.

For information, contact:

Institute for the Study of Adult Literacy

204 Calder Way, Suite 209

University Park, Pennsylvania 16801

(814) 863-3777

**Appendix G**

**FUNDING**

## Funding Sources

**Federal Grants:** The U.S. Adult Education Act of 1966 offers grants to state and local education agencies for education programs developed to: 1) enable adults to acquire basic literacy skills necessary to function in society; 2) enable adults to continue their education to at least the level of completing secondary school; and 3) make available to adults the means to secure training and education that will enable them to become more employable, productive, and responsible citizens. Funds can be used to meet the costs of instruction, to employ and train adult basic educators, and to develop specialized curricula.

Since 1966, several amendments to the Act of 1966 have been passed, the most recent in 1988. Provisions have been added in Sections 321 and 353 to include workplace literacy, English as a Second Language, adult migrant farmworkers and immigrant education, and adult literacy volunteer training.

Sections 321 funds are available to programs that provide educational opportunities and guidance/counseling services for out of school youth over 16 years of age and undereducated adults who need basic skills, English instruction or a high school equivalency diploma. Priority is given to programs that address both statewide needs and the improvement of individual programs based on locally addressed needs.

Students participating in Section 321 programs are enrolled in one of four program levels of instruction:

- 1) English as a Second Language;
- 2) grades 0-4;
- 3) grades 5-8; or
- 4) grades 9-12.

Instruction from 0-8 grade levels is defined as Adult Basic Education (ABE). Instruction encompassing grade levels 9-12 is designed to enable undereducated adults to successfully pass General Educational Development (GED) examinations. English as a Second Language (ESL) programs offer instruction to adults whose primary language is not English. Funds can be used for instructional, supervisory and counseling services; textbooks and other teaching materials; and in-service training. Under Section 321,

grantees must contribute at least 10% of the total program cost. Grantees must reapply each year for continued funding.

Section 353 funds are available for Special Demonstration projects involving the use of innovative methods, systems, materials, or programs which may have national significance or will be of special value in promoting effective programs. Projects may also train personnel working in or preparing to work in adult basic education programs. Each year, priorities are defined and established for funding awards. The priorities for 1990-91 are 1) newsletters and public relations designed for statewide impact; 2) family literacy projects designed for state or regional impact; 3) staff development activities designed for regional or statewide impact; 4) workplace/workforce literacy projects designed for regional or statewide impact; 5) statewide dissemination of a previous 353 Special Demonstration project; 6) research designed for regional or statewide impact; and 7) the development of curricula, instructional techniques, and/or delivery systems designed for regional or statewide impact. Mini-grants to address local needs are also available. Funding for continuation of a 353 project is generally not available. A 15% local match is required of the applicant.

**State Grants:** State funding for literacy programs was established under Act 143 of the Adult Literacy Act of 1986. Act 143 offers funding to literacy councils, public libraries, school districts, intermediate units, vocational-technical schools, community colleges, colleges/universities, and private, non-profit community-based organizations. The purpose of the Act 143 funding is to expand the availability of literacy programs in the state and to increase professionalism within programs with staff development and tutor training. Twenty percent of state funds must be spent on training and support of volunteer tutors. Act 143 programs must have an emphasis on adults functioning below a fifth grade level and no more than 20% of Act 143 funds can serve GED programs. Priority is given to 0-4 grade level and ESL population.

Funding is awarded based on the number of eligible adults who 1) receive public assistance; 2) are unemployed or displaced homemakers; 3) do not have high school diplomas; 4) are not currently enrolled in a literacy program; 5) are members of minority groups; and 6) have less than a fifth grade reading level. Priority goes to programs providing basic education skills at the 0 to 4th grade level and/or English as a Second Language using

volunteer tutors, and to establish programs in areas currently not being served. Funding applicants must also provide proof that there is coordination among different agencies such as JTPA, the Office of Employment Security (OES), etc. Eligible adults must be 17 years of age or older; a resident of Pennsylvania and cannot have a high school diploma or equivalency (from an American or foreign school) or be enrolled in a public or private secondary or post-secondary school.

Act 143 funds can be used for salaries, wages, books, materials, supplies, clerical services to set up training sessions, rental of facilities which are not owned by the sponsoring agency, equipment rental, training volunteer tutors, student support services, outreach and recruitment activities, and administrative costs. Funds cannot be used to purchase equipment or to pay tutors providing one-to-one or small group tutoring. Grantees must reapply for funds each year.

**Job Training Partnership (JTPA):** JTPA was passed by the U.S. Congress in 1982 to replace the old Comprehensive Employment and Training Act (CETA) and is administered through the Department of Labor. JTPA is targeted to youth and adults who are economically disadvantaged and/or facing serious barriers to employment. Adult education is an important part of the legislation as the definition of job training includes basic skills.

**Library Service and Construction Act (LSCA), Title VI:** These funds are available from the federal government for the development of library-based adult literacy services. Though State and local libraries are the eligible applicants, adult literacy programs may be able to take advantage of this source of funding by working in concert with their local library. The maximum award for projects under this program is \$25,000.

In the course of developing the grant proposal, there may be times when you need advice or guidance regarding LSCA, Title VI. Frank Stevens, Director, or, Carol Cameron or Barbara Humes, LSCA Title VI Program Officers, are the people to contact. They can be reached at:

Library Development Staff  
 Library Programs/OERI  
 U.S. Department of Education  
 555 New Jersey Avenue, N.W.  
 Washington, D.C. 20208-5571  
 (202) 357-6315

For general information and guidance about ways to utilize libraries in your area, an excellent resource is, Planning Adult Literacy Services: Options For Library Involvement, by Barbara VanHorn. This is available through the Institute for the Study of Adult Literacy - 204 Calder Way, Suite 209, University Park, PA 16801. Phone (814) 863-3777.

### Alternative Funding Sources

Public Financial Consultants Incorporated  
 1800 Linglestown Road, Suite 305  
 Harrisburg, PA 17110-3343  
 (707) 232-6733

Directory of Pennsylvania Foundations  
 ADvancE  
 PDE Resource Center  
 333 Market Street  
 11th Floor  
 Harrisburg, Pennsylvania 17126-0333

**Appendix H**  
**TECHNICAL ASSISTANCE**

**TLC: Tutors of Literacy in the Commonwealth**

For information, contact:

Delaware County Literacy Council  
225 East 24th Street  
Chester, PA 19013

## **Workplace Technical Assistance Program (WorkTAP)**

WorkTAP is a workplace literacy technical assistance program designed to provide training and technical assistance in the development and implementation of workplace literacy programs. Services are offered to literacy providers and business/industry/labor organizations in Pennsylvania. A network of WorkTAP Consultants are available throughout the state.

### **WorkTAP Consultants:**

- train local literacy providers to develop job-specific workplace literacy instruction
  - conduct local and regional workplace literacy workshops
  - provide one-on-one training and mentoring
- host community breakfasts and meetings
  - present workplace literacy issues
  - discuss the development of local workplace literacy strategies
- work with individual businesses, business associations, labor organizations, and community groups to develop an awareness of workplace literacy needs and resources
- establish partnerships between literacy providers and businesses for the purpose of assessing specific workplace literacy needs and developing appropriate workplace literacy programs
- provide ongoing technical assistance to both literacy providers and business/industry/labor organizations throughout program planning and program implementation.
- provide literacy providers and business/industry/labor organizations with the most up-to-date information regarding workplace literacy on an ongoing basis.

For information contact:

Sheila Sherow  
Institute for the Study of Adult Literacy  
Penn State University  
204 Calder Way, Suite 209  
University Park, PA 16801  
(814) 863-3777.

**Appendix I****RAW DATA**

PROGRAM

DIRECTOR

ADDRESS

COUNTY

PHONE

( )  
\_\_\_\_\_  
)

**SURVEY OF ADMINISTRATORS OF EXISTING  
ADULT EDUCATION PROGRAMS**

PLEASE DO NOT INCLUDE WORKPLACE LITERACY CLASSES IN ANY RESPONSES.

Type

1. Of the following, how many classes do you offer?  
ABE\_186\_\_\_ GED\_43\_\_\_ ESL\_16\_\_\_ Combined classes (ABE/GED)\_51\_\_\_
2. Approximate number of students served in each program:  
ABE\_2969\_\_\_ GED\_1211\_\_\_ ESL\_312\_\_\_ Combined classes (ABE/GED)\_1470
3. Approximately how many teachers do you employ in these programs?  
ABE\_95\_\_\_ GED\_72\_\_\_ ESL\_33\_\_\_ Combined classes (ABE/GED)\_52\_\_\_
4. Approximately how many tutors do your programs have?  
ABE\_1031\_\_\_ GED\_37\_\_\_ ESL\_80\_\_\_ Combined classes\_147\_\_\_

Time

5. When are classes offered? (indicate number of classes beside appropriate time of day)-  
ABE MORNING\_46\_ AFTERNOON (12-5p.m.)\_74\_ EVE. (after 5 p.m.)\_67  
GED MORNING\_8\_ AFTERNOON (12-5p.m.)\_12\_ EVE. (after 5 p.m.)\_29  
ESL MORNING\_6\_ AFTERNOON (12-5p.m.)\_5\_ EVE. (after 5 p.m.)\_10  
COMBINED MORNING\_7\_ AFTERNOON (12-5p.m.)\_13\_ EVE. (after 5 )\_27\_
6. Classes are offered on (circle all that apply)  
ABE-1 MONDAY-21 GED - 1 MON-17ESL-1 MON-9 COMB - 1 MON-9  
2 TUESDAY-23 2 TUES-18 2 TUES-7 2 TUES-12  
3 WEDNESDAY-22 3 WED-15 3 WED-8 3 WED-9  
4 THURSDAY-23 4 THUR-17 4 THUR-9 4 THUR-12  
5 FRIDAY-12 5 FRI-9 5 FRI-6 5 FRI-6  
6 SATURDAY-3 6 SAT 6 SAT 6 SAT  
7 SUNDAY 7 SUN 7 SUN 7 SUN

7. Classes are \_\_\_\_\_ hours long. (circle all that apply)
- |     |   |          |     |   |          |     |   |         |      |   |         |
|-----|---|----------|-----|---|----------|-----|---|---------|------|---|---------|
| ABE | 1 | ONE-4    | GED | 1 | ONE-2    | ESL | 1 | ONE-2   | COMB | 1 | ONE-1   |
|     | 2 | TWO-8    |     | 2 | TWO-7    |     | 2 | TWO-5   |      | 2 | TWO-1   |
|     | 3 | THREE-14 |     | 3 | THREE-11 |     | 3 | THREE-2 |      | 3 | THREE-6 |
|     | 4 | FOUR-6   |     | 4 | FOUR-2   |     | 4 | FOUR    |      | 4 | FOUR-1  |
|     | 5 | FIVE     |     | 5 | FIVE     |     | 5 | FIVE    |      | 5 | FIVE-1  |
|     | 6 | OTHER    |     | 6 | OTHER    |     | 6 | OTHER   |      | 6 | OTHER   |

OTHER

8. Each class is offered \_\_\_\_\_ time(s) per week. (circle all that apply)
- |     |    |         |     |   |         |     |   |         |      |   |         |
|-----|----|---------|-----|---|---------|-----|---|---------|------|---|---------|
| ABE | -1 | ONE-8   | GED | 1 | ONE-3   | ESL | 1 | ONE-1   | COMB | 1 | ONE-2   |
|     | 2  | TWO-23  |     | 2 | TWO-17  |     | 2 | TWO-6   |      | 2 | TWO-6   |
|     | 3  | THREE-5 |     | 3 | THREE-2 |     | 3 | THREE-1 |      | 3 | THREE-2 |
|     | 4  | FOUR    |     | 4 | FOUR-5  |     | 4 | FOUR    |      | 4 | FOUR    |
|     | 5  | FIVE-3  |     | 5 | FIVE-   |     | 5 | FIVE    |      | 5 | FIVE-5  |
|     | 6  | OTHER   |     | 6 | OTHER   |     | 6 | OTHER   |      | 6 | OTHER   |

9. What percent of those enrolled in fixed term classes (ex: 10 weeks) completes these classes? \_\_\_\_%

- %
- 40-1
- 50-2
- 70-3
- 75-1
- 80-2
- 85-2
- 90-4

10. What percent of those enrolled in open entry , open exit classes attends more than one programming period (ex: September - December)? \_\_\_\_\_%

- %
- 5-2
- 20-2
- 35-1
- 45-1
- 50-4
- 70-3
- 75-4
- 85-2
- 90-3
- 95-1
- 98-1
- 100-1

Location

11. Classes are offered in: (indicate approximate number of classes beside appropriate location)

- |   |                                   |     |
|---|-----------------------------------|-----|
| 1 | PUBLIC SCHOOL BUILDINGS           | _41 |
| 2 | PUBLIC LIBRARIES                  | _56 |
| 3 | VO-TECH SCHOOLS                   | _10 |
| 4 | COMMUNITY COLLEGES                | _8  |
| 5 | OTHER PUBLIC BUILDINGS            | _37 |
| 6 | CHURCHES                          | _40 |
| 7 | PRIVATELY OWNED BUILDINGS         | _33 |
| 8 | BOTH PUBLIC AND PRIVATE BUILDINGS | _53 |
| 9 | OTHER                             | _18 |

12. Is instruction available at locations where confidentiality can be maintained? (circle one)

ABE- 1 YES-26 GED- 1 YES -20 ESL 1 YES-10 COMB1 YES-6  
 2 NO 2 NO 2 NO 2 NO

13. What percent of students travel \_\_\_\_\_ miles to get to class?

\_\_\_\_\_ % travel 0-5 miles

%	60-1
10-3	65-1
20-5	70-2
25-1	75-3
30-1	80-2
45-1	85-2
50-4	90-2
	100-2

\_\_\_\_\_ % travel 6-10 miles

%	
1-1	
2-2	40-2
5-2	50-2
10-2	80-1
15-2	
20-8	
25-4	
30-3	

\_\_\_\_\_ % travel 11-15 miles

%	25-3
1-1	30-1
5-3	40-3
7-1	50-2
10-4	
12-2	
20-1	

\_\_\_\_\_ % travel 16-20 miles

%	
1-2	
2-1	
5-3	
10-5	
15-1	
20-2	
25-1	
30-1	

\_\_\_\_\_ % travel more than 20 miles

1-2	
2-1	
5-2	
7-1	
10-3	

25-1

Services

14. Are provisions made for child care services for students while they are in class?  
(circle one)  
1 YES-3 2 NO-30  
If you circled YES, list the percentage of students who use these services. \_\_\_\_%.  
List below all sources of funding for child care services.
15. Are provisions made for transportation of your students to bring them to class.  
1 YES-12 2 NO-25  
If you circled YES, list the percentage of students who use these provisions. \_\_\_\_%.  
List below all sources of funding for transportation.
16. Do you provide counseling for students upon completion of a class to help determine what step comes next?  
1 YES-32 2 NO-4

Instructional Techniques (Fill in approximate percentage to the best of your knowledge)

17. Traditional instruction (teacher talking to whole class) is provided to the students \_\_\_\_% of the time.
- |      |       |
|------|-------|
| %    |       |
| 1-2  | 40-1  |
| 3-1  | 50-4  |
| 10-4 | 60-2  |
| 15-1 | 70-2  |
| 25-3 | 80-2  |
| 30-1 | 90-2  |
| 33-1 | 100-1 |
18. Individual tutoring is provided for the students \_\_\_\_% of the time.
- |      |       |
|------|-------|
| %    |       |
| 1-1  | 70-1  |
| 5-2  |       |
| 10-2 | 85-1  |
| 15-1 | 90-1  |
| 20-4 | 98-1  |
| 25-3 | 100-7 |
| 30-4 |       |
| 33-1 |       |
| 40-2 |       |
| 50-1 |       |
19. Small group tutoring is provided for the students \_\_\_\_% of the time.
- |      |      |       |
|------|------|-------|
| %    | 25-3 | 40-1  |
| 1-2  | 30-2 | 45-1  |
| 2-1  | 33-1 | 50-1  |
| 5-6  |      | 55-1  |
| 10-3 |      | 70-2  |
| 15-1 |      | 100-1 |

20-4

20. We provide lessons on computer for students \_\_\_\_\_% of the time.

%	
0-10	25-2
5-1	30-3
10-4	40-2
15-3	100-2
20-4	

We provide lessons on computers for students.

ABE 1	YES-17	GED1	YES-14	ESL 1	YES -6	COMB 1	YES-10
2	NO-10	2	NO-6	2	NO-5	2	NO-2

21. We provide lessons on video tape for students to use at home.

ABE 1	YES-4	GED1	YES-1	ESL 1	YES -3	COMB 1	YES
2	NO-25	2	NO-20	2	NO-8	2	NO-9

22. We offer telephone conferences about lessons with the students.

ABE 1	YES-10	GED 1	YES-7	ESL 1	YES-6	COMB 1	YES-6
2	NO-14	2	NO-12	2	NO-5	2	NO-8

23. We use publicly broadcasted televised lessons with students.

ABE 1	YES-5	GED 1	YES-4	ESL 1	YES-2	COMB 1	YES-3
2	NO-24	2	NO-18	2	NO-11	2	NO-11

24. We use correspondence lessons.

ABE 1	YES-1	GED 1	YES	ESL 1	YES-1	COMB 1	YES
2	NO-25	2	NO-23	2	NO-13	2	NO-13

Referral Agencies

25. Our students are referred from the following agencies. (give approximate percentage for each agency)

1 PUBLIC ASSISTANCE AGENCY \_\_\_\_\_%

%	40-2
	50-2
5-4	60-1
10-5	65-1
15-2	70-1
20-1	90-1
25-4	
30-4	
35-1	

2 JOB TRAINING PROGRAM \_\_\_\_\_%

%	40-1
5-1	50-1
10-9	60-1
15-1	80-1
20-1	100-2
25-3	
30-3	

3 OFFICE OF EMPLOYMENT SECURITY \_\_\_\_\_ %  
 %  
 1-3  
 5-1  
 10-5  
 15-1  
 20-2  
 25-4  
 40-2  
 50-1

4 OTHER (please specify) \_\_\_\_\_ %  
 AGENCY  
 1-1  
 3-1 50-1  
 10-6 75-1  
 15-2 85-1  
 20-2  
 25-1 100-1  
 35-1  
 40-1

26. Approximate percent of the students in your classes receiving public assistance \_\_%

10-2	65-1
15-3	70-1
	75-1
20-3	80-2
25-1	90-1
30-2	95-1
35-4	100-1
40-2	
45-1	
50-1	

27. Approximate percent of your students who are employed.  
 FULL-TIME \_\_\_\_\_ %      PART-TIME \_\_\_\_\_ %

%	
5-1	10-3
10-6	15-2
13-1	
20-1	20-4
25-3	25-3
30-2	30-2
35-3	40-4
40-3	50-1
50-1	65-1
60-1	
70-2	75-1
80-1	

Supplies

28. Do you have enough books for each student in all classes?  
 ABE 1 YES-26 GED 1 YES-20 ESL 1 YES-11 COMB 1 YES-13  
 2 NO-3 2 NO-1 2 NO-2 2 NO-1
29. Do you have enough audio-visual material for all classes? (circle one)  
 ABE 1 YES-12 GED 1 YES-12 ESL 1 YES-3 COMB 1 YES-7  
 2 NO-10 2 NO-8 2 NO-6 2 NO-4
30. Do you have enough video-taped lessons for all classes? (circle one)  
 ABE 1 YES-5 GED 1 YES-4 ESL 1 YES COMB 1 YES-3  
 2 NO-19 2 NO-17 2 NO-10 2 NO-8
31. Do you have enough computer hardware for all classes? (circle one)  
 ABE 1 YES-8 GED 1 YES-5 ESL 1 YES-1 COMB 1 YES-6  
 2 NO-19 2 NO-16 2 NO-11 2 NO-7
32. Do you have enough computer software for all classes? (circle one)  
 ABE 1 YES-8 GED 1 YES-5 ESL 1 YES-2 COMB 1 YES-6  
 2 NO-21 2 NO-17 2 NO-10 2 NO-6
33. Do you use volunteers?  
 ABE 1 YES-21 GED 1 YES-13 ESL 1 YES-9 COMB 1 YES-4  
 2 NO-9 2 NO-10 2 NO-1 2 NO-6

If so, in what capacity?

How are they trained?

34. How do you assess a student's entry level? (Include any instruments used)
35. How do you evaluate your programs?
36. What funding issues, problems, or concerns do you have? (e.g., amount, restrictions, information flow between you and funding source, etc.) **PLEASE BE SPECIFIC**

**THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION.  
 PLEASE ADD ANY COMMENTS OR SUGGESTIONS WHICH WILL HELP US  
 WITH THIS RESEARCH PROJECT. Feel free to use back of this page or to add another  
 page.**

**STUDENT SURVEY**  
**FOR ITEMS ON PAGE 1, PLEASE USE SCORING FORM AND A**  
**NUMBER 2 PENCIL. DO NOT MARK ON THIS PAGE. FOR ITEMS**  
**ON PAGE 2, WRITE ON SHEET**      Number of Students- 514  
 17 counties (of 28)

- |   |  |
|---|--|
| <p>1. My household has a telephone.<br/>         A) YES-447<br/>         B) NO-66</p> <p>2. My household has a TV.<br/>         A) YES- 492<br/>         B) NO- 21</p> <p>3. My household has a VCR.<br/>         A) YES- 319<br/>         B) NO- 194</p> <p>4. My household receives a daily newspaper.<br/>         A) YES- 255<br/>         B) NO- 258</p> <p>5. My household has a radio.<br/>         A) YES- 493<br/>         B) NO- 19</p> <p>6. I am interested in studying together with other students outside of class.<br/>         A) YES- 297<br/>         B) NO- 213</p> <p>7. This is my first adult class.<br/>         A) YES- 335<br/>         B) NO- 176</p> <p>8. I would attend another adult class based on my experience in my present class.<br/>         A) YES- 426<br/>         B) NO- 80</p> <p>9. I know people who would like to come to class but do not have a way to get there.<br/>         A) YES- 121<br/>         B) NO- 389</p> <p>10. I am employed.<br/>         A) YES- 188<br/>         B) NO- 323</p> <p>11. If employed, are you on salary or paid hourly?<br/>         A) SALARY- 49<br/>         B) HOURLY- 215</p> <p>12. I receive public assistance.<br/>         A) YES- 226<br/>         B) NO- 284</p> | <p>13. I am _____.<br/>         A) FEMALE- 305<br/>         B) MALE- 206</p> |
|---|--|

14. If the class you want is offered, but not near you, how far are you willing to travel to attend? \_\_\_\_\_ miles

## MILES-RESPONSES

0-15	10-80	25-18
1-29	11-2	30-21
2-11	12-3	35-6
3-14	13-2	40-3
4-3	14-1	45-1
5-64	15-50	50-12
6-3	16-2	>50-11
7-8	20-56	
8-6	24-1	

15. The highest grade in school I have completed is \_\_\_\_\_.

## GRADE-RESPONSES

0-1	10-135
2-2	11-81
3-1	12-75
4-4	GED-4
5-7	12+1-2
6-7	12+2-3
8-52	B.S.-2 (1 from Iran, 1 refresher)
9-94	special ed-1

16. I am \_\_\_\_\_ years old.

## AGE-RESPONSES

15-3	27-12
17-23	28-9
18-43	29-16
19-16	30-12
20-22	31-35--55
21-22	36-45--96
22-14	46-55--40
23-16	56 & older-19
24-26	
25-18	
26-17	

17. Sometimes I have to miss class because I have child care problems.

YES-101

NO-368